

OIT

OTI

OVS

OREGON TECH'S FIRST

30 YEARS

1946-1976

PREFACE

This history was two years in compilation and could have taken more time if available. The mountain made by 30 years correspondence and memoranda was not attempted. Many contributions of faculty and staff are buried there, regretablely.

The readily available sources were used to the fullest possible extent. Among these were files of the Herald and News of Klamath Falls and the Klamath County Library tapes of the Portland Oregonian. Equally important in determining dates and events were the scrapbooks, minutes of the State Board of Education 1946-1960 and minutes of the State Board of Higher Education 1946-1976.

Many people contributed memory material. These included my wife, Veta, Bruno Marchese, Hal Rotrock, Jess Crabtree, Walt DuWan, Jack Douglass, Art LeCours, Jim Boyle, D. B. Miller, Lars Svanevik, Paul Chitwood, Howard Morris, George Miller, Dan Miles, Dr. Don Theriault, Catherine Puri, Dr. Tim Stanaway, Frank Vaskelis, Roy Fisk, Bill Clark, John Ward, O.K. McCart, Bob DeRosier, Harvey Rice, Fred Foulon, Fred Heard, Dr. R.E. Lieuallen, Freeman Holmer, Jack Hunderup, Rex Krueger, Mary Crawford, Paul Lienau, Dr. John Lund, Bill Johnson, Gene Stivers, Al Roberson, Judy Bronkey, Katie Lake, Al Stone, Russ Madsen, Lorraine Furby, D. D. Miller, Carol Boyle, Elsie Bush, Dr. Tom Connors, James Hitt, Cecil Lake, Bill King, Lew Jones, Paul Huston, Dave Hull, William Smullin and many others.

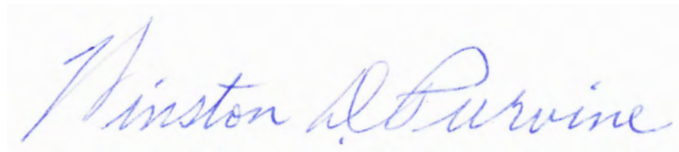
I am indebted for support by Veta, Dr. R. E. Lieuallen, Dr. Kenneth Light and Dr. Jean Underwood. This was fundamental to success in the venture.

Dr. Jean Underwood was editor and steno pool advisor, contributing invaluable assistance through many hours. Nancy Cox volunteered and transcribed all the original copy. Winnie Scholer and staff prepared the excellent final draft. My appreciation goes to all these people.

The many educational successes through all the years came from an entire faculty commitment. These innumerable contributions are the subject of grateful reflection. Members of the State Advisory Council, the State Board of Education and the State Board of Higher Education have a deserved and warm acknowledgement for their support. A bit of philosophy helped and especially in the early years as quoted from Benjamin H. Swig, San Francisco, - "Nothing will ever be attempted if all possible objections must be first overcome".

In retrospect, I am glad my fortunes led to Klamath Falls and to Oregon Tech.

W. D. Purvine

A handwritten signature in blue ink that reads "Winston D. Purvine". The signature is written in a cursive style with a large, stylized 'W' and 'P'.

FOREWARD

Any history of the development of O.I.T. is inescapably a concurrent account of 30 years of the life of Winston D. Purvine. The two are so intertwined that to describe one is automatically to document the other. The development of the school was his dream and he pursued it as relentlessly as the finest research scientist. Not a single detail escaped his attention.

Among all qualified observers it is a commonly accepted fact that Winston was "the" moving force in everything that transpired from the school's inception to the respected position it now occupies nationally.

Needless to say the school is the manifestation of the continuing and unflagging efforts of all the faculty, but without the genius of this one man there would have been no vehicle within which the faculty could operate.

Writing this foreward is both a rare opportunity to pay tribute to a great man--truly a giant among men--and yet a very real challenge. In this short space, even with the most carefully selected words, how does one utilize the many superlatives which readily come to mind?

It is certain that Purvine was highly capable in three major categories. He was an educator, a politician, and an administrator.

As an educator the lengthy career biography, which can be found in Appendix E, attests to the fact that his recognition and many

awards were national in scope. His early career with the State Department of Education, wherein he supervised many programs including the massive War Production Training Program, sensitized him to the need for a new type of technical education. There were no blueprints to follow and the effort was pioneering in character. This pioneering is most clearly exemplified by the fact that Purvine was instrumental in coining the word, "Technologist," to describe the bachelor degree graduate in engineering technology.

Also the word, pioneer, indicates the nature of the struggle for acceptance. It means exploration and battles, setbacks and successes, and it calls for courage and stamina.

Especially in the early years, the fate of the institution hinged upon political considerations. In this arena Purvine demonstrated the expertise usually only associated with professionals. He was knowledgeable, displayed a brilliant mind, and employed a keen memory for important detail. He was a tireless worker who always "did his homework." He was completely sensitive to people's reactions and to the political nuances in any small word or deed. In his many speeches and statements never once, as I recall, was he careless to the point of making a political blunder. Not that this pleased everyone because, as could be expected, the lesser people in his opposition were rankled by his success. His great composure and self control were particularly evident in any political episode. He never spoke or acted on emotion; he was always motivated by rational thought.

In the triad of education, politics, and administration it was necessary for Purvine to excel in the third as well as the first two.

The great mass of detailed bureaucratic recordkeeping and reporting, coupled with difficult command decisions placed huge demands on Purvine's energies and nerves. Here again, as in other areas of responsibility, he displayed great balance in his personality. This unusual balance enabled him to work with multitudes of small detail without developing the mind and attitudes of a clerk. And, on the other hand, he could clearly and calmly solve major problems which called for unhurried and thorough thought. As we all know, most people can operate on one level or the other, but not in the full range.

This is not to infer that Purvine attempted to singlehandedly perform each and every operation in the school. He knew how to assign responsibility and allow his faculty the authority to create in an unfettered environment. However, he always knew of the individual's direction and progress. He knew when to persuade directional changes or to make necessary replacements. And this latter was always a most painful duty because of his warm and sympathetic regard for the wellbeing and feelings of any subordinate, regardless of rank.

The most obvious method of personal contact with the faculty was in the form of open meetings. Here he displayed the most accomplished speaking ability. He converted his brief, but well-organized notes into the most skillfully constructed words and phrases. The presentations never missed an important detail and always conveyed the most cohesive and understandable message. He was a true artist with words.

It is most fortunate for posterity that Purvine was available to write this history of O.I.T. after his retirement in 1976. No one

else could have gleaned the paramount items from 30 years' accumulation of records nor to have organized it into a flowing and descriptive dissertation. The great volume of material available required that two years of dedicated effort be expended.

The history of O.I.T.'s development was a reflection of the times. And it was a happy set of circumstances that matched the man with the rapid evolution in industrial technology. After World War II there was an explosive demand for highly skilled technical workers and few, if any, schools were committed to offering the training. O.I.T. led the nation in devising curriculums for training in a great many areas i.e., electronics, medical technology, and civil engineering technology. These and others have become the models for similar programs throughout the nation.

This text is not merely the results of a scholarly collecting and organizing of facts. Rather, the work stems from live memories created by intimate contact and very personal reactions to each incident, and event, and era. It is not a compilation of dry facts, but it is the account of episodes in a real life drama. A human drama involving great forces in opposition to the school pitted against Purvine and his many friends.

The book might well be titled, "The Perils of Pauline." Each episode ends with the heroine in some deadly danger. Then, in each case and at the last minute, the hero comes to the rescue. And just as in the movies where the hero emerges without a hair out of place, Winston never showed the effects of the struggle. Regardless of how the battle raged or how many wounds were received, Winston never

lost his composure. In all the years I have known him I have never, under any circumstances, seen him off balance or incapacitated to any degree.

This work will provide a collection of memories for all the helpful friends of the school and for the faculty members who shared so intimately in the long evolutionary struggles. However, much more than that, it will be very enlightening and useful to any who in the future become engaged in the formation of an educational venture.

Of special interest to those of us who were part of the school in its early days are the many nostalgic items. For example--the recurring legislative battles for appropriations to guarantee survival, the armed nighttime security patrols by the supervisory staff, the problems of the vast steam heating system which had only a single main shutoff valve for the entire complex, and the mild earthquake of 1948 which cracked a truss in the gymnasium. These things bring back poignant memories to us and also serve to show all readers that the development of the school was a multitude of human experiences and not merely a simple bureaucratic process. It was a dangerous but romantic period and I am certain that throughout it all Winston viewed it all in just that light.

Jesse A. Crabtree

TABLE OF CONTENTS

Part One--THE TRADE-VOCATIONAL SCHOOL	<u>Page</u>
Chapter I, 1946-47	1
Chapter II, 1947-48	17
Chapter III, 1948-49	32
 Part Two--THE EARLY TECHNICAL INSTITUTE	
Chapter IV, 1949-51	77
Chapter V, 1951-53	104
Chapter VI, 1953-55	132
Chapter VII, 1955-57	151
Chapter VIII, 1957-59	169
 Part Three--THE LATE TECHNICAL INSTITUTE	
Chapter IX, 1959-61	204
Chapter X, 1961-63	236
Chapter XI, 1963-65	257
Chapter XII, 1965-66	287
 Part Four--THE POLYTECHNIC COLLEGE	
Chapter XIII, 1966-69	304
Chapter XIV, 1969-71	339
Chapter XV, 1971-73	364
Chapter XVI, 1973-76	382
 Part Five--GENERAL DEVELOPMENT	
Chapter XVII, Academic	416
Chapter XVIII, Students	503
Chapter XIX, Intramural and Athletic	522
Chapter XX, Administration and Fiscal	532
 APPENDIX A	566
APPENDIX B	581
APPENDIX C	585
APPENDIX D	624
APPENDIX E	632

HISTORY OF OREGON TECH

Part One--THE TRADE-VOCATIONAL SCHOOL Chapter I, 1946-47

The Klamath Falls Marine Recuperational Barracks, built during World War II for the treatment of Marine Corps veterans contracting certain tropical diseases in the South Pacific, was constructed in three phases. While contractors were completing the third phase, it was deactivated by the Department of the Navy; the sulpha drugs, artificial fever therapy, and other medical advancements had made extensive hospitalization of these veterans unnecessary.

When local organizations and officials became aware that the Barracks was to be declared surplus, they cast about for uses. One group, the Klamath Falls Lions Club, had an education committee headed by Hal Shidler, local merchant. This committee visualized the facility as well adapted to vocational education courses and presented the idea to the club at-large. Upon approval there, the proposition was taken by Mr. Shidler to the Klamath County Chamber of Commerce which entertained this alternative along with others.

In the meanwhile at the state level, the attention of the State Board of Higher Education had been focused upon increasing the educational opportunities for veterans and others. The Board had authorized its extension division to begin operation in the old Vanport Federal Housing facility in Portland. Certain of its officials had been directed also to review the Barracks facilities. Governor Earl Snell was following these developments with high interest. During his several successful election campaigns for various state offices,

Governor Snell had been a staunch supporter of service to war veterans. He was also concerned that this good-quality facility be put to some effective use. Consequently, he had advised higher education officers of his desire to be notified of the progress during their survey of the Barracks. Late in September of 1946 the Governor was informed, as he had requested, of the probable outcome of the report to the State Board of Higher Education. The report was negative in that a higher priority, based upon population of the contiguous area, was given to the Vanport activity of the General Extension Division. A second objection was that it would be overly expensive to operate so large a facility as KFMRB, with the relatively small general college enrollment anticipated.

Governor Snell summoned his budget director, Mr. George Aiken, to discuss the Klamath Falls Marine Recuperational Barracks. No account was received of the discussion held, but a result could be observed. Mr. Aiken called O. I. Paulson, State Director of Vocational Education, to ascertain his presence in the office and came over immediately. Mr. Paulson called in State Supervisor of Trade and Industrial Education, Winston D. Purvine, to participate in the ensuing conference. Mr. Aiken was somewhat agitated. Mr. Paulson and Mr. Purvine received information as to the Governor's wishes that the vocational education adaptability of the facility be surveyed. The State Director sent a party of three headed by State Supervisor Purvine to visit and inspect the facility. Following such a visit, the staff of the State Division of Vocational Education would provide plans for the review of the

Governor. Members of the group were not strangers to the facility because various vocational classes had been held for the hospitalized veterans by the Klamath Falls School District with reimbursement from State Administered Vocational Education funds. These classes had been reviewed by the state personnel who were given a tour by the Marines.

A crew of workers were carrying out assigned activities during the inspection visit. The crew foreman, Jack L. Campbell, surreptitiously requested Mr. Purvine's car keys and vanished. That night at the hotel the trunk was opened and found to contain building floor plans for all the structures, utility maps, and other facility records. These turned out to be the only such information available when the State of Oregon finally accepted the property.

Governor Snell asked each member of the State Board of Education to visit the Barracks before its October 9, 1946, meeting. The Klamath Falls Herald and News of Thursday, October 3, 1946, featured a front-page story headlined, "Destiny of Barracks in Balance."

With the Oregon state board of education slated to meet next Wednesday to continue mulling over the possible use of part of the Klamath Falls Marine Barracks as a vocational school, the big plant on the hill was marking time today, its destiny undetermined after filling one of the greatest war-time needs for returning servicemen.

The meeting of the board of education is called for October 9 by Governor Earl Snell (Chairman) whose office advised that the session was asked after WAA disclosed the Barracks had been frozen for educational use only until October 15 instead of November 1, 1946.

Inspection

Governor Snell has asked each member of the board to inspect the Barracks before the meeting. The Oregon board of higher education also is considering use of all or part of the Barracks as a college for veterans, as Klamath residents interested in keeping the plant intact, are well aware.

The opinion expressed here is that the vocational angle is the key to the situation. If the board of education should take the Barracks over for that purpose, it could lease a part of the facilities to the state board of higher education for college credit course under the extension service.

By the time of the meeting on October 9, the vocational division personnel had developed a detailed plan for utilization of the facility in offering vocational training to World War II veterans using their G.I. educational entitlement. The plan was scarcely something out of the blue, since the vocational division had participated in the planning and establishment of the Eugene Vocational School and the Oregon City Vocational School under the State's regional vocational school law. The Klamath Falls proposal, then, was simply an enlarged version of this experience aimed at producing a third regional (but statewide) vocational institution.

The action of the State Board of Education was reported in the October 9, 1946, Herald and News as follows:

Board OKs [sic] Barracks
Money Next Obstacle in School Path

Salem, October 9 (AP)--The state board of education voted 4 to 1 today to take over all of Klamath Marine Barracks for use as a vocational school, provided the state emergency board appropriates funds to operate it until the legislature meets.

The emergency board will be summoned to meet here, probably next Friday, to act on the request for funds. The application for the Barracks must be filed with the war assets administration by next Tuesday.

The board of education's motion provided that the state board of higher education may use part of the Barracks as a college for veterans. There also is a provision that the Klamath school board may use part of it.

Snell Approves

Voting for making the application were Governor Earl Snell, Secretary of State Robert S. Farrell Jr., State Superintendent of Public Instruction Rex Putnam, and Paul H. Spillman, Powell Butte.

Opposing it was Miss May Darling, Portland, who said she feared the action was a first step in diverting funds from general education. She said the American Federation of Labor, which she represents, opposes it.

The action of the State Board of Education produced directions to State Superintendent of Public Instruction Rex Putnam and Vocational Director Paulson to prepare a request for the approval of funds by the State Emergency Board. This request, together with a summary of the general utilization plan, was delivered to officials of the Emergency Board in time for its October 11, 1946, meeting.

Barracks School Cash Voted Start May be Made January 1

The state board of education was making plans today to operate the Marine Barracks as a vocational school by early January as the state emergency board voted funds late Friday enabling Oregon to take over the plant and operate a vocational school there until February.

Already approved in a Wednesday session of the state board of education, the state emergency board, by a 5 to 2 vote, earmarked \$75,000 for the Marine Barracks. The state board of education will apply Monday to the war assets administration for the property.

When WAA turns over the big plant, built on the hills above Klamath Falls as a wartime installation for the United States marine corps, the next step is the preparation of the barracks for the reception of students.

How Vote Went

At Friday's session, watched eagerly here by those anxious to see the Marine Barracks utilized, it was necessary for five out of the seven members to approve the appropriation.

Favoring the appropriation were: State Senators Eugene Marsh, McMinnville; Ernest Fatland, Condon; Howard Belton, Clackamas county, and State Representative Henry Semon, Klamath Falls, and Stanhope Pier, Portland.

Opposed were Senator Dean Walker, Independence, and Representative Burt Snyder, Lakeview.

Marsh and Fatland said they voted with the understanding the school would be only a temporary installation, possibly for four years.

Snyder of Lakeview explained his negative vote by stating that the only reason he opposed the appropriation was that he believed legislative action would be required to set up a 'new institution of education.'

Telling support for the project was provided by President A. L. Strand, Oregon State College, and by his Dean of Engineering, George Gleeson. They quoted from a survey relative to engineering technology made by the OSC School of Engineering in the mid-1940's.

Minutes of the State Emergency Board meeting of October 11, 1946, are as follows:

. . . Mr. Oscar Paulson, Director of Vocational Education presented to the Emergency Board a request for a supplemental appropriation for Vocational Education to permit the operation of the Marine barracks at Klamath Falls as a vocational school. The request, it was understood, was made at the request of the State Board of Education, and the Emergency Board was further advised that application for the buildings and equipment at the Klamath Falls Marine barracks must be made on or before October 14, 1946, however, the State Board of Education would consider taking over the buildings only if they could be secured at 100% discount. A typewritten summary of such request was presented to board members by Mr. Paulson. Dr. A. L. Strand, President of the Oregon State College was also heard in favor of the program, stating that it would contribute to the relief of the crowded condition, particularly in the Engineering School at the College. Mr. George K. Aiken told of the efforts that had been made to have any action as to the disposition of the barracks at Klamath Falls delayed, however, October 14, 1946 was set by the Federal Government as the latest date on which the state

may file its application if it was to secure the buildings. Mr. Winston D. Purvine of the State Board of Vocational Education reported that the law permitted the use of all fees collected from students for tuition at such vocational school, when operated by the Division of Vocational Education, for the payment of the expenses of operation of the school. . . .

The Emergency Board action could be fixed as "date of founding", but this date has not been used at Oregon Tech.

The State Board of Higher Education met Friday night, Saturday, and Sunday, and approved Chancellor Paul C. Packer's recommendation that the State System of Higher Education not assume responsibility for the operation of the Barracks. Willard Marks, president of the State Board of Higher Education was quoted,

If we go in it at all--and there seems to be some division of opinion on that, it is probable that we will rent space from the State Board of Education and turn it over to the extension division to operate in the same manner as Vanport College is operating.

Plans were made at once for State Director Paulson to meet with members of the KUHS district board so they might ascertain any cooperation that could be provided by the two agencies. Superintendent of the Klamath schools, Arnold Gralap, said,

We realize veteran needs come first and, if there is room, we will use the school in conjunction with our own work at KUHS.

The State Board of Education made application through its officers to the United States War Assets Administration for the transfer of the

Barracks to the State of Oregon for use as a state vocational training school. The officers of the WAA offered the optimistic view that transfer could be accomplished by December 1, 1946. However, matters were not concluded as rapidly as forecast. It seemed that almost daily, new military facilities were turned over to WAA and the magnitude of the task of disposal became apparent. In late December or early January, WAA notified the State Director of Vocational Education as to the conditions that would be included in the contract of conveyance. These were submitted to the State Board of Education on January 30, 1947. Reaction by the State Board of Education was revealed in the Herald and News story dated January 31, 1947.

Barracks Deal Upset Again Negotiation with WAA to be Reopened

The State Board of Education today unanimously rejected the War Assets' terms by which the state can acquire the Klamath Marine Barracks for use as a vocational school, and decided to carry on further negotiations with the WAA.

The Board objected to the provisions that the barracks must be used for 25 years exclusively for educational purposes.

The Board will ask the WAA either to reduce the 25 year period and provide exclusive use for education, or leave it at 25 years and permit the state to use it for some other purposes.

The Board felt that there might not be need for the vocational school in a few years in which the state might want to use it for some other purpose.

The Oregon State Legislature, convened in early January 1947, was given opportunity to act on the foundation of a new school prior to its actual start. Considerable discussion was going on in the legislative halls about the proposal to establish a vocational training school at

the Barracks. Notice of this appeared in the editorial column written by Malcolm Epley, February 10, 1947, in the Herald and News,

Back from Salem where he talked to a number of state officials about it, Mayor Ed Ostendorf says he thinks the Marine Barracks school project has a 'fair chance,' but that no time can be lost in clearing it for action.

Following instructions given by the State Board of Education, vocational officials again approached the WAA, seeking to amend the conditions stated by WAA. In an editorial of February 19, 1947, Mr. Epley noted that the WAA had stood fast on its condition and rejected a request from the State to change the proposed contract. This brought the matter back to the State Board of Education which met February 26, 1947. The results of that meeting are stated in the following article from the February 26, 1947, Herald and News.

State Board Accepts MB Offer Legislative Appropriation is Next Hurdle

Salem, February 26 (AP) The state board of education voted 5 to 1 today to accept the war assets administration's terms by which the state could take over the Klamath Marine Barracks and decided to ask the legislature for \$620,000 to operate the plant as a vocational school during the next 2 years. . . .

Voting against the proposal was May Darling, Portland who said 'she doubts the educational value of the proposal, as the area is so remote from the educational centers of the state.' . . .

Paulson declared that the demand for vocational training would increase each year. At the end of five years, only \$70,000 in state funds would be needed each year, because as enrollment increased, the institution would become almost self-sustaining.

It was said 820 applications were on hand and school would open by July 10 (600 vets at start) eventually 1,500 students.

The Legislative Scene 1947

While the State Board of Education was completing negotiations and developing understanding with the WAA, legislative events were unfolding slowly. One of the key circumstances revolved about the financial problems of the state. One brief indication is well-stated in the Herald and News article of Friday, March 21, 1947.

Joint Group Labors to Cut Deficit

Salem March 21 (AP) The joint legislative ways and means committee, which must decide quickly whether to make a drastic cut in all appropriations or whether to have a deficit of more than \$6,000,000 for the next biennium voted 6 to 5 today to ask the house tax committee to bring in a bill to levy a 30 percent tax on slot machines, pinball games and punchboards.

The matter of a possible deficit weighed heavily on the minds of the Ways and Means Subcommittee on Education when it voted 2 to 1 in review of the Barracks proposal. Voting for was Representative William Morse, Prineville, and voting in opposition were Senator Howard Belton, Canby, and Senator Carl Engdahl, Pendleton. The adverse recommendation of the subcommittee appeared routinely on the Ways and Means agenda and was accepted unanimously. The review triggered anxiety and activity alike in Salem and Klamath Falls. Using the argument that all features of the project had not been completely presented to the subcommittee, the Klamath County Chamber of Commerce initiated a re-hearing request. That there was considerable support in legislature appeared in the Malcolm Epley editorial column March 27, 1947, in the area "Briefs from the Pocket File."

Don't get excited about it, but there is a possibility that the marine barracks school project is not dead. The joint subcommittee is expected to take a last look at the question Friday when additional information is to be presented.

The lobbying activity became intense as veterans' organizations, many school superintendents and principals, local school board members, and others commented on the need for vocational education of veterans. It had developed that many veterans wishing to seek such education could not find training locations in the State even though a large number of proprietary schools had sprung up. During this period of time, State Supervisor Winston Purvine (lobbying) found that legislators showed good interest in a recital he called "The Technical School in 1957" (ten years later).

On Thursday evening before the committee hearing, Supervisor Purvine was called by State Representative Henry Semon to come down to his room in the old Marion Hotel posthaste. When he arrived in the hotel room, he found Representative Semon and State Senator Carl Engdahl, Chairman of the Ways and Means Subcommittee on Education. Directed by Representative Semon, Mr. Purvine launched into a vivid description of the school as at ten years of operation circa 1957. After an hour or more of such discussion, Representative Semon indicated the conference was over--at about 10 p.m. On the morning of March 28, the United Airlines limousine from Klamath Falls arrived carrying a ten-man delegation to the education subcommittee meeting. The members of the delegation, together with Representative Rose Poole, Representative Henry "Hank" Semon, State Director Paulson, and Supervisor Purvine, attended the meeting. Senator Engdahl stated at the beginning that a limit of ten minutes would be placed on

each person's testimony since the committee had considerable information and were expecting to hear only new detail concerning the facility and the project. This produced a brief hearing. As the delegation and state officers were standing in the hall outside the hearing room, the subcommittee secretary (from the budget division) advised the group that the subcommittee had reversed its stand by a 2 to 1 vote. Voting "Yes" were Chairman Senator Carl Engdahl and Representative William B. Morse. Senator Howard C. Belton, Canby, continued to vote "No."

Legislative counsel was instructed to prepare a bill authorizing the establishment of a state school at the Marine Barracks for presentation to the Joint Ways and Means Committee on Monday, March 31, 1947. There being a scarcity of copies, at 6:45 a.m. on Monday, a group of legislators and State Supervisor Purvine were perusing the proposed legislation. Partner with Purvine in the reading was State Representative Frank Van Dyke of Ashland.

Herald and News, Monday, March 31, 1947 -

Barracks Plan Recommended Committee Reverses First Vote

The Joint legislative ways and means committee voted 9 to 5 today to recommend that the state take over the Klamath Marine Barracks for use as a state vocational school.

Last week the committee had voted unanimously against the proposal, which calls for an appropriation of \$620,000 to operate it for the next two years.

In the meantime, however, the new program to insure the state against a budget deficit was developed which made it possible to reconsider the adverse action.

Supporters of the bill and lobbyists were immediately involved in rapid action, as the legislature was expected to adjourn momentarily. The bill was taken up in the House, a suspension of rules was voted, and the bill was passed in the briefest time possible. The bill was then sent to the Senate where, again, suspension of the rules was voted and the measure passed there. An accompanying measure was an amendment to the State Civil Service Act to exempt the professional staff and teachers from the classified service. This was necessary to effectuate a behind-the-scenes struggle conducted by Supervisor Purvine.

Upon return from a recent school supervising trip, he had found that the proposed budget for the school simply accepted civil service classification of teachers for the proposed school. The civil service rate for state vocational teachers--mainly at the boys' reformatory, Woodburn, was \$200-\$260 per month. Then existing economic circumstances indicated that qualified teachers would be available only if a salary of \$335 per month could be offered: the positions had to be unclassified. The amendment to the Civil Service Act was pencilled on the back of an envelope for immediate inclusion in the existing bill. It, too, was in accord with session rules suspension procedures. It should be noted that the Governor's office judiciously supported passage of the authorization bill.

With Representative Frank J. Van Dyke, Ashland, supporting the bill as carried by Mrs. Rose Poole in the House, the bill passed with only six dissenting votes. Various observers of the political scene felt that the vote would be exceptionally close in the Senate although a bare majority was expected. When it was presented in the Senate, with two senators

absent, it passed 24 to 4, surprising even its supporters. Negative votes were cast by Howard Belton, Canby; Angus Gibson, Junction City; Ernest Fatland, Condon; and Paul Patterson, Hillsboro.

The State Vocational Division became the scene of furious long-hour planning in preparation for opening the school whenever the WAA would officially transfer it. Many details needed to be planned and the specific interests of veterans wishing to attend the school needed to be determined. Fortunately a tremendous resource of shop equipment was at the disposal of the State Vocational Division. In the early stages of procurement of this equipment, then Assistant Supervisor Purvine had urged placing the title of war production training equipment in the State Division of Vocational Education to make it available for possible extension of the state's regional vocational schools programs. State Director Paulson had taken up the matter with U. S. Office of Education officials, and the proposal was approved.

A part of the planning being developed was that of distribution of something over five million dollars valuation of equipment to the Eugene Vocational School, to the Oregon City Vocational School, to the existing vocational programs in the various local high school districts, and to the new school at Klamath Falls.

Speculation in Klamath Falls as to the probable school director developed to include an editorial comment in the Herald and News. At one stage it was suggested that State Director Paulson should leave his office and head the school. Mr. Paulson was pleased by the suggestion, but had no intention of leaving the top position in the state. Shortly

thereafter, Malcolm Epley, in his "Day's Roundup" column of May 16, 1947, wrote as follows:

. . . W. D. Purvine, state vocational education official who has been actively engaged in preparation for the new school, is mentioned as a possibility for director of the school. . . Mr. Purvine has made an excellent impression on a lot of people.

Planning for the institution was guided by Chapter 459, Oregon Laws of 1947 quoted in full.

OREGON LAWS, 1947
CHAPTER 459

AN ACT

[H. B. 546]

To provide for the acquisition and maintenance of certain property located in Klamath county, Oregon; authorizing the operation of a state educational institution thereon; appropriating money therefor; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. The state board of control hereby is authorized and directed to immediately proceed to acquire, in the name of the state of Oregon, title to that certain real property consisting of approximately 734 acres of land together with the buildings constructed thereon located in Klamath county, which is the present site of the United States marine barracks facilities at Klamath Falls, Oregon, together with personal property consisting of the equipment in and for such buildings.

Section 2. Upon the acquisition of title to the real property described in section 1 of this act, jurisdiction and control thereof shall be and the same hereby is vested in the state board of education and said board hereby is charged with the duty of maintaining and operating such premises for and on behalf of the state of Oregon.

Section 3. Upon acquiring jurisdiction and control of the property described in section 1 of this act, the state board of education hereby is authorized and directed to proceed to establish at such location a state vocational school which such board shall operate through its division of vocational education.

Section 4. The laws of this state governing the operation of other vocational schools operated under the jurisdiction of the state board of education and acts amendatory and supplementary thereto, in so far as applicable, hereby are adopted into this act by reference and made applicable to the vocational school provided for herein.

Section 5. There hereby is appropriated out of moneys in the general fund in the state treasury not otherwise appropriated the sum of six hundred twenty thousand dollars (\$620,000) for the purpose of carrying out the provisions of this act relating to the authority and duties of the state board of education.

Section 6. It hereby is adjudged and declared that existing conditions are such that this act is necessary for the immediate preservation of the public peace, health and safety; and, owing to the urgent necessity of maintaining the public credit, an emergency hereby is declared to exist, and this act shall take effect and be in full force and effect from and after its passage.

Approved by the governor April 16, 1947.

Filed in the office of the secretary of state April 16, 1947.

(The governor's approval has been used as the "date of founding".)

In addition to the basic act establishing the school, a phrase was added by Chapter 576 of Oregon Laws, 1947, in Section 10, Paragraph 9, exempting from civil service,

. . . the professional and technical teaching staff of state vocational and technical schools.

Chapter II, 1947-48

In retrospect, the Klamath area legislative delegation appears to have been one of the most powerful in the legislature. In the Senate, Klamath County Senator Marshall Cornett was president. In the House, long-time representative Henry "Hank" Semon was that anomaly, a conservative Democrat whose considerable clout with the Republicans crossed party lines. The third member was Rose Poole who, though a freshman, was remarkable among the few women in the legislature. Their influence upon events leading to the approval of the Oregon Tech legislation was great and tremendously aided by the open support of Governor Snell and the Governor's office.

One immediate result of legislative adjournment with the last minute approval for the Klamath Falls school was an intensification of contacts with WAA which had begun in October 1946. A host of details remained to be tended, including time of transfer, identification of materials not essential to a school from among the "personality" items and identification of units useful to a school. As with the mills of the Gods, the attention to details was time-consuming and the days slipped into weeks before the actual transfer in May, 1947.

Lively speculation was the name of the game as organizations and people concerned themselves with naming the new school. The Klamath County Planning Commission referred to it as Oregon Polytechnic Institute in a report to the city council. The Chamber of Commerce came out solidly for Oregon Technical Institute. This was the title used casually by State Supervisor Winston Purvine in several service club speeches. All of this occurred while waiting for formal action by the State Board of Education.

Finally, the WAA gave the 24-hour notice as promised to the State Division of Vocational Education prior to any other notification. This permitted the previously arranged machinery for takeover to be put into action. Supervisor Purvine called Harold Teale, Director of Vocational Education at KUHS, with the news. Mr. Teale immediately recruited a dependable cadre of personnel to supervise the transfer. As it would happen, the telephone company was on strike so Mr. Teale was able to secure several persons accustomed to responsibility. With the surprise made possible by the WAA notification, Supervisor Purvine and these persons met the departing maintenance crew at 7 a.m. on May 2, 1947. All cars leaving the base were searched with the result of retrieving numerous valuable items of equipment.

Herald and News - May 2, 1947

STATE TAKES OVER MB AT CEREMONY

Salem, May 2 (AP) - The state of Oregon acquired the \$6,000,000 Klamath Marine Barracks today for use as a vocational school when officials of the war assets administration formally turned the plant over to the state board of control at brief ceremonies in the governor's office.

The ceremony was delayed for more than an hour because the board forgot to tell Acting Governor Marshall E. Cornett, Klamath Falls, that the transfer was to take place today. Cornett was on his way by automobile from Portland to Salem, and the state police finally located him and told him to hurry.

As soon as he could be brought to the campus, Harald A. Pedersen, Instructor and Head of the Oregon City Vocational School, came to direct first preparations for the school opening. With him was Walter Traver, Accountant I, as a record-keeper. Mr. Pedersen and Mr. Traver were

hired by mail-voted authority of the State Board of Education. They assembled a small maintenance crew.

On May 29, 1947, the State Board of Education convened in Salem for a special meeting to deal with problems of starting the Klamath Falls school. The agenda included organization charts, salary schedules, procedures for appointing and firing personnel, naming the school, re-naming the streets, establishing a statewide advisory committee, and other details. A fine public summary was published that evening by the Capitol Journal as follows:

Purvine Heads Klamath School

The state board of education decided today to name its new vocational and technical school at Klamath Falls the "Oregon Vocational School," and appointed Winston D. Purvine, 36, now state supervisor of trade and industrial education, as director of the school.

The school will open early in July, and is the \$6,000,000 former Klamath marine barracks plant which the state bought for \$1.

Purvine's salary will be \$500 a month. The board authorized employment of an assistant director, business manager, superintendent of student personnel, and supervisor of instruction.

Under the business manager will be a superintendent of buildings and grounds, supervisor of equipment, cafeteria manager. The business manager will get from \$260 to \$320 a month.

Under the supervisor of student personnel, who will get \$400 a month, will be a student registrar, dormitory manager, and a man in charge of student testing and counseling.

The supervisor of instruction, who will also get \$400 a month, will have supervision over the supervisor of trade and industries, supervisor of technical training, the instruction materials specialist, and the supervisors of business education, vocational education, and vocational homemaking.

The instructors will be paid \$335 a month.

The name, "Oregon Vocational School" produced considerable disappointment in Klamath Falls. The weekly publication "Keynotes" of the Klamath County Chamber of Commerce dated July 3, 1947, displays one such reaction:

TECHNICAL INSTITUTE NAMED "OREGON VOCATIONAL SCHOOL"

Disappointment was freely expressed last Thursday when it was announced that the Oregon Board of Education had selected the title of OREGON VOCATIONAL SCHOOL for the Technical Institute at the Marine Barracks. It seems to us that the name gives the impression of being a minor institution of high school level, and is totally lacking in selling appeal. If the Board had called this the Oregon Technical Institute we feel certain that it would have made a difference of 100 students a year. Since the Klamath County Chamber of Commerce played a strong role in getting the Institute established, we should remain alert to see that nothing prevents the school from becoming the success we know it will be if given half a chance. To some, the term "Vocational School" raises an impression of a correctional institution. Others think of it as an adjunct of the high school. At best, the name is weak and inappropriate for the type of advanced training in technical subjects which will be available up the hill. The facilities and equipment are there for an educational institution second to none in its field. Let's insist on a name in keeping with the school's potentialities.

On Sunday, June 15, 1947, Oregon Vocational School Director Purvine and family drove to Klamath Falls. He piloted the State 1-1/2 ton Dodge truck loaded with equipment for the school and Mrs. Purvine their personal car with two sons.

Director Purvine found a facility of over 600 acres comprised of open land, brushy areas, and timber. Nestled in a cove formed by the surrounding mountains was a layout of over eighty separate buildings--virtually a small city. It had its own fire department, central heating plant, sewage treatment plant, and acres of large barrack buildings. Some of these were destined to be married student housing, some single student housing, and some classroom buildings. Among buildings needing only partitions for

conversion to classroom and light laboratory purposes were a huge mess hall (with a flat roof), a large maintenance building easily converted to heavy shop instruction, and an excellent two-story warehouse loaded with materials. The main streets were paved as was a parade ground (auto parking) which was centrally located. Areas that would later be troublesome were the unpaved areas surrounding the shop building. The Barracks maintained its own water supply with a pumping station from city utility water at the city limits (water was raised some 750 feet to the Barracks; three large wooden tanks served as reservoirs). As the Marines were great believers in communication, the capacity for literally hundreds of telephones was present. The buildings were uniformly faced with Johns-Manville Transite cut in strips and laid 10" to the weather-clapboard style. All buildings were insulated, but the vast window space provided for heat loss that was to become a major problem.

Feverish work began at once to assemble Marine equipment and War Production Training Program equipment transported in from over the State. The objective was to have certain shops fully equipped on registration day, July 14. Public notices were published and aired, bringing 31 students on registration day in the three classes: auto-mechanics, commercial cooking, and automotive body and fender. The Tuesday, July 15, start of classes hosted 33 students. The first student to formally register was Stanley Hasy, 232 East Main Street, Klamath Falls, Oregon. On July 15, also, the Oregon State Police opened a school for 54 rookies utilizing the guest house. This building provided sleeping facilities for the rookies and teaching staff and had cooking and dining facilities.

By this time, the school was staffed with necessary start-up personnel as shown in the following Herald and News article:

OVS Staff Members Announced

Names of the staff members at the new Oregon Vocational school were announced today by Winston Purvine, formerly of Salem, the director of the institution.

Here are the staff men with their present or most recent home towns indicated:

Winston D. Purvine (Salem) director; Robert L. Smith (Eugene), supervisor of student personnel; Henry C. Doerr (Salem), business manager, Harald A. Pedersen (Oregon City), supervisor of trades and industry; Henry Swisegood (Portland), instructor, cooks' school, supervisor cooks' school and cafeteria; Irvin W. Morris (Oregon City), instructor auto mechanics; Elmer Zigler (Klamath Falls), instructor, carpentry and woodworking; Walter R. Traver (Portland), accountant; Harold Rotrock (Oregon City), instructor body and fender; Marvin Schroeder, (Klamath Falls), superintendent sewage disposal plant instructor, sewage plant operation.

Clyde Grewell (Milwaukie), instructor, body and fender; Omer R. Perkins (Klamath Falls), fire chief; Jack L. Campbell (Klamath Falls) superintendent of buildings and grounds.

The first few weeks went by rapidly as equipment was installed, teachers appointed, students registered, and instruction begun in new areas. By April 15, 1948, 515 students had been registered.

Table 1.
First Courses

Oregon Vocational School - Courses in Operation November 30, 1947

<u>NAME OF COURSE</u>	<u>STARTING DATE</u>	<u>INSTRUCTOR</u>	<u>HIS STARTING DATE</u>
Automotive Mechanics	July 14, 1947	I. W. Morris William L. Palmer	June 23, 1947 October 1, 1947
Cooking	July 14, 1947	Henry A. Swisegood Leslie R. Summerfield	June 23, 1947 August 1, 1947 (Resigned Oct. 26)
Body & Fender Repair	July 14, 1947	Harold C. Rotrock H. Herbert Madole	June 23, 1947 October 8, 1947
Diesel Mechanics	August 25, 1947	David Freeland Ranzaw Petersen	August 18, 1947 November 10, 1947
Welding	July 14, 1947	C. C. Grewell L. Clare Shook	June 23, 1947 November 24, 1947
Baking	August 25, 1947	John G. Ereksol	September 1, 1947
Radio Servicing	August 25, 1947	William F. Lieske C. D. Newman	August 25 (Lay-off September 13) September 15, 1947
Refrigeration Servicing	August 25, 1947	Stanley Huber Ben L. Thomas	August 25 (Transferred Oct. 1) September 11, 1947
Carpentry & Woodworking	August 25, 1947	Elmer W. Zigler	August 25, 1947
Accounting, Bookkeeping Business Management	September 16, 1947	Steve A. Tyler	September 8, 1947
Drafting	September 15, 1947	Jesse A. Crabtree	September 10, 1947
Machine Shop	September 15, 1947	Lester I. Ogden	August 20, 1947
Radio Communication	September 29, 1947	C. D. Newman	September 15, 1947

Table 1. Continued.

<u>NAME OF COURSE</u>	<u>STARTING DATE</u>	<u>INSTRUCTOR</u>	<u>HIS STARTING DATE</u>
Commercial Art & Design	October 6, 1947	James B. Floyd	September 15, 1947
Photography	October 6, 1947	Francis E. McIntosh	September 15, 1947
Gunsmithing	October 6, 1947	Lester I. Ogden	August 20, 1947
Electric Appliance Repair	October 6, 1947	L. G. Nuttall	October 6, 1947
Dry Cleaning	October 20, 1947	Harold A. Blankenship	October 20, 1947
Office Equipment and Machinery Repair	November 10, 1947	Delmar B. Jones	November 3, 1947
General Agriculture	November 17, 1947	Art B. Chase Newell C. Wood (Veteran Agricultural teacher)	November 3, 1947 October 1, 1947

In January of 1948--medical laboratory technology, and watch repair.
In February--auto tune-up. In March--sewage plant operation. April--
silk-screen process and piano tuning.

State Advisory Committee

At the September 17, 1947, meeting of the State Board of Education, the subject of appointing an advisory committee for the Oregon Vocational School was taken up as shown in the following excerpt from Board minutes:

Advisory Committee for the Oregon Vocational School

At the last Board meeting, Mr. Paulson was instructed to write various organizations to secure a list of recommended names to be submitted for members of the Advisory Committee for the Oregon Vocational School. Mr. Paulson presented the recommendations of eleven organizations which had responded.

Governor Snell asked how many persons were to be on the committee. Mr. Paulson stated other vocational school advisory committees consisted of representatives of agriculture, home-making, labor, employers, and the public. Advisory committees for vocational schools, War Production Training, and other programs were discussed. After further discussion of the duties, payment of expenses, and powers of the committee, it was moved and passed that the committee be made up of thirteen members.

The following persons were recommended:

Agriculture:	William Ross, Vale; Ronald Jones, Brooks
Employers:	A. S. Teller, Portland; O. H. Buffington, Klamath Falls
Homemaking:	Mrs. W. L. Van Loan, Corvallis; Mrs. Estill Brunk, Salem
Labor:	Kelly Loe, Portland; Jess Bell, Portland
Public:	Dr. Fred Thompson, The Dalles; Mr. Chet Huggins, Coos Bay
Veterans:	Fred Heilbronner, Klamath Falls; Mr. Francis Gates, Burns; and Mr. Edward Branchfield, Medford

Mr. Putnam moved these persons be officially appointed on the advisory committee for the Oregon Vocational School. Miss Darling seconded the motion, which carried.

The school year of 1947-48 saw many activities initiated. In early autumn, a campus store was opened in response to pressures from apartment dwellers not wishing to go to town for every purchase. About the same time, the students originated a request for assistance in organizing an associated student body. News articles reveal that on October 26, the students selected "The Owls" as the title for the basketball team being entered in the Klamath Basin Amateur Basketball league. On the same date, the first mimeographed newspaper on the campus was issued under the title The Owl.

Two days later the state, as well as the school community, was shocked by the death, October 28, of Governor Earl Snell, Secretary of State Robert S. Farrell, Jr., and Senate President Marshall Cornett, along with the pilot of their airplane. These officers had boarded a private airplane in Klamath Falls for a flight to the William Kittredge ranch at Adel. They encountered a snow squall in the neighborhood of Dog Lake and crashed into Dog Mountain. These deaths brought Speaker of the House John Hall to the Governor's seat.

Among other noteworthy events of the academic year was the chartering, on November 14, 1947, of a VFW campus post. The first commander of the 20-member group was Herman J. Gumbert. Activities of the campus gun club of over 60 instructor and student members included public trap and target shoots on the OVS target range. January 1, 1948, Chapter 36 of the Oregon State Employees' Association was chartered. Its membership was composed of classified employees of the school.

Students concerned with the school's image and status became interested in developing an athletic program and approached the school Director on February 14, 1948, with an offer to voluntarily pay \$1.50 per month student body fee. They asked that when a new contract with the Veterans'

Administration was developed on July 1, 1948, this fee be included for approval by the Veterans' Administration. Due to the policy nature of this request, the matter was submitted to the first State Advisory Committee meeting held in early March. Among its recommendations in that meeting was:

That it is the consensus of this committee that we recommend OVS proceeding with competitive athletics, provided it is set up on a basis leading to self-support with a student fee to start April 1, 1948.

The State Board of Education meeting on March 24, 1948, discussed the recommendation of the advisory committee and the school Director and took action as indicated in the following quote from the Board's minutes:

Oregon Vocational School Sports Program

Mr. Paulson stated there was great interest in the Klamath Falls area and in the school for a competitive sports program. The state advisory committee recommended the school proceed with competitive athletics provided it is set up on a basis leading to self support with a student fee to start April 1, 1948. According to information received from Mr. Purvine, Director of the school, the student body had voted on a fee of \$1.50 per student per month for all student body activities. Letters from the Quarterback Club and the Chamber of Commerce were read in favor of the athletic program.

Following a discussion, Mr. Putnam moved the \$1.50 student fee be approved with the understanding it could be changed by this board if it was found advisable in the future. Mr. Spillman seconded. Motion carried.

In the December 19 meeting, the State Board of Education approved the naming of six buildings. Each was named under a policy which required the person so honored be no longer living. The administration building was

named Snell Hall in memory of Governor Earl Snell; the old hospital building student apartments was named in honor of Robert S. Farrell, Jr., Secretary of State; the mess hall-shops-library became Nickerson Hall in memory of Del Nickerson, one-time AFL apprenticeship supporter; T-3, single student residence hall was named Simeral Hall in memory of Ray W. Simeral, former member of the State Board of Education. The shops building was named Cornett Hall in honor of Senate President Marshall Cornett; and B-15, student apartment building, was named Osborne Hall in memory of Ben T. Osborne, long-time supporter of vocational and apprenticeship training.

The Faculty Wives' and Women's Club was formally founded on February 16, 1948, in a meeting held at the home of Mrs. W. D. Purvine. The purpose of the organization was "a social and service organization." The first social event was held on April 16, and this was a benefit card party seeking to raise funds to equip the children's playground next to the parade ground in the center of the OVS campus. The club also sponsored benefit card parties, potlucks, coffee and pastries at the high school seniors' visitation day, May of 1949, and the first sweetheart party on February 14, 1950. The first officers were President, Mrs. F. E. McIntosh; Vice President was Mrs. Steven Tyler; and the Secretary-Treasurer, Mrs. William Lieske. Over the years the Faculty Wives' and Women's Club was to be a strong element in the development of the institution, the promotion of social life and the establishment of F.W. & W. student scholarships. The club raised money for several purchases of equipment for Oregon Tech.

The March 24, 1948, meeting of the State Board of Education approved making application for the Mountain View "boxcar" housing project in

Klamath Falls. It had been declared surplus and was in danger of being razed. After some controversy, it had been opened to OVS veteran students, several of whom were already residing in its units. In the same meeting, a housekeeping task was performed in the approval of a certificate of accomplishment to be used as a diploma upon the graduation of OVS students.

In common with other students, OVS students experienced emergency financial problems so a campaign to establish a student loan fund was begun in late winter of 1947. On April 2, local businessman Cal Peyton donated \$500 to the fund, bringing the total available for loans to \$1,950. These funds were chiefly used at that time to meet difficulties experienced when Veterans' Administration checks were late or were delayed for some individual.

In the May 27, 1948, meeting of the State Board of Education, the Board was apprised of the fact that additional state funds would be required to operate the school through June 30, 1949. Considerable discussion resulted. Reasons for the financial problem were numerous. Probably the most telling was an overestimate of enrollment. This occurred because of the slow enrollment growth created by remodeling problems for single and married student housing. There were serious material shortages that interfered with normal work progress, and a lengthy plumbers' strike had intervened. The budget had estimated that about 600 students would be in school by October of 1947 when, in fact, the highest enrollment was 515 in April of 1948. Also, there were unique situations associated with the buildings that created considerable overrun of expenses. The Marines dispatched to secure the buildings had turned off the water valves at each building, as instructed. Apparently they were not instructed to turn on the relief valves that would have drained the water pipes in the buildings.

After occupation it was five weeks, for instance, with three plumbers working daily, after occupying the administration building before the ad building pipes were repaired and water became available to restrooms and drinking fountains. Similar problems were found in many buildings. The budget, as passed by the 1947 legislature, included an item of \$1,200 for the repair of the roofs. These roofs, tarpaper laid upon sheetrock (plasterboard), were subject to raising blisters during hot summer days, leading to cracking. The first repairs in August, following a brief thunder shower, cost in excess of \$3,000. The entire roof area of buildings in use had to be reconditioned at a cost of several thousand dollars.

The heating plant and the heating system were responsible for a great deal of the cost overrun. The total charged to heating in the 1947-48 fiscal year was in excess of \$130,000, much more than the amount budgeted. The heating system was made up of underground steam lines radiating from the central heating plant. These lines ran to every building on the campus; and, as a result of leaks here and there, the steam was carried throughout the system, keeping the pipes hot and radiating heat into the ground. There was a single valve in this entire pipe system, located at the heating plant so that the boilers could be separated from the system. It was not possible, however, to cut off any of the laterals that went to buildings that were not in use. Inasmuch as fewer than twenty of the buildings were to be used, it was considered necessary to obtain and install valves so that the laterals not in use could be shut off. A carload of large marine valves became available on surplus property, so the institution accepted this shipment of valves. The installation of these valves to make possible control of the lateral lines occurred late in the spring of '48 and was carried out by the beginning of the heating season for the year '48-'49.

The boilers themselves were not very efficient either. Due to the fact of shortages of steel and iron products in the war years when the Marine Barracks facility was constructed, four discarded boilers on a refinery dump in New Jersey were picked up, reconditioned, and installed as the heating unit at the Klamath Falls Marine Recuperational Barracks. Since these had been discarded on the basis of economy by the oil company, it is not surprising that these coal-burning units were found to be unsatisfactory for civilian operation of the Marine Barracks.

Finally, the cafeteria was being operated by state funds at a loss. An error in judgment had set the cafeteria rate lower than in the State Department of Higher Education due to the labor-saving expected from operating a commercial cooking school in the cafeteria. The projected labor-saving was quite real, but the food consumption of these students was equally real, and they tended to subsist without purchasing any meal tickets.

Chapter III, 1948-49

Table 2.

Veterans' Administration Approves Course Changes

<u>COURSE</u>	<u>FROM</u>	<u>TO</u>
Accounting	12-1/2 Months	13 Months
Auto Body & Fender Repair	18-1/2 "	24-1/2 "
Auto Mechanics	25-1/2 "	26-3/4 "
Auto Electricity	11 "	23 "
Baking	6-1/2 "	15-3/4 "
Bookkeeping	8-1/2 "	9 "
Cabinetmaking	12 "	18-3/4 "
Carpentry	8-1/2 "	18-3/4 "
Clock and Watch Repair	14-1/4 "	15 "
Combination Welding	6 "	25 "
Commercial Art	18 "	25 "
Cooking	8-1/2 "	15-3/4 "
Diesel Mechanics	11-3/4 "	28-1/2 "
Dry Cleaning	8-1/2 "	9 "
Electrical Maint. & Repair	8-1/2 "	15-3/4 "
Engineering Aide (Drafting)	6 "	6-1/4 "
Gunsmithing	12 "	28 "
Machine Shop	21-1/4 "	27-1/4 "
Medical Technology	12 "	18-3/4 "
Office Equipment Repair	12 "	12-1/2 "
Photography	12 "	12-1/2 "
Radio Communications	18-1/4 "	19 "
Radio Servicing	12 "	12-1/2 "
Refrigeration Servicing	12 "	14-1/2 "
Retail Business Management	8-1/2 "	9-1/2 "
Sewage Disposal	9 "	9-1/2 "
Silk Screen Processing	15 "	15-3/4 "

Effective on July 1, 1948, the Veterans' Administration approved the above changes in lengths of courses. Some changes were made to allow students to make up time lost.

In the spring/summer of 1948, two situations caused a supervisory group to carry on nightwatching duties at OVS. The first problem was that of continuing loss of portable materials and equipment as well as tools from the shops and laboratories of the institution. The security offered by locks was minimal, and the difficulty from the loss of materials

was severe. The second problem was that there was a salary-operating deficit clearly imminent. The quality of nightwatching services had been very low, because the civil service classification and salary for night watchmen was not adequate to attract really qualified applicants in Klamath Falls at that time. The result was that undependable individuals, some of them proving to be "winos," were the only persons that could be hired; and their tenure in each instance was very short. However, the supervisory staff could save the salary of the night watchmen. Accordingly, school Director Purvine and the supervisory group discussed the ways and means of handling this problem. It was agreed that each one of the supervisors indicated would take on nightwatch duties during one night of the week. There being six of them, and Sunday being a slow night, the individual who got the assignment of Saturday night also took Sunday night, with the result that a rotation was set up making it possible for each one of the six supervisors involved to have a weekend duty.

Those who were involved were the fire chief, Omer Perkins; Supervisor for Student Personnel, R. L. Smith; Supervisor of Industrial Education, H. A. Pedersen; Superintendent of Building and Grounds, Guy E. Davis; Director, W. D. Purvine; and the shop supervisor, C. C. "Jack" Grewell.

In order to equip the group properly for nightwatching duties, a new five-cell flashlight and a case of batteries were purchased; and a .32 special rifle was equipped with a carrying strap by the gun shop, making it easier to do the foot patrol part of the nightwatching job. The technique of the group was intended "to plain discourage" any nighttime parking or roving on the campus. Whenever a parked car was approached or a moving car was stopped and approached, the standard technique was to drop the muzzle of the .32 special rifle somewhat loudly against the windowsill of the driver's door. The business of the occupant was inquired after,

roughly, and the total result of these tactics was that nightwatching became quite uneventful after the first three or four weeks. The word got around, it would appear, so that those who parked for amorous activities, those who parked seeking an opportunity to enter a building, those who parked to enjoy a "beer bust" or other activities simply sought out other locations disassociated from the OVS campus.

When this tactic was detailed verbally to the civil service personnel at the state level, an allotment of authority to hire an overage person was secured. OVS hired a sturdy and hardy, dependable individual, above the retirement age, who was a steady employee for several months. The fact that he followed up properly on the activities of these six supervisors resulted in great reduction in the amount of theft and building entry at unauthorized times.

The County Clerk's office noted the fact that there was a large number of voters inhabiting the OVS campus, so the OVS voting precinct was formed on August 14, 1948. This precinct was carved out of part of the Pelican Bay precinct which covered Pelican City at the north entrance of Klamath Falls.

Then a week-long conference of all state vocational instructors was held on the Oregon Vocational School campus between the dates of August 16 and August 20. The meeting was made up of all the vocational agricultural, vocational home economics, vocational distributive, vocational trade and industrial education teachers from the high schools, local supervisors and directors of vocational education, and assorted other personnel active in the program. The meeting was divided into special sessions for each one of the vocational service areas, and there were also general meetings for the entire group.

One of the general meetings was addressed by Dr. Julian McPhee who that year was the president of the American Vocational Association in addition to his normal pursuits of being jointly State Director of Vocational Education in California and president of Cal-Poly at San Luis Obispo. While he was on campus, Dr. McPhee requested a personal tour by the Director so that he might quiz him on philosophy and plans. Dr. McPhee made several contributions which had influence on the direction of affairs at OVS.

The first attempt to bring a community service and cultural activity to the campus occurred with the showing of the "Merchant of Venice" play at the OVS theater on August 30. It was highlighted by the role of Shylock which was played by Angus Bowmer, the moving power behind the Shakespearean Theater in Ashland and at Southern Oregon College of Education.

In early September, the first OVS football team practices began. The Park Department's permission had been secured to utilize Kiwanis Park in the Mills Addition as the practice field for the fledgling Owls. The travel to and from the field was partially in personal cars and supplemented by as much state equipment as could be provided. The state motorized equipment at this time was composed of units left by the Marine Corps as being total wrecks. These had been rehabilitated in Auto Body and Fender and Auto Mechanics courses so that they were useful at least for local travel.

The obvious next activity was to advertise for applicants to serve as yell leader and to serve as yell assistants. The student council received nominations and held a tryout for the positions named and then elected Richard M. Reed of Glendale, Oregon, as cheerleader; William O. Scarth of Silverton; and Terry Carmichael of The Dalles as yell assistants.

It was during September, also, that the Mountain View Housing project was turned over by the War Assets Administration to OVS for its management. The units were called "boxcar" housing because of their similarity in appearance to a railroad boxcar. They were long and narrow with the living area in the center, a bedroom at one end, kitchen and dining room at the other--some with partitions for the bedroom and some without. There was a standup shower and minimal bathroom facilities. These units were occupied at the time of transfer to about an 88% level by OVS married students. Virtually all of these were veterans.

Late in September the Klamath Falls Rotary Club took the pleasant action of naming the OVS-ASB President McDaniel to a student membership in the club to extend throughout his tour of office. This tradition continues to the present.

At the very end of September when the State Board of Education held a meeting, its minutes recorded a discussion of the projected deficit which, at that time, was estimated to be \$254,013.55. This was included in the gross budget for 1949-51 as proposed for \$2,474,569. The total represented an increase of \$933,569 over the 1947-49 estimated expenditures. The \$2,474,000 figure included a general fund appropriation of \$1,818,704 which included all of the cost of the deficit. The difference between the two figures was estimated student fee income applicable against the budget.

The State Board of Education meeting received the following report.

Oregon Vocational School
Klamath Falls, Oregon

Progress Report Including Annual Summary

July 1, 1947 - June 30, 1948

September 22, 1948

ENROLLMENT

The following is a summary of the month-end enrollment figures:

July 31	35	January 31	443
August 31	66	February 28	467
September 30	128	March 31	492
October 31	194	April 30	486
November 30	261	May 31	460
December 31	287	June 30	431

High point of enrollment was 515 on April 15, 1948.
Net enrollment on September 21 is 468 trainees.

Summary of Registration

Annual Headcount

<u>Name of Course</u>	<u>Reg.</u>		<u>Name of Course</u>	<u>Reg.</u>	
	M	F		M	F
Accounting	18		Eng. Aide (Drafting)	21	
Auto Body & Fender Rep.	98		General Agriculture	14	
Auto Mechanics	87		Gunsmithing	20	
Automotive Electricity			Machine Shop	23	
& Motor Tune-Up	11		Medical Technology	8	3
Baking	29	1	Office Equip. Repair	14	
Bookkeeping	2	1	Photography	12	6
Cabinetmaking	18		Piano Tuning	1	
Carpentry	27		Radio Communications	21	
Clock and Watch Rep.	34		Radio Servicing	23	
Combination Welding	12		Refrigeration Svcs.	45	
Commercial Art & Design	16	1	Retail Bus. Management	8	
Cooking	19		Sewage Disposal	5	
Diesel Mechanics	107		Silk Screen Processing	9	1
Dry Cleaning	20				
Electrical Maintenance			Total	741	13
& Appliance Repair	19				

The budget approved by the 1947 State Legislature was based on 400 total attendance and 600 total registration. The first year's operation exceeded these goals enough to indicate the need for training courses as offered. At the same time the larger number of students required more equipment, more shop space, and more housing, creating greater demands on the budget.

Students have enrolled in ever increasing numbers in September. From September 1, to September 17, 76 registered.

GRADUATIONS

Auto Body and Fender Repair	1	Dry Cleaning	2
Auto Mechanics	3	Electrical Maintenance	
Baking	11	and Appliance Repair	2
Business Management	3	Office Equipment Repair	3
Cabinetmaking	3	Radio Communications	1
Carpentry	1	Radio Servicing	2
Cooking	4	Refrigeration Servicing	<u>5</u>
Diesel	4		
Engineering Aide (Drafting)	7	Total	52

SPECIAL EVENTS AT THE SCHOOL

Many conventions and conferences met at the school during the year. These included the State PTA, State Future Farmers, Klamath Basin Production Credit Association, County Music Festival, State Police School, Vocational Instructors' Conferences, and many others. As a promotional feature, each of these meetings were given conducted tours to increase general public knowledge of the training and other facilities.

INTRAMURAL PROGRAM

A good beginning was made on this program. Basketball, bowling, softball, and pingpong tournaments were participated in by students and faculty. A broad program of competition is planned for the coming year. Problems of undesirable activities were considerably reduced after the intramural program opened and the recreation hall program began to function.

The swimming pool was operated for two months jointly with the City Recreation Service. The cost to the school was less than anticipated and total operating costs were carefully recorded.

ASSOCIATED STUDENT BODY

Data concerning the operation and management of associated student body business was secured from the business manager of University of Oregon. The program is established in conformity with the procedure at the University. Budgets

have been prepared and financial controls established. Student body organization has been completed with a constitution to govern. The school administration is making careful use of the student government to give training in parliamentary and organization activities to the students.

The major sports program is organized as an associate student body activity following the general pattern of the University. A football schedule of nine games is complete with games at home and away. Schools scheduled include Southern Oregon College of Education, Eastern Oregon College of Education, University of Nevada Frosh, Lewis and Clark College, Vanport College, Oregon College of Education, Pacific University, Chico State Teachers College, and Lassen Junior College.

INSTRUCTION

Progress in improving instruction has been satisfactory. Teacher training courses, individual conferences, instructional outline improvement, release of instructors not well adapted to the work, and class supervision have all been used.

As some courses continue their progress, additional equipment has become necessary to complete the training included in course outlines. Essential items can be obtained within the budget submitted for the present fiscal year.

HOUSING

Approval of the Public Housing Administration has been received for the school to begin operation of the Mountain View Housing project. At present 44 of the 50 units are occupied by OVS students. All housing for married persons on the campus is being used.

PHYSICAL PLANT

Due to a need for strict limitation of expenditures, little repair and maintenance is in progress. Roof coatings could not be applied, street repairs have not been made, and other lesser work curtailed. At present only emergency work is done to prevent further damage to facilities or to make possible continued use of buildings and equipment.

By careful economy coal consumption has been reduced, use in July being approximately 100 tons. This is the lowest monthly consumption since opening the school (annual use was about 9,500 tons). First-year cost of coal was \$131,172 as compared to the Marine's use equaling \$175,000 per year. The school is using 61 buildings compared to 66 in use by the Marines.

SPECIAL EFFORTS FOR ECONOMY

No work or materials have been used by the school for any activity that could be classified as "nice to have" as opposed to "must have for operation". In addition to care in expenditures, the following have been special efforts to curtail costs:

1. Supervisors assumed policing duties, taking one night per week from 6:00 p.m. up to 4:00 a.m. to save the campus patrolman's salary during the summer and to end a problem of theft and breaking into buildings.
2. Heat has been turned on and off manually as temperatures required for a considerable saving in fuel consumption.
3. Janitor service was reduced to four days weekly during the summer period.
4. Sewage disposal plant operation was placed on stand-by during the graveyard shift to save one salary.
5. Building repairs of immediate need were not done, if the lack would not cause further damage.
6. Vehicle use was restricted by removing certain units from operation and consolidating the use of those in service.
7. General clean up of the campus has never been completed and, in spite of unattractive results, has avoided expending several hundreds of dollars. (End of report)

The 1947-49 biennial budget voted by the 1947 legislature for OVS had provided no specific increase in salaries for the second year. As the deficit developed over the many problems found on the campus, the idea of providing a salary raise in the second year became unthinkable. So in the discussion of the 1949-51 budget there was considerable discussion as to what the salary structure should be for instructors who had served for two years at the same salary. The salary had been set at \$335 per month and was paid on the basis of twelve months. The proposal for the 1949-51 budget

was to have a salary rate of \$335 to \$395 with a \$15 step at each increase so that the salary steps became \$335, \$350, \$365, \$380, and \$395 under this proposal. Eventually the proposal was accepted by the legislature--but that's another story in itself.

The salary increase proposal was included in the State Board of Education approval of the budget request totalling \$2,474,569.

After over a year of being mimeographed, the periodical newspaper for the campus titled The Owl was first printed in November of 1948. Student body elections in the early years were held for each six-month period. The election for officers from January 1, 1949, to June 30, 1949, was held in December and Robert Wade was named Associated Student Body President. Also in December the Lions Club of Downtown Klamath Falls presented a minstrel show in the OVS theater. The show played to good crowds, and one of the outcomes was a donation of \$375 to the OVS student loan fund.

Also, about mid-December a gentle earthquake was felt in the Pacific Northwest and it rocked items on shelves and that sort of thing in a very mild way, generally, in the Klamath Basin. The only serious problem at OVS was a cracked beam in the gymnasium. This was a timber truss structure guaranteed by the builder, so it was replaced without cost to the institution.

On December 20, 1948, the State Board of Education meeting was to have considerable impact on the direction and history of the institution. It was reported to the Board at that meeting that the budget director had made a recommendation which was accepted by the Governor to simply pay off the deficit at OVS and grant no further budget for the '49-'51 period. This was a considerable shock because the members of the official family in Salem pointed out that no case in which this was done had ever resulted

in the legislature providing a budget for the affected department. Of proposed legislation matters submitted to the Board at that meeting, four were approved by the Board: One was to authorize a manager's revolving fund of up to \$15,000 to pay travel, postage, expressage, emergency advances, and other items immediately payable in cash. The second one was to create a suspense account which would provide an account with the state treasurer into which general receipts of funds were deposited, and then these funds could be drawn by voucher as determined by the State Board of Education. (The funds at that time were being routed through the Department of Vocational Education because there was no authority for the treasurer to accept funds direct from the school.) The third item was a current expense account, again with the state treasurer, which was to allow the school to establish a current expense account in which would be deposited all fees, gifts, and proceeds from sales and services and placed to the credit of the school. Then the institution would be authorized to draw its claim in payment of current expenses. The secretary of state would audit and approve all claims and issue the warrant. And the fourth one was a payroll account which would permit the payment of salaries by the school to each individual after the secretary of state issued one warrant for the total. The payroll would still be audited and approved by the secretary of state, but the single warrant would avoid the significant delay after the first of the month which was being experienced by current process. Payment to individuals on the payroll was being received as late as the ninth day of the month, a hardship on some personnel.

All of these bills were suggested by Mr. Ray Fields, a CPA from the secretary of state's auditing division headed by Mr. Sephus W. Starr.

The historic action that was taken by this meeting of the State Board of Education was approval of a name change from Oregon Vocational School to Oregon Technical Institute. There were several incidents prompting the request:

Government Agency. A student in Radio Communications applied to the CAA for a position as radio controller-operator. (Upon graduation he secured employment with the agency.) Letter sent him by the CAA was reported by William Lieske, instructor, as saying in part, "Your application . . . has been approved as to your technical qualifications. We cannot, however, determine your status of employability until you furnish us with a complete clearance from the institution in which you are now interned."

Student's Parent. The father of Robert Crossler, student in Commercial Art and Design, travels in his work to all parts of Oregon. On two different occasions friends asked where his son was. Robert reports that when his father told them he was at Oregon Vocational School each said, "Oh! that's too bad. What is he in for?" The father explained that OVS was not a reform school.

Student's Wife. The wife of Reno DeBortoli, student in Refrigeration Servicing, went to a local hospital to arrange for her confinement. When the receptionist reached that place on the blank, she asked for the husband's occupation. When told that he was a student at Oregon Vocational School, the girl asked, "What is he in for?" Mrs. DeBortoli explained the situation and then reported it to the school. She was concerned with the possibility that her child might be mistaken as the child of a reform school inmate.

Salesman. Rod Olson, John Richards, and Robert Crossler attended an American Legion smoker in Klamath Falls on November 11, 1948. A traveling salesman from San Francisco overheard some of their conversation concerning the school. He asked what school they were attending and they told him. He gave them a queer look and asked, "How did you get out for the day?"

Local Businessman. William Owens, Owens Adjustment Service, was visited by Clayton R. Kantz, architect from Kansas. Mr. Kantz had lived here during the war and asked what had been done with the Marine Barracks. When told that it was now Oregon Vocational School, he asked what level of reformatory it was.

Students From Another School. James Franey, student in Diesel Mechanics, was at a social gathering in his home town of McMinville. A group of college students with whom he was acquainted asked what he was doing. When he told them, one remarked, "Oh! is that the place where convicts go?" Explanations were made.

One of these incidents which was taken as an emotional impact was that of the student's wife. The incident began when this student's wife requested another one to drive her to the old Klamath Valley Hospital. The young woman could not turn the steering wheel if she was in the driver's seat. The filling out of the blank required by the hospital progressed smoothly until it came to the husband's occupation. It just happened that the receptionist was new in town, having come from Oklahoma where the Oklahoma Vocational School was the boys' reformatory. When she asked the young woman for her husband's occupation and found it was a student at Oregon Vocational School, the girl was properly sympathetic and said, "What is he in for?" The student's wife explained the situation and then as she began to see the implication of the question asked by the girl recently from Oklahoma, she became hysterical and was taken back to school by her driver. When they got back to the barracks apartment building in which they were living, the balance of the occupants were called together, a group of eighteen women all highly indignant about the situation. The emotional tension had reached its highest point when the men, all veterans and students, released at 3 p.m., returned to the building. After a considerable discussion there, the entire group adjourned to the school Director's office where the secretary was brushed aside and they invaded the office as a group--man, woman and child. It was noisy, profane, and a little confusing for a time. Then a spokesman gradually emerged, and this

individual made it plain that the group was there to demand that steps be taken to change the name of the school so that confusion with reformatory would no longer occur.

This recital was very interesting to the State Board of Education and resulted in the immediate discussion and action revealed in the minutes. Board member, Mrs. Georgia Patterson, eventually moved that the name be changed to Oregon Technical Institute, and Mr. Spillman seconded the motion. The motion was carried with a single negative vote; Miss May Darling cast that vote.

The name change was reported prominently in the Herald and News on December 21, 1948, and considerable explanation given. The editorial column, "Today's Roundup," by Malcolm Epley also commented on the problems and the results of matters from the Board meeting.

Herald and News, December 21, 1948

OREGON VOCATIONAL SCHOOL ON WAY OUT-- NOW IT'S OREGON TECHNICAL INSTITUTE

It isn't Oregon Vocational school anymore [sic]--It's Oregon Technical Institute.

The state board of education voted in Salem Monday to erase the "reform school" character of the official name of Klamath Falls' school on the hill.

Secretary of State Earl T. Newbry led the maneuver to make the change and carried the board with him by a vote of 4 to 1. May Darling of Portland, labor representative on the board, was the only dissenter.

The nickname of Owls, chosen by the study [sic] body, still stands. The name of Oregon Technical Institute--which will promptly be shortened to "Oregon Tech" for purposes of brevity--was favored by the student body and instructors.

Winston Purvine, director of the school, went to Salem equipped to make a fight for the change. He offered two proposed names, Oregon Technical Institute and Oregon Technical-Trade Institute, and was prepared to cite numerous cases where graduates and students of his school had been embarrassed by the workhouse name originally put on the institution.

Instances where even persons here in Klamath Falls mistakenly have the idea that OVS is a reform school are many and prospective employers of graduates have even inquired about terms of the graduate's "parole," Purvine told the board.

Miss Darling, who opposed setting up the school in the first place, was unconvinced and stuck with the "vocational" aspect of the name, claiming that the word "technical" should be reserved for college-level study.

However, Purvine said, Newbry declared that he was proud of the school down here and that if it was in the power of the board to give the school a morale boost by a more uplifting name, he was all for it.

Cases were presented to show that many other schools of the same order--above high school and below college--have adopted "technical institute" names were presented but when a vote was called Miss Darling still dissented.

One of her arguments was that the legislature's bill setting up the school called it "vocational school" and that it was what the legislature meant it to be. However, the board of education adopted the name in the first place and considered itself having the authority to make a change.

Purvine said that work painting out the old name and installing the new would begin immediately.

A further phase of the name changing process will be the re-issuing of all graduation certificates and official student records under the new name, Purvine said.

Herald and News, December 21, 1948.

"Today's Roundup" By Malcolm Epley

Oregon Vocational school will henceforth be known as Oregon Technical Institute--and a long fight has been won by the school's students, staff and local supporters.

The new name not only adds prestige to the school, but eliminates an unfortunate connotation with penal institutions. The school will probably become widely known as Oregon Tech, and there should now be erased, once and forever, the erroneous idea it is some sort of reform school.

Here in Klamath, there was objection from the start to the name given the school by the board of education. The very objection that finally brought about the change was immediately sensed by Klamath people. But it took a couple of years of proof to convince the board, which has now acted wisely and fairly.

* * * *

Budget Problem

A more serious problem now confronts Oregon Technical Institute-- the approval of its operating budgets for the coming biennium by the legislature.

The school's proposed budget of \$2,474,000 has not received the recommendation of the state budget director, George Aiken. It will go to the legislature in January for consideration, first by the ways and means committee, and finally by the two houses of the legislature.

The budget figure as given includes all expenditures, but the state appropriations asked total \$1,818,000. It is possible some paring can be done to make the appropriation requirement smaller and presumably more acceptable.

The school definitely will be on test in the legislature. We believe it's [sic] worth will be proven and that it will receive the funds to carry on.

* * * *

The January 8 edition of the Herald and News announced the appointment of Harry Boivin as indicated in the article quoted below:

Boivin Named to State Board of Education

Harry D. Boivin, Klamath Falls attorney, was appointed today to membership on the state board of education by Governor John Hall. It was one of Hall's last official actions and put a Klamath man on the state board which has control of the Oregon Technical Institute at Klamath Falls.

Boivin's resignation from the state liquor control commission, to which he was appointed by Hall, was accepted Friday.

On the education board, Boivin will represent employers. He succeeds Irving T. Rau, St. Helens, whose term expires. Boivin was named for a four-year term, continuing to January 1, 1953.

Boivin is a democrat, and former speaker of the state house of representatives. The state board of education is in charge of the vocational education department, which operates Oregon Tech.

There was considerable speculation about the effects of the budget director's disapproval of a budget for Oregon Technical Institute. It appeared even in general articles such as one entitled "Fast Action on Appropriation Measures Promised by Walker During Assembly" written by Wayne A. Pettit, Staff Writer, The Oregonian. It said, in part,

Legislators said there is no doubt but that considerable controversy will result from the action of the state budget division in refusing to recommend any future appropriation for the Oregon vocational school at Klamath Falls. This institution had requested an appropriation of \$2,474,569 for the next biennium as against estimated expenditures of \$1,783,000 for the current two-year period.

A proposal to reinstate the appropriation requests for this institution is certain to appear on the ways and means committee agenda, legislators said.

The following day the controversial nature of the Oregon Technical Institute appropriation and of the school itself was made clear in an article published in the Portland Oregonian January 11, 1949. That article follows, in large part:

Fight Forecast for School Vocational Work Declared Needed

STATE HOUSE, Salem, January 10 (Special)---Discussion here Monday indicated the recent action of the state budget

division in refusing to include in the state budget an appropriation for the Oregon vocational school at Klamath Falls may develop into a highly controversial issue during the 1949 legislative session.

The school had requested an appropriation of \$2,474,569 for the next biennium starting July 1, 1949, as compared with estimated expenditures of \$1,783,000 for the current biennial period. A number of state officials have charged that the cost of conducting the school has been excessive and suggested it be abolished.

Two members of the Klamath county delegation, Representatives Henry Semon and Edward A. Geary, declared Monday they favored continuance of the school despite the adverse action of the state budget division in refusing an appropriation. Both said the institution was justified based on the current enrollment and the educational advantages being offered.

Costs to Be Pared

"It may be true that the cost of operations the first two years has been higher than anticipated," Semon said, "but that can and will be corrected. There are now more than 515 students enrolled with many others desiring to enter the institution as soon as living facilities are provided. The existing regional vocational schools are not adequate to meet the demands of students desiring vocational training."

Geary said he had investigated the school's operations thoroughly and was convinced it should be continued.

Following up on the indication of controversy the Herald and News carried an article which originated in Salem from the Associated Press with a subheading "KF Solons Support OTI" and published the following article on January 13, 1949:

Trio Fight for Okay On Budget

SALEM, Jan. 13 (AP)--Klamath county's three-man legislative delegation said today they would fight to save the Oregon Technical Institute at Klamath Falls.

They agreed the operation of the school has been high, but they said the cost is justified by the school's results.

The legislators--Sen. Phil Hitchcock and Reps. Henry Semon and Ed Geary--said they don't plan any combined action to obtain approval of the school's appropriation. Budget Director George Aiken eliminated the appropriation from his budget.

All three men said, however, they would support the school.

Semon, chairman of the powerful ways and means committee which introduces all appropriation bills, said he also would support the \$254,013 appropriation for the next six months. This appropriation was recommended by Aiken.

The school asked for \$1,818,704 to operate for the two years beginning next July 1. That's the item that Aiken kicked out of the budget.

The school was created by the last legislature. The Klamath delegation fought hard and won approval after the ways and means committee turned it down.

Semon has been outspoken in declaring that the school "fills a growing need for education of youths who can't go to college."

Geary said the school's accomplishments have been great. He said it has graduated 80 students, and 70 have found jobs.

Senator Hitchcock said the high cost of operation is caused by the fact that vocational training is always more costly, because of higher cost of training materials and the larger amount of individual instruction.

The first battle over the school probably will take place in the ways and means committee.

The school formerly was the Klamath Marine barracks, a hospital for marines with malaria and filiarisis [sic].

Shortly after this, the Joint Ways and Means Committee, Subcommittee on Education opened hearings on the budget for OTI. The first two meetings were attended by Director Purvine, State Superintendent Rex Putnam, and State Director Oscar I. Paulson. Both of these hearings were trying in the extreme. Not only were the members of the three-man subcommittee present, but the wall of the hearing room was lined by legislators who

entered into the discussion in various ways. There were profanity and charges that were not given any time for answer over the fact that the budget had developed a deficit and that there were various expense items which were higher than planned in 1947. The hearing lasted for an hour; and, at the termination of the time allotted for it, the chairman, Senator Angus Gibson of Junction City, indicated it would be recessed until the same time the following afternoon. Again there were numerous solons beyond the members of the committee, but again there was no opportunity to answer the charges, counter-charges and comments made by the various representatives and senators, chiefly from those standing about the room, but also from those on the committee.

At the ending of that hearing it was again announced the session was recessed until the following day at the same time. On this, the third day, the Director of OTI went to State Director Paulson's office and State Superintendent Putnam's office to find that each of them had a prior engagement with a school official coming to their office and that they would be unable to attend. When Director Purvine entered the meeting promptly, only the members of the subcommittee and a representative of the budget division were present. Members of the committee conversed with each other for a time until the lateness began to be apparent and then the chairman, Senator Gibson, requested information as to the plans of Mr. Putnam and Mr. Paulson. When he was informed that these individuals had prior commitments and could not attend, he responded, "Good, now we can get down to the business of finding out why you double-crossed us." Director Purvine responded that he would be interested in knowing what area the double-cross was apparent to the members of the legislature. There ensued a general discussion of many different points, but the main burden of this

discussion was that the institution had been started out like a regional vocational school and was being operated as a regional vocational school. There was sentiment expressed that regional vocational schools were to be operated by first-class school districts such as the one known to the chairman rather intimately as the Eugene Vocational School and also to others and to him by repute of the Oregon City Vocational School.

It became apparent that the discussions in 1947 stating what the institute would be like in ten years had been taken to mean that almost instant action in that direction was expected. The Director of the school responded that the legislature had placed the institution under the State Vocational Department and that the wording of the law that established the school seemed to indicate that a vocational and trade type of operation was envisioned.

There was a great deal of discussion of this and similar matters during numerous hearings that were held in late January, during the month of February and the month of March. The members of the education subcommittee were strongly of the mind that various modifications needed to be made. These were generalized--as a matter of fact they depended upon and drew from the school Director suggestions as to how the legislature could be assured that real progress would be undertaken in the direction of the "What This Institute Would Look Like in Ten Years."

The general trend of thinking was that the institution costs of operation were significantly higher than anticipated and that every effort should be made to reduce those that were adaptable to reduction through firmer control, tighter administration, and any other policy activities that the State Board of Education could undertake.

As a result of these hearings, the school authorities made a careful resumé of operating cost to the time and reduced the estimate for the anticipated deficit that had been referred to the legislature and was, in fact, recommended for appropriation by the budget director and the Governor's office at the amount of \$254,000. This result received wide publicity, and the Herald and News article which follows is an indication of the interest taken in budget reductions at Oregon Tech:

Oregon Tech Deficit Cut, January 27, 1949

Oregon Tech's deficit for the first biennium of its operation has been cut by about \$40,000 on the basis of estimates completed this week and filed with George Aiken, state budget director.

Director Winston Purvine said that his final figure on the deficit is \$214,267.62. By stringent economies, he said, the potential deficit has been cut from \$254,013.55, a figure determined upon last September 1.

Purvine said that the new figure is based on the experience of the last six months of 1948, when it was possible to effect various economies and the operation of a cost accounting system helped materially in mapping financial plans.

A great deal of effort was undertaken by members of the Klamath County delegation to the legislature to secure a visit of the Joint Ways and Means Committee to the campus on the hill so that demonstrations of activities could be observed. The Klamath County legislators were joined by several others, notably Senator Rex Ellis; State Representative W. W. Chadwick, Salem; and others that we may identify later on.

As a result, the newspapers were actively interested in any move toward a visit, and on January 31, a special dispatch from Salem provided

the Herald and News, and the upstate papers, the widely published "Trade School Probe Slated."

Legislators Bound for Klamath Falls

STATE HOUSE, Salem, January 31 (Special)--A number of legislators, headed by Senator Angus Gibson and Representative Henry Semon, are leaving for Klamath Falls Tuesday night where they will spend Wednesday inspecting the Oregon Vocational school.

A requested appropriation of approximately \$1,500,000 for this institution for the next biennium was omitted from the state budget by the state budget director. It was charged by some officials that the cost of conducting the school during the past 18 months had been excessive. The budget department approved a deficiency appropriation of \$254,000 for the current biennium.

Whether the legislature will override the ruling of the budget director and reinstate an appropriation for the school probably will depend largely on the report to be filed by the inspecting group. Both representatives Semon and Edward A. Geary, the latter also of Klamath county, favor retention of the institution.

It was estimated the cost of conducting the school for the biennium would exceed \$949,000.

The visit of the legislators was made a real happening in Klamath Falls. The Chamber of Commerce arranged for a dinner with a cocktail hour preceding on the evening of their arrival; and leading citizens in Klamath Falls supplied automotive transportation to and from the campus and, as a matter of fact, from one point to another on the campus. The legislators were shown around by school Director Purvine; State Director Oscar Paulson was in attendance. The legislators were encouraged to roam and to interview students and instructors at their will, and the visit was spread throughout the school day from about 8:30 until 3:00. It was during this movement through the shop area that the school Director noted

the absence of Angus Gibson for a considerable period of time so he sought out the chairman of the education subcommittee. Mr. Gibson was found in the welding department with a G.I. student manning an inspection light looking at the cylinder walls of an automotive engine block that had been frozen and had just been welded under a new process which made this kind of work successful. As the school Director approached, he heard Senator Gibson say to the student, "I suppose your instructor did this work." The G.I. answered, "B- G--, I did it myself, and it is a perfect job." Senator Gibson answered, "Well I'm sure glad to see that kind of work being done here, because I have to send any frozen blocks from my agency in Junction City clear up to Bremerton to get this kind of welding done." At this point he observed Director Purvine approaching, broke off discussion with the student, and rejoined the group of legislators.

The development of the school to the activity that was seen during the legislators' visit was something of a revelation. The article from the Portland Oregonian that is quoted below is an indication of the trend of the conversations made by legislators and picked up by reporters who were accompanying them on this visit:

10 Legislators Get 'Surprise' at Oregon Tech

Klamath Falls, Feb. 3--Ten Oregon legislators, visiting the Oregon Tech campus Wednesday, expressed surprise at the scope of training and equipment of the institute.

The legislators are members of the joint house-senate ways and means committee and their visit to the mile-high campus was in connection with the school's proposed budget and appropriation for the next biennium.

They demonstrated a warm interest in the various departments of the school which is located at the wartime Klamath Falls marine barracks and several expressed definite approval of what they saw.

Director Oscar Paulson of the state vocational education department and Winston Purvine, head of OTI, headed the tour.

Legislators making the visit--many of them for the first time--were Senators Rex Ellis, Pendleton; Austin Flegel, Portland; Angus Gibson, Junction City; Stewart Hardie, Condon, and Representatives Alex Barry, Portland; William Morse, Prineville; Rudie Wilhelm, Portland; W. W. Chadwick, Salem; Earl McNutt, Eugene, and Francis Zeigler, Corvallis.

About this time the subcommittee on education agreed that the institute director should organize the daily work of students on a modified college type schedule. This was a move toward "the institute in 10 years."

The stand of organized labor regarding Oregon Technical Institute was something of a mixed bag starting early in the school's history. The State Federation of Labor annual convention had met in early summer in 1947 and had passed a resolution questioning the value of this kind of education. At a later time, the CIO state group had met and passed a resolution commending the act of the legislature in establishing the institution at Klamath Falls.

With that as a background, then, reporters were quite interested in anything that organized labor would say or do about the institution; so when some action was taken at North Bend by a State Building Trades Council, it was highlighted as shown in the following excerpt from a news article:

Building Trades Council Would Abandon School

North Bend, Jan. 17.--(AP)--The Oregon Building Trades council wants the state to quit supporting Oregon Tech at Klamath Falls.

The institution, formerly known as Oregon Vocational school, was the subject of a resolution at the semi-annual session of the council here over the week end.

The resolution urged that the state funds, instead, be used to establish a state apprenticeship training program. . . .

It seems apparent that what the Building Trades Council did was reported in its worst light, if the article contributed to the Herald and News under date of January 25 is correct. In it the headline states the case,

Labor's Stand on Klamath School 'Misrepresented'

Klamath Falls, Jan. 25--Spread of erroneous information about Oregon Technical institute [sic] is unjustifiably harming the school, it was declared Monday at a meeting of local civic organizations interested in the mile-high school.

The group appealed to the state legislature to keep an open mind about the school until the entire story is presented to the ways and means committee which must act on the OTI budget for the next biennium.

As an example of what is going on, C. D. Long, AFL labor representative, said there was a misconstruction of a stand taken by the Oregon Building Trades council at Coos Bay recently.

The council, Long said, merely voted down a proposal to take positive position in assisting to get the OTI appropriation through the legislature. It did not take action condemning the school or opposing its appropriation, Long said. It merely refused to take any stand.

Press reports from Coos Bay indicated that the council had voted to disapprove of OTI and ask the state to quite [sic] supporting the institution.

Winston Purvine, OTI director, presented figures to show that there has been widespread misinformation about the cost of the school. He said the cost a year a pupil is \$771.76, compared to reported \$2000 mentioned in one newspaper article. . . .

A formal legislative public hearing was scheduled on February 17 and produced a headline, "Oregon Tech Hearing Opens" (Major Heading)/in the Klamath Falls Herald and News and reported the meeting in detail as follows:

Labor Group Says School's Cost Too High

Klamath Delegation Goes to Salem to Present Case From Local Point of View

Salem, Feb. 17 (AP)--A legislative subcommittee began wrestling today with the problem of whether to continue the Oregon Technical institute [sic] at Klamath Falls.

The three-man group, which is a subcommittee of the joint ways and means committee, heard representatives of the American Federation of Labor vigorously oppose the school. And it heard Klamath Falls residents just as vigorously defend it.

The labor men charged that the school, which first was authorized by the 1947 legislature, cannot give proper training and that it costs far more than it's worth.

The Klamath Falls delegation said the school is operating efficiently, gives men better training than they can get any place else, and fills a vital need for trained men.

Kelley Loe, public relations man for the State Federation of Labor, leveled the heaviest guns at the school, but the six Klamath Falls residents were supported by Rex Putnam, state superintendent of public instruction; and the state division of vocational education.

KF Delegation

The Klamath Falls speakers were J. V. Owens, delegation chairman; Arnold Gralapp, Klamath school superintendent; Joe Willis, Klamath Central Labor Council; Ellis Matthews, shop foreman of the Klamath Iron Works; Merrill Hoppe, a graduate of the school who now runs his own electrical appliance repair business, and Malcolm Epley, managing editor of The Klamath Falls Herald and News.

Gralapp said "Oregon's industry is expanding and needs men trained like they are in this school. It is not competitive, and is not duplicated in this state."

Willis said Klamath Falls organized labor wants the school continued "Because we think it's right in principle. The boys in the school attain a very high rate of efficiency."

Another tribute to the efficiency of the graduates was given by Matthews, who said he hired several of them. He said, "The problem of getting trained help is now getting beyond the employer."

Hoppe declared he wouldn't have been able to get his training without the school.

Epley said "It is a very fine school and excellent use has been made of the plant. It is doing a very fine service to the state, and the legislature should continue that service."

The school formerly was the Klamath Marine Barracks. The governor's budget asked for no funds for it, which, in effect, asked that the school be closed.

Drop Predicted

Loe predicted that the enrollment at the school will decrease rapidly as fewer men become eligible for federal education benefits.

He charged that the state is paying \$2000 a year to train each student, and that the heating bill at the school amounts to \$40 a month for each student. . . .

After this hearing and others that were not of sufficient moment to reach the newspapers, the subcommittee began to indicate that the budget would have to be reduced in order for them to consider it, so they requested that the institution develop proposals for a less inclusive budget. The subcommittee took a look at this revised proposal and the Herald and News carried a headline, "Committee OK's OTI Operation" (Major Heading) with a Column Head, "Budget Trim Puts School Back in Line" and presented detail as indicated in the following quotation:

Salem, Feb. 24 (AP)--Oregon Technical school [sic] at Klamath Falls, which had been scheduled for closing, got a new lease

on life today when members of a legislative subcommittee said they would recommend that the school be operated during the next two years.

The school had asked about \$1,800,000 for the next two years, but the appropriation was omitted entirely from the governor's budget.

Budget Trimmed

The subcommittee of the joint ways and means committee said the school now has trimmed its request to less than \$1,000,000, and that is satisfactory to the subcommittee.

Members of the subcommittee are Sen. Angus Gibson, Junction City; Sen. Carl Engdahl, Pendleton; and Rep. William B. Morse, Prineville.

The committee held a hearing several days ago, with Klamath Falls residents supporting the school, and representatives of the State Federation of Labor opposing it. . . .

There was considerable backroom work done on the budget, both by individual members of the committee and by State Budget Director, George Aiken, who was representing the Governor in the affair. When the \$998,900 appropriation budget was submitted, the committee and the subcommittee of the Joint Ways and Means directed the Budget Director and school Director to come up with an understanding of what this budget included. There was a good deal of detailed work on it and, in the process, Budget Director Aiken ruled that a \$900,000 appropriation was the maximum. This was hotly contested, and, in due time, the point of the budget containing no money for faculty salary raises or for civil service increases was made plain. At this point, the Budget Director agreed to a calculation which showed that this would cost for the two-year period, \$48,240, and he acquiesced to making the budget amount ready for the Joint Ways and Means Committee to be a state appropriation from the general fund of \$948,240. The development of this understanding occurred at about the same time that

the deficiency bill for the deficit was clearing its first hurdle in the House as is shown by the article taken from the Herald and News of March 16, 1949:

\$1,000,000 OTI Budget Worked Out (Heading)

Deficiency Bill Given House Okay (Column Head)

Salem, March 16 (AP)--Winston Purvine, director of Oregon Technical school [sic] at Klamath Falls, and State Budget Director George Aiken today completed a \$948,000 budget to operate the school for the two years beginning next July 1.

The budget will be submitted to the joint legislative ways and means committee, which has voted to continue the school provided the budget could be trimmed to less than \$1,000,000.

Purvine originally asked for \$1,800,000. After the ways and means committee set the \$1,000,000 ceiling, Purvine submitted a proposed budget of \$998,900. But Aiken pruned this down to \$948,000.

Closure Asked

Aiken said, however, he still thinks the school should be closed.

He said the budget would take care of 570 to 600 students at any one time, and a staff of 115 employees. These would include five administrators, 43 instructors, and 67 other employees.

The ways and means committee also is investigating whether Purvine should be dismissed because he far exceeded his budget. His \$1,800,000 original budget request for the next two years is nine times what Purvine told the 1947 legislature he would need for the next biennium, Aiken said.

The house, with only four dissenting votes, today approved a \$214,267 deficiency appropriation to operate the school until July 1. The bill goes to the senate. (HB 468)

Rep. William B. Morse, Prineville, said the school is ending up this biennium with the budget deficit because the school planned for 400 students, whereas it actually got about 800. Other factors, he said, were that extra housing facilities had to be constructed, and the heating plant had to be worked over.

Rep. Phil Dreyer, Portland democrat, opposed the bill because he said Oregon Tech was located outside Marion county in violation of the constitution, which says the people have to approve any institution to be located outside Marion county.

In the various hearings that had been held with the school Director, the three members of the Ways and Means Subcommittee on Education and a representative of the budget division, considerable understanding had been developed as to the kinds of actions that needed to be taken in order to tighten up administration and to exercise better financial as well as policy control at the institution. It needs to be noted that because of the rapid growth of the institution with all parties to the operation learning their way as they went, there simply had not been developed standards of operation that were satisfactory to the Joint Ways and Means Committee.

As a result of these discussions, first being general, then less general, and finally fairly specific, some agreements that needed to be translated into action were worked out between the school Director and the Ways and Means Subcommittee. It was the feeling of the school administration that taking some immediate steps was probably basic to securing favorable action on an appropriation. As a result, the March 22 meeting of the State Board of Education had a good deal of information presented to it to support a series of changes that totalled eleven different proposals. The Salem papers made a short article entitled "State Board Makes Changes in OTI Operation Methods" and this was published in the March 22 Capitol Journal:

The state board of education meeting in Salem Monday, decided on several important changes in the way of doing things at Oregon Technical institute [sic]. Most of the changes are administrative. Governor McKay and Klamath Falls' Harry Boivin, both new members of the board, attended the session, as did Winston Purvine, OTI director.

The school will be placed on a modified term basis for its next operating year, with three terms covering the year from August 1 until June 30. That change approaches slightly the collegiate term system.

Registration for classes will be permitted at the beginning and middle of terms, rather than the day-to-day registration system now used.

Another change from past procedure was the establishment of attendance standards. For the next year of operation, OTI students will be limited to five consecutive days unauthorized absence from class, or nine days in any term.

The state board also set tuition fees and set a \$25 added fee for out-of-state students. Another action was the authorization of the director of OTI to cooperate with the city of Klamath Falls in remodeling and operating the big school swimming pool.

A graduation ceremony will be held at OTI in June of each year, for all students who have graduated at any time in the year previous, and the board authorized pocket certificates of graduation for use by graduates during the interim before they get their formal certificates at the June ceremony.

The minutes of the board provide considerable detail as to the content of these proposals; and since they are fundamental, not only to continuation of the school, but to the scope of administrative operation in later years, they are presented here in full:

. . . Proposal No. 1: "It is proposed that the school operate for eleven months during the fiscal year 1949-50; that the year be divided into three terms of approximately equal length; that entry into some courses be permitted only at the first or middle of the term, but that entry into some trade courses continue to be permitted currently upon published dates."

Proposal No. 2: "It is proposed that the following school calendar be established for the school year 1949-50:

July 1-31, 1949	Summer Vacation
Fall Term: August 1 Nov. 22	Registration Fall Term. . . . End Fall Term
Winter Term Nov. 28 March 16	Registration Winter Term. . . . End Winter Term
Spring Term March 20 June 30	Registration Spring Term. . . . End of Spring Term
July 1-31, 1950	Summer Vacation

NOTE: Some courses in the School of Industrial Education can be entered at certain other dates. These registration periods vary, so inquiries should be made direct to the school."

Proposal No. 3: "It is proposed that tuition rates for each course be established by approval of the State Director upon recommendation of the School Director at a point consistent with the budget but, in addition, in accordance with the reimbursement formula established by the U. S. Veterans Administration."

Proposal No. 4: "It is proposed that an out-of-state tuition charge be established and that this rate be fixed at \$25.00 per term in addition to the regular tuition."

Proposal No. 5: "It is proposed that shop fees be established and that fifty percent of the shop fee be devoted to repair and replacement of small tools and equipment items and fifty percent toward the purchase of consumable supplies."

Proposal No. 6: "It is proposed that laboratory fees be established and that fifty percent of the laboratory fee be devoted to repair and replacement of laboratory equipment and that fifty percent be used for consumable supplies."

Proposal No. 7: "It is proposed that a breakage deposit of \$5.00 per term be required where applicable at the beginning of each term and that deductions for breakage be made for each student; the unused balance to be refunded at the end of the term, but the student to be charged for breakage exceeding the deposit."

Proposal No. 8: "It is proposed that shop course students be required to make a tool loan deposit of \$5.00 per term; the balance to be refunded after deductions for unreturned tools at the end of the term; the student to be charged for unreturned tools exceeding the deposit."

Proposal No. 9: "It is proposed that a key deposit of one dollar per key be required of students receiving keys for housing, lockers, or other uses."

Proposal No. 10: "It is proposed that the following penalties be established:

- (a) Rentals paid on the sixth school day shall be subject to a one dollar penalty with an additional one dollar for each day's delinquency up to the tenth, unless satisfactory prior arrangements have been made and approved.
- (b) Tuition and fee payments made later than the tenth school day following the opening of a term shall be subject to a penalty of one dollar.

Proposal No. 11: "It is proposed that a security deposit of \$10.00 be required for each apartment unit as a guarantee for damages or excessive wear, and that a security deposit of \$10.00 each student be charged in dormitory rooms."

The culmination of the efforts appeared on April 16 as the Senate voted on April 15, 19-8, to approve the appropriation measure for the 1949-51 operation of OTI. This is shown by Herald and News article headed (Bannerhead) "Senate Approves OTI" and Column Heading "Governor's Signature Held Certain." (It is true that Governor McKay was openly favorable to the operation of Oregon Tech. He had made this plain in some three or four visits that he made to the institution both as a state senator and as governor. When he was state senator in the 1947 legislature he had been one of those that took great interest in the representations made by State Supervisor Purvine as he lobbied for the bill in the legislature. Governor McKay, in his civilian life, was the owner of the Chevrolet-Cadillac automobile agency in Salem and had considerable knowledge in the field which he used in weighing the activities at Oregon Tech in those fields having to do with automotive and diesel instruction.)

SALEM April 16 AP---The senate voted 19 to 8 last night for the house-approved bill appropriating \$948,000 to operate Oregon Technical institute [sic] at Klamath Falls for the two years beginning next July 1.

There wasn't a word of debate on the bill. The appropriation is half what the school asked for.

Voting against the appropriation were Senators Belton, Hilton, Holmes, Lamport, Neuberger, Patterson, Rand and Walker.

Those absent were Senators Bain, Gardiner and Mahoney.

Governor Douglas McKay's signature on the OTI appropriation bill is believed a certainty. People who have talked with the governor about it say that he has indicated he will sign the bill if the legislature sends it to him.

The OTI bill passed the house Thursday. It calls for an appropriation of \$948,000 which was approved by the ways and means committee, many of whose members personally inspected the local campus earlier in the session.

There is another detail that needs to be mentioned in regard to not only the Ways and Means favorable action on the budget for Oregon Tech, but the Governor's signature as well. An agreement had been reached internally in the Ways and Means Committee to designate certain officials of the State System of Higher Education as advisors to Director Purvine. This decision was discussed with Chancellor Packer and with Mr. H. A. Bork of the Chancellor's Office. Then, at a general hearing for Oregon Tech, instructions were given to school Director Purvine to utilize Mr. Bork and also Business Manager Orville Lindstrom of the University of Oregon as financial affairs advisors. Under the circumstances, there could have been no arrangement more pleasant. The young school had already been assisted to a considerable degree in many areas especially the management of cafeterias, dormitories, married student housing, and the establishing of fees and charges for instruction and for materials in instruction. Both of the two higher education officers signified their willingness to serve in this capacity, as most state officials respond affirmatively to requests from the Joint Ways and Means Committee. These reactions, then, were predictable. Later experience showed fullest cooperation by the higher education officers.

1949 LEGISLATIVE ACTIONS

Chapter 5 - An Act

To provide supplementary financing of various state activities, appropriating money therefor [sic], and declaring an emergency.

30. For the Oregon vocational school at Klamath Falls:

(a) Salaries and wages 7,680.00

Chapter 252 - An Act

Section 1. There hereby is appropriated out of the general fund in the state treasury the sum of two hundred fourteen thousand two hundred sixty-seven dollars and sixty-two cents (\$214,267.62), for the purpose of paying expenses of and in connection with the state vocational school in Klamath county, Oregon, in accordance with provision in chapter 459, Oregon Laws 1947, which sum is in addition to and not in lieu of amount appropriated by section 5, chapter 459, Oregon Laws 1947, for the biennial period beginning July 1, 1947 and ending June 30, 1949.

Chapter 483 - An Act

Sec. 90-506. The payment of the salary or compensation of the officers, teachers, instructors and other employes of the department of higher education, employes of the state fish hatcheries, the vocational school provided for by chapter 459, Oregon Laws 1947, now known as Oregon Technical Institute, and Oregon liquor control commission, where such salary or compensation is payable out of the state treasury and is fixed by law or the proper governing board or authority at a definite rate per day, week, month or year, shall hereafter be made monthly, as herein provided.

Chapter 482 - An Act

Relating to and providing for a current expense account for the state board of education for certain purposes; appropriating money therefor [sic], providing a revolving fund; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. All funds received by the state board of education from any source applicable to the payment of current expenses in connection with the state vocational school provided by chapter 459, Oregon Laws 1947, now known as Oregon Technical Institute, except direct legislative appropriations out of the general fund and except money or funds arising out of any gift from private sources for the use of such institute, shall be paid into the general fund of the state treasury and credited to a special account to be known as the "Oregon Technical Institute account" and shall be paid out only on warrants of the

Section 2. For the purpose of providing funds to pay the ordinary and current expenses of the state board of education incurred in the operation of the vocational school provided for by chapter 459, Oregon Laws 1947, now known as Oregon Technical Institute, where it may be desirable and necessary to make immediate cash payments in order to obtain trade discounts and

for travel, postage, expressage, emergency advances, and items which are payable immediately in cash upon presentation, the secretary of state hereby is authorized to draw his warrant on the state treasurer payable out of the moneys in the Oregon Technical Institute account in the general fund of the state treasury for the sum of seven thousand five hundred dollars (\$7,500) in favor of such person as may be duly designated by the state board of education as disbursing officer of said Oregon Technical Institute. The amount herein designated is intended to be a revolving fund for the use of the state board of education for the purposes herein stated; and, as the said designated disbursing officer shall, from time to time, file with the secretary of state verified vouchers covering disbursements therefrom, accompanied by an itemized statement showing in detail the names of the persons, firms or corporations to whom and the purposes for which such disbursements were made therefrom pursuant to law, the secretary of state shall issue his further warrant or warrants for the amount thereof in favor of said disbursing officer payable out of the moneys available by operation of law for the functioning of the Oregon Technical Institute for the amount of such vouchers and statements not exceeding the amount of the revolving fund herein provided for; said verified vouchers for disbursements

Chapter 424 - An Act

To provide for depositing, accounting for and disbursing certain moneys by the state board of education, and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. Unless otherwise provided by law, or by federal order or regulation with respect to federal funds, the state board of education, with the approval of the state treasurer, may deposit with the state treasurer any moneys coming into the possession of the state vocational school provided by chapter 459, Oregon Laws 1947, now known as Oregon Technical Institute; and said moneys, other than such money as is required by law to be disbursed only upon warrant of the secretary of state, shall be credited by the state treasurer to a special checking account and may be disbursed by check or order of said board upon the state treasurer, signed by such officer or administrator.

Chapter 575 - An Act

Be It Enacted by the People of the State of Oregon:

Section 1. There hereby is appropriated out of the general fund in the state treasury the sum of nine hundred forty-eight thousand two hundred forty dollars (\$948,240) for the purpose of paying the expenses of and in connection with the operation of the vocational school in Klamath county, established by

chapter 459, Oregon Laws 1947, now known as the "Oregon Technical Institute", for the biennial period beginning July 1, 1949 and ending June 30, 1951.

On March 16, 1949, postal service began at the Oretch Post Office set up on the campus of OTI. U. S. Senator Guy Cordon had announced earlier that the Post Office Department was approving the establishment of this post office. It was not to be a branch since the distance was greater from Klamath Falls post office than allowed under the regulations of the Post Office Department. The Silkscreen Processing Department of the Technical Education Division provided letters with first-day mailer design to assist in celebrating the occasion.

It was announced and recorded in the Herald and News of April 11, 1948, that the general extension division of the State System of Higher Education had approved a summer art school at OTI. This was being operated in conjunction with the Klamath Art Association and provided for 6 credits if the complete offering was taken.

In May 1949 the national publication named Vocational Education News put out by the McGraw-Hill Book Company featured Oregon Tech in a two and one-third page write-up. The national interest in Oregon Tech had begun earlier due to the publicity arising from the various difficulties and political problems that the school had faced. The reporter for the Vocational Education News reviewed the programs at Oregon Tech and featured the institution in this major write-up for that issue of the News.

A two-day Oregon state musical contest was held at the Oregon Tech gym in mid-May. Representatives from public schools throughout the state of Oregon were featured.

On May 23, the voters of the electorate in the Klamath Union High School district passed a lower division appropriation of \$7,460 to be expended in the year 1949-50. This was the Klamath Falls part of a two-school district cooperative effort to bring lower division work under the Dunn Act. The northern cooperating school was the Bend Senior High School and the plan was to have a faculty which taught part-time at Bend and part-time at Klamath Union High School exchanging locations in mid-week. The Klamath Falls unit was operated briefly.

On June 15, a statewide convention for school janitors met at Oregon Tech. This association had been spearheaded by Guy Davis, OTI's superintendent of buildings and grounds, under the public service training program headed by then State Supervisor Purvine. The three-day meeting featured exhibits by representatives of manufacturers of building maintenance supplies and building maintenance equipment.

The regular June meeting of the State Board of Education received a letter from Kelley Loe which included his resignation as a member of the State Advisory Committee for Oregon Tech representing the state AF of L. In this letter he reiterated the over-expensive charges against the institution and re-stated the concern that Oregon Tech would damage the apprenticeship program. The resignation was accepted by the Board of Education, and a contact was made with the AF of L to see if they wished to name a replacement. The state president of the AF of L indicated they were not in sympathy with the school and, therefore, preferred not to have a representative. This triggered a supportive editorial in the Oregonian which came out solidly for this assistance to veterans and their use of their veteran entitlement in securing entrance into new occupations.

At the meeting, Director Purvine presented a summary of the legislative actions taken on bills that were introduced in order to improve the financial management of the institution and upon the budget as finally approved by the legislature. It was necessary to take several actions by way of resolution to implement certain of the laws that were passed. For this reason, the resolutions appearing below were submitted to the Board (following excerpt from the minutes indicates the contents and actions).

Report of Legislative Action

Mr. Purvine stated the Legislature had approved an appropriation of \$948,240 for the coming biennium. They also passed three financial procedure bills which had been recommended by the auditor and the Secretary of State's office. One of these bills provides for a current expense account for deposit of non-state income available for general operation and a revolving account to be used for cash and clearance of items subject to later reimbursement to the revolving account. The second bill provides for a special checking account with the State Treasurer to handle non-budgetary funds and payrolls. The third bill amends a previous statute to permit the Secretary of State to issue one warrant to cover the total payroll, the warrant to be deposited in the special checking account, and the school to make payroll payments to employees by check on the special checking account. Mr. Purvine indicated the approved budget would allow operation of the school at approximately the present level. The bills will help in facilitating payment of personnel and make possible the conducting of financial and accounting procedures in a more effective manner.

A letter from Carl Abrams, Chief Clerk of the Legislative Joint Ways and Means Committee, was reviewed. Mr. Purvine stated that stipulation No. 2 in the letter, "That any course with less than fifteen students must be eliminated from the curriculum", could work an injustice in some instances. He stated the enrollment in the spring or final term is always less than in the fall and winter terms and it would not seem fair to cancel the class in the final term for fourteen students who wish to complete the course. He said the organization of the school has changed from one class of six hours daily for each instructor to, at least, two subject classes daily for each instructor during the 1949-50 school year; and basic related instruction under a different instructor than the one giving practical instruction is now scheduled for the coming school year. This being the case, the basis upon which

the Joint Ways and Means Committee passed this requirement is considerably altered. Mr. Purvine presented the following resolution for the Board's consideration:

"Now, therefore, be it resolved that the following interpretations be strictly adhered to by the administration of the school:

1. New classes must have a minimum of 15 students during the first full term of operation or be cancelled at the end of that term.
2. All individuals assigned to full-time instruction must give instruction to the equivalent of fifteen full-time students during the term (450 student hours of instruction weekly) or a reduction in staff be made at the end of the term.
3. As the spring term is usually lower in enrollment in post-high school institutions of learning, the average of the year shall be used in determining the requirement of 450 student hours weekly per instructor for the spring term. (Example - an instructor teaching 475 hours in the fall term, 500 hours in the winter term, and 375 hours weekly in the spring term would meet the requirement.)"

Following a discussion on the above proposal, Mr. Newbry moved this resolution be adopted. Mr. Boivin seconded and the motion carried.

Resolutions Concerning Chapter 482 and Chapter 424, Oregon Laws of 1949

The following resolutions were presented by Mr. Purvine:

"Be it resolved by the Oregon State Board of Education assembled in regular meeting,

That, the director of Oregon Technical Institute be designated as the individual authorized to sign vouchers issued by the Oregon Technical Institute; and further.

That, the business manager of Oregon Technical Institute be authorized to maintain the moneys in the revolving fund as petty cash funds and in a separate account in the Klamath Falls Branch of the United States National Bank of Portland; and further

That, the director be directed to secure a surety bond given by the business manager and running to the State of Oregon in the amount of \$7,500.00, the premium to be paid by the Oregon Technical Institute."

"Be it resolved by the Oregon State Board of Education assembled in regular meeting;

That, with the approval of the State Treasurer, the special checking account authorized by Chapter 424, Oregon Laws of 1949, be established and that the director and business manager be authorized to proceed with depositing and disbursing funds of this account as provided in the act; and further

That, the account be used for:

1. Clearing items subject to subsequent credit to state funds;
2. Making payroll disbursements;
3. Handling salary and wage deductions for the purchasing by employees of obligations of the federal government;
4. Withholding and paying, pursuant to law, federal or other taxes from salaries and wages of employees,
5. Depositing and disbursing athletic, student and employee retirement moneys;
6. Withholding and paying medical benefit premiums from salaries and wages of employees;
7. Withholding and paying rents from salaries and wages of employees;
8. Depositing and disbursing moneys received as deposits,
9. Handling auxiliary accounts, and
10. Withholding and paying Industrial Accident employee contributions from salaries and wages of employees."

Mr. Purvine explained these resolutions and stated the original bills had been approved by the Board before they were submitted to the Legislature. These resolutions have been checked with Mr. Phillippe of the Secretary of State's office. The resolutions set up procedures to be followed in using the special accounts.

After a brief discussion, Mr. Putnam moved these resolutions be adopted. Mr. Newbry seconded the motion and it was carried.

A progress report was submitted along with the resolution and is copied in part here to indicate enrollment and other factors were in evidence at this time:

Progress Report to State Board of Education
June 13, 1949

<u>Attendance</u>	<u>1947-48</u>	<u>1948-49</u>
July 31	35	406
August 31	66	398
September 30	128	459

Progress Report (Continued)

<u>Attendance</u>	<u>1947-48</u>	<u>1948-49</u>
October 31	194	502
November 30	261	521
December 31	287	511
January 31	443	562
February 28	467	561
March 31	492	528
April 30	486	479
May 31	460	441

Graduations to May 31, 1949

Total to February 28, 1949	115
Graduations in March	20
" " April	32
" " May	<u>13</u>
Total to May 31, 1949	180
Estimated total for June 30, 1949 . . .	214

Instruction

Teacher training courses for the year were completed in April. Teacher improvement activities are continuing through efforts of instructors aided by the administration. Instructors have formed the O.T.I. Instructors' Council and are meeting in study groups three times monthly, and in a joint session once each month. Problems of course and student management are subjects of study.

The State Board of Education approved a new tuition schedule which was based largely upon terms that were acceptable to the U.S. Veterans' Administration due to the high percentage of veterans enrolled at OTI. This tuition schedule is presented below:

Table 3.

Tuition Schedule 1949-50

<u>School of Business Education</u>	<u>Term Tuition</u>	<u>Term Fee</u>
Accounting	\$ 88.00	\$ 7.50
Bookkeeping	88.00	7.50

Table 3. Continued.

<u>School of Business Education (Continued)</u>	<u>Term Tuition</u>	<u>Term Fee</u>
General Office and Business Practice	88.00	7.50
Medical-Dental Office Assistant	88.00	7.50
Retail Business Management	88.00	7.50
<u>School of Technical Education</u>		
(2) Watchmaking	110.00	14.00
(2) Commercial Art and Design	110.00	14.00
Engineering Aide (General Design)	110.00	14.00
(1) Medical Technology	110.00	14.00
(2) Office Equipment Repair	110.00	14.00
(2) Radio Communications	110.00	14.00
(2) Radio Servicing	110.00	14.00
(1) Sewage Plant Operation	110.00	14.00
Silk Screen Processing	110.00	14.00
<u>School of Trade and Industrial Education</u>		
GROUP I		
(2) Auto Mechanics	110.00	14.00
(2) Automotive Electricity and Motor Tune-up	110.00	14.00
(2) Automotive Machinist	110.00	14.00
(2) Baking	110.00	14.00
(2) Cabinetmaking	110.00	14.00
(2) Carpentry	110.00	14.00
(2) Diesel Mechanics	110.00	14.00
Dry Cleaning	110.00	14.00
(2) Electrical Repairman	110.00	14.00
(2) Farm Machinery Mechanics	110.00	14.00
(2) Refrigeration Servicing	110.00	14.00
(2) Sports Equipment Manufacture and Repair	110.00	7.50
GROUP II		
(2) Auto Body and Fender Repair	132.00	14.00
(2) Auto Painting	132.00	14.00
(2) Automotive Radiator Repair	132.00	14.00
(2) Combination Welding	132.00	14.00
(2) Gunsmithing	132.00	14.00
(2) Machine Shop	132.00	14.00

NOTE: Courses marked (1) have breakage fee of \$5.00 per term, refundable if not used. Courses marked (2) have tool loan deposit fee of \$5.00 per term, refundable if not used.

Spring 1949 saw the beginning of a massive effort to focus faculty attention and energy on institute problems. Several faculty were interviewed as potential leaders of small group discussions. Those found interested were organized into a weekly seminar group, with the Director acting as discussion leader. The following week all held group discussions with the rest of the faculty: the seminar topics were the starting agenda.

Every phase of operation and philosophy was explored. The policy directives of the legislature, the statutes, and policies of the State Board of Education were included. The seminar and the small groups pondered interpretations and then application. The philosophy of general and detailed educational activities and objectives received strong emphasis.

A well-defined educational philosophy and operating technique emerged. This was made current and used in orientation sessions for new faculty by the Director/President of Oregon Tech. Much credit for a consistent faculty understanding of philosophy and objectives can be attributed to this pioneer effort and the follow-up.

On June 24, 1949, the first annual commencement exercises were held. The main speaker was Rex Putnam, State Superintendent of Public Instruction, and the diplomas were awarded to students by O. I. Paulson, State Director of Vocational Education. At that time there were 233 graduates, of which 208 were veterans and 15 non-veterans. In order to give some indication of the State Board of Education's plans for Oregon Tech, Senator Harry Boivin was featured in presenting the aims of the State Board of Education.

Part Two--THE EARLY TECHNICAL INSTITUTE
Chapter IV, 1949-51

It was announced that the Oretch Post Office had been advanced to third class from its original fourth class. This was based upon the volume of business conducted by the post office which served over 1,000 persons.

September 3, 1949, saw the issue of the first catalog. This was a 64-page document in blue cover and a total of 4,000 copies were ordered and received.

On September 28, the State Board of Education met in Salem and disposed of numerous routine matters. In addition, the Board received a request concerning a radio communications laboratory:

Radio Communications Laboratory

The equipment for a 10 watt FM broadcasting station is on order and the major items have been received. The use of such an educational station is essential to full preparation of the radio communications graduate for station technician work. The Federal Communications Commission requires that issuance of the station license be based upon authorization of the governing board.

Proposal -- That the State Board of Education authorize the Oregon Technical Institute Director to apply for a federal license to operate a 10 watt FM educational radio station.

The matter of instructor and supervisor improvement programs was presented to the Board as follows:

Instructor and Supervisor Improvement Programs

The need for college, special technical training, or other occupational improvement programs has been frequently expressed by instructors and supervisors. Lack of a definitely defined

program for summer work and leaves for securing degree training should be remedied. A suggested program will be presented to a later State Board meeting.

Working hours have been under discussion also, due to extra-curricular assignments of instructors.

On November 3, the school Director met with 24 irate residents of Mountain View Housing. The low quality of the housing was used as an argument that the monthly rental of \$39, including utilities, was too high. This was discussed at some length, and the role of federal agencies in determining the rates was explained. The meeting left the future action to be that of the Director in taking the issue up with the State Board of Education.

In the early part of November, the legislative interim committee on education visited Klamath Falls and spent time reviewing the program at the Oregon Technical Institute and reviewing the work of the lower division or community college work carried on at KUHS as a result of the favorable election in the spring.

The High School-College Relations Committee (of the State Department of Higher Education) had been approached by high school principals and first class district superintendents to include all state-supported schools in joint sessions for their high school visitations in the year '49-50. This action had resulted from the very strong activity of Oregon Tech in meeting with high school seniors in the latter part of spring semester 1949. Since the legislature had the fate of the school in its hands, no contacts with high schools were made prior to the session's decision to approve a budget for the 1949-51 biennium. At that time virtually all supervisory personnel of the school went on the road to visit high schools, particularly in more nearby areas, but as possible, throughout the state.

The high school principals generally were supportive and helpful, but made their wishes known to the High School-College Relations Committee that Oregon Tech and the University of Oregon Nursing School be included in the group from the committee visiting each one of the high schools. This was reported in the annual report June 10, 1950, of the Committee on High School-College Relations and one item in it reads as follows:

High School Visitation:

. . . that in 1949-50 representatives of the Oregon Technical Institute . . . be invited to participate in the visitation program. This invitation was extended, and was accepted by both units. . . .

First, it reduces the number of demands upon the high schools.

Second, it enables representatives of the tax supported institutions to present a "united front".

Third, it makes possible a presentation to high school students, of educational and vocational opportunities in almost every field. Heretofore we have not been able to offer information of interest to those young people with very strong interests in vocational or trade and industrial training.

Fourth, it reduces the transportation cost of visitations per person.

December 13, 1949, saw the culmination of discussions that had been conducted between institutions for several months in the formation of the Oregon Collegiate Conference. The original members of this conference were Eastern Oregon College, Southern Oregon College, Oregon College of Education, Oregon Technical Institute, and Vanport College. It should be noted that this provided SOC with membership in two conferences, because there was a western college conference in which SOC was a member. The western conference reorganized after a time and, in that reorganization discussion, SOC decided to go exclusively with the Oregon Collegiate Conference.

The public colleges in Oregon in forming the Oregon Collegiate Conference were interested in having a basic schedule in athletic programs and further in regularizing the eligibility requirements and establishing other general rules for the conduct of the athletic activities enterprise.

The first mimeographed alumni bulletin was produced in December of 1949 and sent to as many of the graduates and near-graduates as addresses were available.

On December 22, 1949, the State Board of Education met and considered a number of different matters. The usual details of approving instructors and modifying supervisory requirements were considered, and then the Board took up items that established new policy. The first of these was the question of graduate instructor rating and salary. The Board listened to the needs and acted as follows:

3. Establishment of Graduate Instructor Rating and Salary

Mr. Purvine asked that the Board consider approval of graduate assistant instructors for beginning students during periods of temporary overload, citing the example of a group of students in a class scheduled to graduate at the end of the winter term and, in the same class, a group of new students, giving students at two term levels within one class and making it almost impossible for the regular full-time instructor to carry on the instruction. . . .

Mr. Newbry moved and Mr. Boivin seconded that establishment of the graduate instructor rating and salary be approved. The motion carried.

There was also an important break in policy in the appointment of a pathologist in Medical Technology:

5. Appointment of Pathologist in Medical Technology

Mr. Purvine stated that there had been some serious problems in the Medical Technician course due to the fact that the

program did not have a medical pathologist in charge. One graduate, who was refused the right to take the Oregon State Medical Technician examination, went to a neighboring state, took his test, and is now working in a hospital there; thus, medical men in Oregon lost a well-qualified technician. The major point of issue has been that no pathologist was available in Klamath Falls and on a part-time basis it was not possible to secure the services of one. Dr. Gerald E. Cosgrove, Jr., is taking up his residence in Klamath Falls, arriving between Christmas and New Years. He is to have arrangements with the hospitals and a medical laboratory, and with the arrangement with the Institute, it makes a suitable income for a pathologist. He will get paid and the school will meet the necessary requirements that the students be trained under supervision of a pathologist.

In reply to Mr. Newbry's query as to how much time the pathologist would devote, Mr. Purvine said Doctor Cosgrove is to teach 4 hours a week. He will supervise the program and it will be his responsibility, under the direction of the Advisory Committee, which is composed of two doctors and two technicians, to operate the program from an administrative standpoint. That is one of the requirements of the American Society of Pathologists for the approval of the Medical Technician training program so that it can issue the degree of Registered Technician.

Mrs. Patterson asked how long a course this is and Mr. Purvine advised it is six terms, or two years. Mr. Paulson stated he felt another point which should be kept in mind is the fact that there are two types of medical technicians, one that goes in and works under supervision in a laboratory, which is the type the school has been putting out so far without a pathologist in charge, and the other type which is a medical technician who can take charge of a laboratory.

Mr. Purvine reported that graduates of the course who have secured positions in other states are, in some cases, supervising laboratories now whereas those who stay within the state have some difficulty in securing certification at all. The latter type of position pays about \$150 a month and is hardly worth two years of training, from the standpoint of the students whereas the other positions begin at \$250 or \$275, and in some of the better places are over \$300, so that the qualifications which would be given in the Medical Technician course, with the pathologist in charge, will be very much worthwhile.

There being no further discussion on the subject the motion was put to a vote and carried.

The previous lengthy discussion on the pathologist resulted in the Board validating tentative agreements that had been made with the local medical profession in Klamath Falls, with the hospital, and with the medical laboratory. It took the combined resources of all of these groups to provide an interesting position for an incoming pathologist. It was the first time that a resident pathologist was to be maintained in Klamath County.

There had been recurring discussions concerning a program of professional improvement, and the administration at OTI believed that such improvement plans and work requirements should go together. As a result, proposals were presented to the December 1949 meeting of the Board of Education as follows:

6. Program of Professional Improvement and Work Requirements
for Instructors and Supervisors

Mr. Purvine made reference to the following program which had been prepared and sent to the Board members in advance, for their study, stating that there was a need for determining an instructional year and a number of other things.

OREGON TECHNICAL INSTITUTE

Proposed Program of Professional Improvement
and
Work Requirements for Instructors and Supervisors
(For December 22, 1949 meeting)

SECTION A: SELF IMPROVEMENT AND TRAINING
(Effective 1951 summer period)

1. Each instructor shall complete the following requirements during a period of three years:
 - a. One period of approved occupational refresher employment during the school's summer vacation.
 - b. One period in full time attendance with full load of approved professional improvement in college summer school or technical training during the school's summer vacation.

- c. One summer period open to the instructor's disposal, except that in case of need the instructor may be required to spend an additional two weeks in shop renovation, equipment repair, or other work of the occupation without additional remuneration.
2. Each Supervisor (including Director) shall at least complete the following requirements each period of three years:
 - a. One period in full time attendance with full load of approved professional improvement in college summer school or technical training during the school's summer vacation.
 - b. Approved visitation of vocational, technical, or other schools (followed by report), or industrial visitation up to 30 days during one school year.

SECTION C: TERMS WORK

1. 1950-51 All instructors hired on term basis.
2. 1951-52 and thereafter (Beginning July 1, 1951),
 - a. REGULAR INSTRUCTORS hired on an annual basis (employment and salary), shall work regular instructional year and two weeks prior to opening of fall term.
 - b. SPECIAL INSTRUCTORS hired on a term basis.

SECTION D: DAILY WORK (Effective January, 1950)

1. Instructors' Hours at Work - As necessary to fulfill the requirements of the employment. Must be at teaching station not less than the hours of instruction, plus 30 minutes before opening instruction (15 minutes before class time, morning and noon).

Special Duties of Instructors

- a. Maintain occupational contacts and observation in Klamath area.
- b. Serve as faculty advisory to class, club, and other school groups.
- c. Assist in school activities.
- d. Other items as required.

2. Supervisors' (including Director) Hours at Work

- a. Regularly eight hours daily during school's office hours.
- b. At such other times as needed.

Mr. Putnam thanked Mr. Purvine for setting forth the salient points of the program and said he thought the interesting feature was the long-range idea that this improvement program was to cover.

Mr. Newbry moved and Mr. Putnam seconded that the program of professional improvement and work requirements for instructors and supervisors be approved. The motion carried.

In early January the construction permit for an FM station was received from the Federal Communications Commission. This was preliminary to establishing a 10-watt powered station at 88.1 megacycles. Some time was to elapse before this was put into effect, but it was an action growing out of earlier Board approval.

In February of 1950, the U.S. Office of Education was issuing invitations to select persons nationally to provide chapters in a bulletin covering the entire vocational education program. The OTI Director was invited to write a chapter "The Local Director of Vocational Education," and he responded by supplying an accepted manuscript.

The Faculty Wives Club continued activities and fund-raising programs for the purpose of supplying playground equipment for campus small-fry. By May 31, 1950, the club had succeeded in securing finances for the installation of swings, a slide, a merry-go-round, and other entertainment items for the playground.

On June 1, 1950, the State Board of Education held a regular meeting. One of the matters of interest was a discussion of the acquisition of the Mountain View Housing. This project had 50 "boxcar" dwelling units which

were occupied at that time by a number of veteran students at OTI. There were two methods of acquisition which were open, but the U.S. Government requirements were that these be exercised within 60 days.

The school was allowed by Federal regulations to buy Mountain View Housing directly since it had a contract with the U.S. Housing Administrator. However, the authority of the Board of Education to purchase such real property was in doubt, according to the State Attorney General. As a result, the other alternative was exercised. That alternative was to have the State Surplus Property Agency undertake the purchase for the school and allow the institution to take a request to the upcoming legislature for the authority to consummate the total acquisition effort. The housing was being rented at a charge of \$39 per unit of which \$7 each month was transmitted to the Housing Administration. In the event that the school was able to purchase it, it was proposed that the housing rentals be reduced inasmuch as the school was operating it with good financial results at a net of \$30 per unit. The original \$7 direct to the Housing Administrator and \$2 per unit in lieu of taxes to local authorities had reduced the rental net to the institution to \$30. It had been possible with the \$30 rental to extensively repair the units putting in linoleum, painting, repairing roofs, etc. This had been done since, under the contract, the unexpended funds reverted to the federal government and, even more pressing, was the need of the temporary-type housing for rehabilitation.

It was also made plain to the State Board that the local Board of Education was desirous of acquiring the land when it had served its purpose for Oregon Tech. The local school district owned property that bordered the project real property on three sides and felt this property was necessary for eventual location of Ponderosa Junior High School.

After discussion, the Board approved the recommendation. At the same time of the Board meeting, June 1 saw the beginning of the ninth annual meeting of the Oregon State Janitors' Association at OTI.

On June 2, 193 diplomas were issued at the annual commencement, with the commencement address presented by State Senator Phillip Hitchcock. The Greatest Service Award was presented to Henry Semon. At the end of this year Charles Martin, pioneer instructor in Medical Technology, became the first instructor to retire from active duty at Oregon Technical Institute.

Another first for the institution was a tea for the women graduates which was presented by the Faculty Wives at the home of Mrs. W. D. Purvine on June 10.

As the year ended, the second year of joint sponsorship with the Klamath Falls Recreation Department for a summer swimming program began at the OTI swimming pool. Under this program, the Recreation Department supplied transportation for youngsters desiring the use of the pool through the loan of local school district buses, and paid all direct operating costs.

On July 10, 1950, the Herald and News reported that the directors of the Daly Scholarship Fund of Lakeview had voted approval for OTI at Klamath Falls as an acceptable school for use of the scholarship. The action was reported to be subject to the approval of Circuit Judge Charles Combs and, as a matter of fact, at a later time the Circuit Judge approved the action of the Board of Directors. This was the first college-level designation for OTI.

Later in July a two-week training program for instructors was conducted at Oregon Tech. It was organized primarily for the Oregon Tech instructors, but other industrial and industrial arts teachers of Southern Oregon were also invited and several did attend. The leader of the conference was Dr. C. Kenneth Beach, Professor of Industrial Education, Cornell University.

On August 10, the Herald and News issued its annual "Back to School" edition. For the first time there was considerable coverage given to Oregon Technical Institute. On August 15, Mrs. Evelyn T. Waldron was appointed permanent postmaster for the Oretch post office.

During the month of August, preparation was made for maintaining an OTI booth at the Oregon State Fair. The booth featured products of students' work, including firearms made in gunsmithing class, sports equipment materials made in the sports equipment manufacture and repair class, commercial art and silkscreen processing units, as well as several other small items from the various courses. The booth issued ribbon souvenirs that had been prepared by the silkscreen processing class to any of the public that was interested in having them. The booth was awarded first place in judging of the non-commercial booths at the Oregon State Fair that year.

On September 20, 1950, the State Board of Education held a regular meeting. At that meeting the budget for 1951-53 was presented. This budget was approximately \$300,000 greater than that one for the year 1949-51. A summary of the estimate follows from the minutes of the Board of Education:

	<u>Approved 1949-50</u>	<u>Estimate 1951-53</u>
Salaries and Wages	\$ 870,910.00	\$1,029,466.00
G.O.M.	596,056.43	655,323.88
Capital Outlays	114,393.77	197,809.30
Total	<u>\$1,581,360.20</u>	<u>1,882,599.18</u>

Mr. Newbry asked the reason for the increase, and Mr. Purvine stated that the increases in salaries are due to enrollment increases and salary increments and the following new personnel:

3 New Carpenters	\$ 18,864.00
4 New Painters	25,584.00
2 Deans	18,240.00
Total	<u>\$ 62,688.00</u>

The increases in G.O.M. are due to enrollment increases and price increases and to the re-roofing of Nickerson Hall, which cost \$9,480.00. The increases in Capital Outlays are due to a new boiler, an extension of the fire equipment floor, and an extension of the King Hall cafeteria kitchen as follow:

New Boiler	\$ 65,000.00
Cafeteria Kitchen Enlargement	6,250.00
Fire Hall Enlargement	5,250.00
Total	<u>\$ 76,500.00</u>

At that time, the international situation was clouded by the Korean hostilities so that a proposal concerning war production training was taken to the State Board meeting. It was suggested that there would be a need for welders and that such a program might necessarily be started. It was recommended to the Board that the Director of OTI, with the approval

of the State Vocational Director, would be authorized to take necessary steps in cooperating with the U.S. Office of Education, employers, and the Boilermakers Union in developing course content and conducting the welding training. Likewise, it was recommended and accepted by the Board that the salaries be established at the going rate in industry. It was further recommended and accepted by the Board that such war production training classes as were necessary could be started in cooperation with public and private agencies and, finally, that the Director of the OTI and, with approval of the State Director, was authorized to establish tuition rates and charges for such special courses, with confirmation to be made at the next regular or special meeting of the State Board of Education.

At this same meeting, a request from a six-team bowling league was presented to the Board relative to allowing the student body to host the city league on the OTI bowling alley. The members of the city league indicated that, due to the closing of a six-lane bowling alley that had lost its lease, the public good would be served by permitting this operation on the Oregon Tech campus. There was some opposition to this proposal, and, due to the fact that there was another small alley in operation which professed to be able to render the service, the Board did not approve authorization to the student body to sponsor this play.

A patent for an invention became the subject of discussion, and the Board approved the payment of patent fees for a device which was useful in the timing of General Motors diesel engines. The proviso was that the invention was to prove satisfactory. When the follow-up was made on this, it may be stated parenthetically, the device had been divulged by the instructor to a representative of General Motors and it was already in production and use.

At that time, the Board was presented a small brochure that had been developed to make known to prospective students and the public-at-large what offerings the school was presenting. The courses in operation for the year 1950-51 were as listed on the back of this brochure:

School of Business Education

Accounting, Bookkeeping
General Office and Business Practice
Medical-Dental Office Assistant
Retail Business Management

School of Technical Education

Commercial Art and Design
Engineering Aide--General Design
Medical Technology, Office Equipment Repair
Radio Communications, Radio Servicing
Sewage Plant Operation
Silk Screen Processing, Sign Painting
Watch Repair and Review
Engineering Aide--Surveyman

School of Industrial Education

Auto Body and Fender Repair
Auto Mechanics, Auto Painting
Automotive Electricity and Motor Tune-Up
Automotive Machinist
Automotive Radiator Repair
Baking, Cabinetmaking, Carpentry
Combination Welding, Diesel Mechanics
Dry Cleaning, Electrical Repairman
Gunsmithing, Machine Shop
Refrigeration Servicing
Sports Equipment Manufacture and Repair

School of Agricultural Education

Farm Mechanics

Noteworthy events were rare during the fall of 1950, which brings us to the December 21, 1950, meeting of the State Board of Education. Here it was proposed to the Board of Education that an advisory committee in engineering aide fields be established. It was suggested that the people who would be appointed to the advisory committee would come from Corvallis, Salem, and Portland. It was proposed that the makeup of the committee would be three engineering professors from Oregon State College, three practicing engineers from Salem and Portland and three persons working as engineering aides from Salem and Portland. The Board approved a motion by Mrs. Patterson that the executive officer be authorized to appoint such an advisory committee from the nominations secured by the school's Director and the State Director of Vocational Education.

The next item of more than passing interest was the matter of the Mountain View Housing project which had been the subject of discussion on many occasions. In this occasion, the report was made that the Federal Public Housing Administration had given, as their opinion, the need for clarifying legislation concerning the powers of the State Board of Education if the school was to acquire the housing project. It was proposed to the Board that a brief bill be submitted to the legislature for the purpose of specifically enumerating the powers of the Board to operate the housing for students and to have the authority specifically to purchase the Mountain View Housing project. Further specific authority to approve the sale at some later time of the Mountain View Housing real property was requested, since it was planned that the Klamath Union High School District would wish to acquire it. It was specified that the income would be kept segregated and that it would be used for operating and maintaining the housing project and for the purpose of removing the housing units after their usefulness

had ended. The Board passed a motion to send this proposed legislation to the legislature.

Further special attention was called of the Board to contact made by the U.S. Armed Forces to Oregon Technical Institute. The purpose of this was to determine possible fields of training that Oregon Tech might supply to the armed services. Inquiry concerned radio communication, radio servicing, electrical fundamentals as pre-radar and basic electronics, auto body and fender repair, auto mechanics, machinist, and welder individuals. The contracts were proposed to provide for housing, food service, and the training services. The armed service contracts provided for paying all costs plus \$1 which would include some overhead such as a share of the fuel consumed in the heating plant and other utilities. The Board passed a motion authorizing the executive officer and the State Director of Vocational Education to sign training contracts with U.S. Armed Forces during the then current Korean emergency.

A report was given to the Board indicating the decline in percentage of veteran enrollment. It was pointed out that in the year 1947-48, 98% of the students were veterans; the year 1948-49, 92% were veterans; the year 1949-50, 87% were veterans, and the fall term of 1950, 75% were veterans. The report also indicated that there would be approximately 630 students in average daily attendance for the winter term of 1950-51.

In January 1951, the proposals for legislation and for a biennial budget were conveyed to the legislature. Little had happened in the legislature that would provide a report to the State Board for its meeting on March 15, 1951. The report could be made to the Board that the U.S. Air Force had asked for a cost estimate for training 535 Air Force enlisted personnel in automotive maintenance. A major of the Air Force and a civilian aide had visited the school on January 26 and were apparently convinced

that Oregon Tech could provide them with the service they needed. They asked us for a cost analysis, and this was supplied at once, but no further communication had been received. Also, shortly thereafter, representatives of U.S. Army Ordinance had come to inspect the school and discuss possible programs. The representative suggested that Oregon Tech supply the Ordinance Division with cost estimates on the training of machinists, 240; wheeled vehicle repairmen, 312; automotive fuel and electrical system repairmen, 300; automotive engine rebuilders, 60; watch repairmen, 40; and storage specialists, 280, for a total of 1,232 army personnel at the peak of the proposed training period. For instance, in the case of the machinists, it was anticipated that 40 would start each two weeks until the total of 240 was reached, with the classes lasting 12 weeks.

The representatives from Ordinance had inspected 288 schools before arriving at Oregon Technical Institute and said it was the first place that could handle the storage specialists' class. This is a combination parts man, receiving clerk, and warehouseman for maintaining control of supplies and materials. The contract was stated to contain a cost adjustment clause which would make it possible for adjusting payments received so that the institution would suffer no loss.

At this State Board of Education meeting there was also considerable discussion of the cost-per-student as being prepared for a report to the Budget Division of the Governor's office. It was asked in the meeting as to what portion of the \$1,900,000 was used in figuring the per-student cost. It was pointed out by the school Director, Purvine, that the capital outlay of \$197,000 and housing amount of \$145,000 were deducted since the cost-per-student was to be net total operating costs.

It was on April 20 that the licensing of radio station KTEC was approved by the Federal Communications Commission.

In the meantime, controversy had arisen again over the operation of the school; and on March 29, 1951, The Statesman of Salem, Oregon, reported as follows:

Operation of OTI Claimed Waste of Funds

Charge that operation of the Oregon technical [sic] institute [sic] at Klamath Falls is a waste of the taxpayers' money was made by Kelly Loe, Oregon state federation of labor, at a joint ways and means subcommittee meeting here Wednesday.

This was denied by a group of Klamath Falls citizens, including employers of several graduates of the institution.

Loe said the school was not justified for the reason that the students could received [sic] equal technical training in other Oregon educational centers at less cost. He also charged that the school's advertising was misleading. In some publications, Loe said, the school was advertised as a highly technical institution. In other advertising the school was stressed as a pre-apprenticeship plant Loe averred.

Vote of People Needed

Constitutionality of locating the school in Klamath Falls also was questioned by Loe. He declared that under the state constitution state institutions cannot be established outside of Marion county without a vote of the people. "There was no vote on locating this school in Klamath county, Loe declared.

Vernon Owens, Klamath Falls home appliance dealer, told the committee that the school had grown rapidly and that virtually every county in Oregon was represented in its student body. He said graduates had encountered little difficulty in obtaining jobs at substantial salaries.

School Praised

The school also was praised by Charles Peterson, office machine service distributor of the Klamath Falls area. "The people of Klamath Falls apparently are well satisfied with the manner in which the school is being conducted and the products the graduates are turning out in private industry," Peterson averred.

Similar testimony in behalf of the institute was given by Charles McDonald, a Klamath Falls motor dealer, and Ellis Mathews, Klamath Falls iron works. Both men said they had employed graduates of the school and found their work satisfactory.

Mathews said the entire state would benefit by the school's operations.

No Just Criticism

State Senator Philip Hitchcock, Klamath county, said he had not heard any just criticism of the institution.

It was brought out that the institute is asking for an appropriation of \$1,865,837 for the next biennium as against \$1,533,855 estimated for the current two year period.

Winston Purvine, institute superintendent [sic], was to appear before the committee later when the budget is considered.

Senator Angus Gibson said he opposed establishment of the institute and declared at that time that its appropriation would grow over a period of years. "A look at the budget for the 1951-53 biennium proves that I was right. At the next legislative session I vision capital outlay requests to improve the current buildings and provide for occupancy of others."

The cost per pupil, based on average days attendance, was stressed by Senator Howard Belton. "The cost is high when compared with some other institutions," Belton averred.

A few days later the Herald and News of Klamath Falls published a story comparing the enrollment of all the different institutions at the post-high school level in the state.

Frisky Young OTI Rapidly Outgrows Older Institutions

Only three years old and still wobbly in the eyes of the public, Oregon Tech ranks 8th among 13 colleges and universities in Oregon in enrollment at the present time.

And its enrollment is increasing while attendance at all the other schools is going down.

Oregon Tech as of yesterday had an enrollment of 727--a student body larger than that of Southern Oregon college at Ashland, Eastern Oregon at LaGrande, Oregon College of Education at Monmouth, Reed college [sic] of Portland and Linfield of McMinnville.

Ranking ahead of Tech in enrollment are the University of Oregon and Oregon State, Portland, Lewis & Clark, Vanport, Willamette and Pacific U.

Only the university, state college and Vanport in the group ahead of OTI are state supported. Portland is a Catholic school. Lewis & Clark is Presbyterian, Willamette is Methodist and Pacific U is Congregational.

All are four-year schools, including those with less enrollment than Oregon Tech, and all have been established and operating for many years with the exception of Vanport, which came into being shortly after World War II.

Oregon Tech is more in the category of a two-year school, although the length of time a student attends depends on the course being taken.

Tech's advantage in drawing students is that it is a technical rather than a liberal arts institution and training offered on the hilltop campus can't be found in other schools in the state.

A breakdown of enrollment of the various schools shows:

School	Fall	Now
Oregon State	5887	5408
Oregon	5183	4756
Portland	1555	1405
Lewis & Clark	1260	1136
Vanport	1349	1100
Willamette	1059	985
Pacific U	796	741
Oregon Tech	627	727
SOC	812	725
Linfield	666	620
Reed	621	586
OCE	591	548
EOCE	469	425

On April 13, 1951, The Oregon Journal of Portland reported that Oregon Tech had fared well in the Joint Ways and Means Committee. The article was headed, "OTI Wins Backing in Committee; Reappraisal Set".

STATEHOUSE, Salem, April 13.--The joint ways and means committee today went on record in support of continuation of the Oregon Technical institute [sic] at Klamath Falls where more than 1000 students are now undergoing vocational training. A subcommittee handling this budget said that objection to the school had been raised by organized labor. The committee approved a budget of \$1,688,780 for the school, a cut of nearly \$175,000 from the budget request filed with the governor. . . .

Action on the appropriation measure followed in quick succession to the House of Representatives and then through the State Senate as shown by the Herald and News article dated April 26, 1951:

Oretech Fund Approved By State Senate

The future of Oregon Technical Institute seems assured for the next couple of years by action of the Oregon Legislature.

Yesterday the Senate--with only five dissenting votes--passed and sent to Gov. Doug. McKay an appropriation of \$1,403,000 to run the school for the 1951-53 biennium.

Gov. McKay is expected to sign the bill without delay. It had already been passed by the House of Representatives.

Organized labor made a bitter fight against the school and another attempt before the Legislature to close it up. And by getting Oregon Tech's appropriation in a bill by itself, the possibility remains that a referendum might be tried against the school's state money.*

The school's total budget for the two years is \$1,688,000, but the amount over the state-provided \$1,403,000 is expected to come from fees and other sources.

In 1949 the Legislature and emergency board provided a total of \$958,000 for Oregon Tech.

The OTI State Advisory Council had met and recommended for the State Board of Education June meeting that a summer session be approved to operate

*No referendum was filed.

from July 9 to August 10 of 1951. The committee discussed the possibility also of having future regular summer schools at Oregon Tech with some thought given to possible summer training for teachers.

In addition, the State Advisory Council, as a whole, had discussed the establishment of advisory committees for various programs at the school. It was pointed out that the expenses of maintaining the meetings of a large number of committees might be considerable, and a question was raised concerning that possibility.

The State Board of Education's regular meeting in June brought together the various enactments of the 1951 state legislature. Chapter 207 was a deficiency appropriation for several departments, and it provided support for Oregon Technical Institute as follows:

CHAPTER 207 - AN ACT

To provide supplementary financing of salaries and wages of various state activities, appropriating money therefor [sic]; and declaring an emergency. . . .

(5) Oregon Technical Institute \$4,030.00 . . .

Approved by the Governor March 30, 1951.

Filed in the office of the Secretary of State March 30, 1951.

The powers of the State Board of Education were the subject of Chapter 209 which reads as follows:

CHAPTER 209 - AN ACT

Relating to the powers of the State Board of Education.

Be It Enacted by the People of the State of Oregon:

Section 1. The State Board of Education is authorized in the operation of the Oregon Technical Institute to do the following:

(1) Operate cafeterias for students, their families and other school personnel.

(2) Operate the housing facilities of the Mountain View Housing Project and those on the campus of the Oregon Technical Institute for students, their families and school personnel.

(3) Operate or permit the operation of the campus store, bowling alley, concessions, postoffice [sic], rifle range and other similar service operations upon the campus.

(4) Enter into contracts with persons, firms or corporations subject to approval by the State Board of Control.

Approved by the Governor March 30, 1951

Filed in the office of the Secretary of State March 30, 1951.

Then Chapter 210 was concerned with the Mountain View Housing request that had been approved by the Board and the essential parts of this read as follows:

CHAPTER 210 - AN ACT

Relating to the purchase and operation of the Mountain View Housing Project at Klamath Falls; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. The State Board of Education may purchase the real property upon which the Mountain View Housing Project at Klamath Falls is built. This property is located in the northwest quarter of the northeast quarter, section 33, township 38 south, range 9 east, Willamette Meridian, County of Klamath, State of Oregon, and is controlled by the United States Public Housing Administration. The board may accept the housing units and operate them through the Oregon Technical Institute for the housing of students, their families and school personnel. . . .

Approved by the Governor March 30, 1951.

Filed in the office of the Secretary of State March 30, 1951.

Chapter 431 came about as the result of a request from the State Federation of Labor which requested that the appropriation for Oregon Tech be removed from the general bill for the State Department of Education and be placed in a single act in the event that a decision was made to refer this appropriation to the people. The essential parts of this follows:

CHAPTER 431 - AN ACT

Appropriating money for the operation of the Oregon Technical Institute in Klamath County; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. There hereby is appropriated out of the General Fund in the State Treasury the sum of \$1,403.00 for the purpose of paying the expenses of and in connection with the operation of the Oregon Technical Institute in Klamath County, established by chapter 459, Oregon Laws 1947, for the biennial period beginning July 1, 1951.

There was a modification of the appropriation which was included in a general bill under Chapter 632 covering a number of different departments. It provides as follows:

CHAPTER 632 - AN ACT

Relating to the limitations of expenditures for the payment of administrative expenses out of certain revenues, fees or funds otherwise available to specific state officers, departments, boards or commissions; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. Notwithstanding the provisions of any law appropriating fees, funds or other revenues collected or received by certain staff officers, departments, boards or commissions, for specific purposes, there hereby is established maximum limits with respect to the payment of administrative expenses therefrom of and in connection with the activities

hereinafter set out, for the biennial period beginning July 1, 1951, provided that such limits shall not be construed as an appropriation of funds not otherwise available to such activity:

- . . . (5) Oregon Technical Institute:
 I. Oregon Technical Institute Account:
 (A) Total expenses \$285,780

The provisions of the various enactments by the legislature were presented to this June 6 meeting of the Board of Education and also a summary provided by the Budget Division made a comparison of the per capita costs at various public institutions in the state. The report is summarized as follows:

COMPARATIVE OPERATING COST ANALYSIS
 (From Budget Division)

<u>School</u>	<u>1949-51 Estimated</u>	<u>1951-53 Estimated</u>	<u>Per Capita Cost 1949-51</u>	<u>Per Capita Cost 1951-53*</u>
U of O	\$ 6,489,636.00	\$ 7,149,197.02	\$ 558.00	\$ 712.00
U of O Dental	927,065.90	1,103,553.00	1,550.00	1,797.00
U of O Medical	2,205,560.87	2,244,969.00	1,855.00	2,079.00
OSC	9,306,763.77	9,916,322.02	702.00	944.00
OCE	859,950.26	985,509.46	658.00	834.00
SOCE	734,600.15	797,481.38	397.00	491.00
EOCE	641,651.00	653,773.86	587.00	697.00
TOTALS	\$21,165,228.94	\$21,850,805.74		
			<u>\$ 685.00</u>	<u>\$ 868.00</u>
			Average	
		Median	<u>\$ 658.00</u>	<u>\$ 834.00</u>
			(OCE)	

OTI	\$ 1,206,042.44	\$ 1,631,717.33	\$ 599.42	\$ 666.01

*Before final review. Not including Capital Outlays

After hearing an explanation of the statutes which were passed by the 1951 legislature, the Board took up the question of a summer session at Oregon Tech as an addition to the calendar. This carried with it the positive recommendation of the State Advisory Committee, and approval was voted after discussion.

The next subject concerning Oregon Tech was the Mountain View Housing rental reduction which had been voted earlier. It was recommended to the Board that the rental reduction be rescinded in view of rising costs of the various items such as garbage rates, utility rates, and general price increases. This action was taken as recommended, but housing costs on the main campus remained unchanged since the reduction of heating costs due to various price reduction activities made a raise there unnecessary.

Each State Board member was presented a copy of the first Annual that had been prepared by the student body at OTI. It recorded the first annual homecoming in the fall of 1950 (Queen Gloria Atherton) and it also reported, with pictures, the first parade made in town by the OTI Associated Student Body. It also listed activities such as all-school picnic, dances and parties, and carried information on the high school senior visitation day that had been presented by the Institute in March. It is worthy to note at this point that the Annual also listed the organizations that were in operation at the school. There was the Associated Student Body, the Student Council, and its sub-activities of the Activities Committee, the Student Court and the Finance Committee, the Owl staff for the newspaper, the Owler staff for the Annual, the Order of the "O", Omega Epsilon Rau-the Office Machines local, the Queens Wing House Council, the Associated Women Students, the Faculty Wives Club, the Firehall Living Organization, the Yell Leaders, and the school band.

One of the important things that the Owler records for history was the offering of the basic-related courses. These are well described on a page which listed the three instructors. The head football coach and the assistant football coach and one full-time instructor were recorded as the faculty for basic-related courses. The definition is as follows:

BASIC RELATED COURSES

So called because they involve the basic skills and knowledge which, while not essentially technical phases of the various courses are, nevertheless important aids in securing and holding jobs.

Included in this group of courses are:

- (1) Lettering - so that students may be impressed with the importance of writing legible job tickets, memoranda, inter-office communications, and letters.
- (2) Trade Arithmetic - a brush-up course dealing with the fundamental operations of arithmetic with particular emphasis placed on specific technical applications.
- (3) Oral Expression - Review - written as well as oral - of simple, acceptable English construction. Stress is placed on the importance of good letters in business. Voice recordings of all students made and recommendations for improvement suggested.
- (4) Parliamentary Procedure - This, too, is largely a review course for most students and is given primarily to enable students, upon graduation, to take their places alongside their fellows in union, lodge, or business association meetings.
- (5) Employer - Employee Relations - A course in the fundamental principles of employment. Good working attitudes are considered to be equally as important as technical proficiency, hence the inclusion of this course in Basic Related group of subjects.

Help for the beginner, and proved and accepted procedures for the older student when engaged in seeking job opportunity and advancement are to be found in this course. Personality development, cleanliness, pleasantness, and sufficient outside study in order to keep abreast of fast moving development in modern industry are stressed in this subject.

Chapter V, 1951-53

The year began with the July 1951 meeting of the Emergency Board at which the State Board recommendation for a salary of \$825 a month for the OTI Director was rejected. The "E" Board allowed the raising of the salary from \$600 per month to \$660 per month.

In August the Oregon Tech display booth at the State Fair was again presented with full displays of all operations of school programs. The display was again awarded first place as the best non-commercial booth at the Fair.

The September Board meeting in 1951 acted on no important matters affecting the policies at Oregon Tech.

November 10, 1951, marked a spike-driving commemorative at Bieber, California, which celebrated the linkage of Western Pacific and Great Northern railroad lines at that point. The guests of honor at the commemorative, in addition to notables gathered from throughout the West, were the OTI homecoming queen and court chaperoned by Mrs. W. D. Purvine. The commemorative group rode by special passenger train from Klamath Falls to Bieber and disembarked in sub-freezing weather with a goodly wind driving snow at a low angle. The commemorative exercises were handled expeditiously, speeches were short, and the OTI group returned to Klamath Falls by automobile over highways coated with ice.

The December 18, 1951, meeting of the State Board of Education approved a farm technology course as a sequel to the farm mechanics program. In addition, several electives for meeting student requests were approved on a trial basis. The elective subjects were to be offered after the usual six-hour day, and the extra tuition charge was nominal at \$1 per credit hour.

The State Advisory Committee of Oregon Tech was acted upon with the reappointment of William Ross of Vale representing the grange and Fred Heilbrunner of Klamath Falls representing the American Legion. New to the Committee was Mrs. Albert Powers of Coos Bay representing the Federation of Women's Clubs.

The Board also discussed a report made in cooperation with the High School-College Relations Committee, a function of the State System of Higher Education. This material is reported in summary as follows:

COOPERATION WITH HIGH SCHOOL-COLLEGE RELATIONS COMMITTEE

- a. In 1949, OTI representatives visited the high schools independently.
- b. The High School-College Relations Committee heard objections to independent visitations and invited OTI (urgently) to participate in Committee-arranged visitations. This occurred in the summer of 1949.
- c. In 1950 and 1951, joint visitations were conducted. OTI representatives were treated in the same manner as college representatives, generally.
- d. During the legislative session of 1951, the Sub-Committee on Education of the Joint Ways and Means Committee questioned the director on visitations to high schools. When told it had been done in cooperation with the High School-College Relations Committee, Education Sub-Committee members expressed approval and urged continued cooperation. They commented on the serious competition problem prior to the formation of the State System.
- e. The chancellor of the State System called a training meeting for all college representatives in high school visitations for October 17-18, 1951, at the University of Oregon. He invited OTI representatives, and five attended. At the meeting, he indicated knowledge of the wishes for cooperation expressed by the Education Sub-Committee of the Joint Ways and Means. A representative of his office made a statement of cooperation with OTI and acceptance of its representatives as from a full member of the family of State schools in summing up inter-school relations.
- f. Joint visitation programs have been scheduled, the trips that OTI is to furnish a State car suggested, and the 1951-52 program is already under way.

- g. The State printer has the copy for a booklet entitled "Your Training at Oregon Technical Institute" as requested by the High School-College Relations Committee. This is a companion booklet to "Your Education" (in the State System), issued under sponsorship of the Committee. The purpose of these booklets is to inform high school students, while reducing the number of more costly catalogs distributed.

The State Board of Education had decided to produce an official seal for use on documents of the State Board, especially documents that were certified. In order to secure a design they requested that the commercial art class at Oregon Tech develop proposals so that they might use one of an appropriate nature. A competition was held in the class and seven proposed designs submitted to the Board for approval. The Board accepted design #7 which was characterized by the torch of learning center and the words "State of Oregon Board of Education" in the circumference. This seal became the permanent seal of the State Board of Education.

The March 12 edition of the Klamath Falls Herald and News carried a story headed "Dismissals Bring About OTI Strike." The story indicated that about one-half of the students left classes over two instructors' proposed layoffs. Special instructors that had been appointed under the State Board of Education policies when an interpretation was made of notation given by the legislative Joint Ways and Means Committee were marked for layoff. The enrollment was at 530 and, with 42 instructors on the roles, the average number of students per instructor was only 13 instead of the mandated average of 15 students per instructor. Accordingly, notice had been given to George Uerlings, instructor in Body and Fender, and John Heistand, instructor in Machine Shop, that due to anticipated low enrollment in the spring quarter their services would not be needed.

The students who left on strike provided a number of complaints, including some on the cafeteria food. Immediately, James T. Marr, Executive Secretary of the State Federation of Labor, called for an official inquiry about the school, pointing out that the training was inferior and alleging that it cost too much for each student. Three days after the strike began, all students returned to classes and a committee was named to look into the complaints. The two teachers were returned to their jobs in order to satisfy student and faculty objections to dismissal during the school year. The official reason given was also accurate in that the spring term enrollment showed an increase over winter term, which was a surprise, and that reinstatement was based upon enrollment applications.

On March 31, the State Board of Education held its regular meeting and, as part of its action, approved eight new subjects with a total of twenty hours of credit for offering as basic related and elective subjects. It also approved a proposal that put Oregon Tech on the same calendar as the university and state colleges.

It approved a policy change which permitted student credits of five hours each in physical education, journalism, and band. It appointed Mrs. Earl Sheridan of Klamath Falls to the State Advisory Committee. And it received reports on the strike activity and committee work resulting from that incident.

OREGON TECHNICAL INSTITUTE

Present to help interpret the recent incident at the school were: Mr. Harry Dorman and Mr. R. W. Fields from the Department of Finance and Administration; Mr. Fred Heilbronner and Mr. A. S. Teller from the State Advisory Committee for Oregon Technical Institute; and Mr. O. I. Paulson and Mr. W. D. Purvine. Mr. Purvine passed the members of the State Board the regular O.T.I. folders (Exhibit B, Vocational Education) which contained written reports of the history leading up to the action.

Mr. Paulson explained that the protest started as a result of notifying two instructors that enrollment might not justify keeping them on in the new term. There were six problems discussed between student committees and the administration, and two general assemblies were held. Mr. Edward Branchfield, chairman, thought it would be well to have a special meeting of the Advisory Committee before the State Board meeting and appointed Mr. Heilbronner, Mr. Teller, Mr. Harley Libby, and himself on this special subcommittee, who met last Friday to make an inspection and prepare a statement for the State Board. Mrs. O'Neill and Senator Phil Hitchcock were also present.

Copies of the report of the committee were given to Board members, and the report was read. (See exhibit B - Vocational Education)

Mr. Heilbronner stated that Mr. Paulson and Mr. Purvine were purposely omitted from the meeting with the student committee so that the students might feel free to discuss subjects frankly. In the afternoon, the special committee personally visited the classes and talked with students and instructors. The students were pleased with the instruction they were getting, although there is some dissatisfaction with Mr. Purvine.

Mr. Teller thought the whole incident was caused by a combination of cabin fever and spring fever, and most of the "gripes" were very juvenile and trivial. It is apparent that Mr. Purvine needs an assistant to help with the personnel problems.

Miss Darling thought the whole thing was very regrettable, but might be a healthy action to clear the air. She suggested that a statement made by one of the students (a 58 year-old cabinetmaker) in a letter to a Klamath Falls paper "The school should be evaluated not on the basis of games won but on the well-qualified workmen turned out" should be given greater publicity, as it shows mature judgment. The employment record at O.T.I. is very good.

Mr. Dorman reported that in response to a telephone call from Henry Semon, he had sent Mr. DeCrew, Supervisor, State Division of Audits, and Mr. Fields, Administrator of the Accounting Division, State Department of Finance and Administration, to the school to check on some of the books. They reported that as far as they could see in one day, without making a complete audit, things are in pretty good shape. As far as the spending of funds, the administration has done nothing improper. Mr. Dorman recommended that the school find a woman [sic] to be an assistant to Mr. Purvine and to become thoroughly familiar with all the workings of the school. Hiring a man might cause budget difficulties. Such an assistant has been found and put to work (Mrs. Mary Clark).

Because of the different businesses in the school now handled by each department, the recommendation was made that the business manager should check more closely on their activities, and their accounts be analyzed.

These businesses were described as operations in the class as a part of instruction, such as in the Dry Cleaning, Auto Mechanics, Bakery, etc. There are about twenty classes conducting businesses of some kind, but the grocery store and the cafeteria are not classed as part of the instruction.

Mrs. O'Neill stated there were several matters that needed attention, including housing, cafeteria, athletics, etc. These things are important to a student. On Mr. Purvine's suggestion that Mr. Paulson and the executive officer, Doctor Putnam, be empowered by the Board to select a qualified committee to make an investigation of the cafeteria, Mr. Jones so moved. Mrs. O'Neill seconded with the addition that the cafeteria investigation be made as promptly as possible, and the motion carried.

Mr. Paulson asked for suggestions of people to serve and the consensus was that a successful restaurant person should be on the committee and [sic] experts in restaurant management. Mrs. Wells of the school lunch program was suggested, but it was pointed out that her program was not quite the same and someone from the state college or the university might be better equipped to be of help.

Mr. Brogoitti thanked the visitors for appearing before the Board and explaining the situation to them. Mr. Heilbronner urged all members who have not visited the school to do so, stating that it would be a revelation to see what is being done there.

It was suggested that letters of appreciation be sent to those who acted on the advisory committee to settle the dispute at O.T.I. Mrs. Patterson moved the adoption of a resolution expressing the appreciation of the Board to the subcommittee that looked into the problem that arose at O.T.I. Mrs. O'Neill seconded the motion, with the provision that the legislators who attended also be included. The motion carried.

The Board also acted upon the term of appointment for instructors by adopting a motion that this service would extend from Monday two weeks before the opening of school to Friday one week after the closing of school. The action passed unanimously.

The Board also discussed the possibility of technical institute accreditation on a professional basis at the national level--ECPD. The thought of becoming involved in this accreditation effort originated with Dean George Gleeson, School of Engineering, Oregon State College. There was discussion as to how many courses should be submitted for accreditation, and the final action of the Board was to authorize the Director to continue negotiations leading to national accreditation without any definition of the number of courses that would be submitted to the accrediting commission.

There was also a recommendation for approval, after the fact, of assistance for the Director. Mrs. Mary Clark had been selected as administrative assistant after discussion with Budget Director Harry Dorman and State Director Oscar Paulson. Mrs. Clark had been working in the student office for some time and previously had been an outstanding secretary for Mr. Paulson in Salem. Through a transfer of her husband to Klamath Falls, she was available in the area and proved to be an excellent appointment, freeing the Director from detailed work and making possible his prompt attention to important matters at the school.

The Board left setting of the salary of Mrs. Clark as administrative assistant to be developed in conference with Mr. Dorman.

As an aftermath of the strike and attention centering on Oregon Tech which resulted from it, many articles appeared in the statewide press and several editorials. As a sample, the article produced by Paul Harvey, AP Correspondent in Salem, was widely printed throughout the state. It was symbolic of the kind of attention drawn to the school.

Herald and News, Klamath Falls, Oregon

OTI Continues to Grow While Few Foes Attack
By Paul W. Harvey Jr.

SALEM (AP) -- The state Federation of Labor, with the help of some economy-minded legislators and others who don't want tax money spent for vocational education, still wants to wreck Oregon Tech.

This controversial school, Oregon Technical Institute at Klamath Falls, was started five years ago when the state took over the Klamath Marine Barracks, used during the war to treat Marines with tropical diseases.

Despite the bitter attacks on it, the school has mushroomed to an enrollment of more than 800 students.

OTI has had hard sledding in legislatures. But the influential Klamath County legislators always have managed to steer its appropriations through, led by Rep. Henry Semon, Klamath Falls, chairman of the powerful House Ways and Means Committee.

OPPOSITION

The main opposition comes from the State Federation of Labor (AFL). It claims that OTI men don't get good training, and that the AFL unions' apprenticeship program can train them much better.

Supporters of the school, including the controlling State Board of Education, says the school's graduates have had outstanding success in their post - graduate jobs. OTI, the only school of its kind in the West, has graduated 763 persons, with another big class coming up in June.

Oscar Paulson, state director of vocational education, says that local unions aren't prejudiced against Oregon Tech graduates.

"Unions in various upstate towns accept the graduate as a member on the basis of the employer's wage scale paid. When entering a union shop, membership is immediate. Some start in non-union shops and affiliate voluntarily." Paulson says.

Courses at the school are: accounting, bookkeeping, general office practice, medical and dental assistant, retail business management, commercial art, engineering equipment, radio communications, water and sewage plant technology, silk screen processing, sign painting, watch repair, auto body and fender, auto mechanics, auto painting, auto electric, auto machinist, auto radiator, baking, cabinetmaking, carpentry, combination welding, diesel mechanics, dry cleaning, electrical repair, farm mechanics, gunsmithing, machine shop, refrigeration servicing, and sports equipment.

The institute has three terms a year. Classes take six hours a day, and the tuition fees vary from only \$63.50 to \$90 per term. The courses run from one to three years.

There are low-cost dormitories for single students and for married students and their families. For instance, a family can get an apartment for \$24 a month, with all utilities included.

Many students work their way through OTI with part-time work.

ALL OVER

OTI gets students from all over the nation. Last year the students came from all Oregon counties except Jefferson and Sherman.

Some people think it would be better if the school were closer to the state's population centers. Last year, there were 126 students from Klamath County, and Marion was next with 33. Multnomah County was third with 31.

Some legislators are disgusted with the amount of money it takes to run the 922-acre campus.

The 1947 Legislature appropriated \$620,000 to run OTI for two years, with the vocational education department promising the school quickly would become self-supporting. The Emergency Board had to supplement that with a \$75,000 grant and even then, the school ran \$222,000 in the red for its first two years.

In 1949, the Legislature appropriated \$948,240, and the 1951 Legislature gave the school \$1,403,000. That's a long way from being self-supporting.

Paulson's answer is that despite the cost of the expensive machinery needed in OTI courses, the cost per OTI student per year is \$834, compared with an average cost of \$868 per student in the state university and colleges.

OTI has had strong support from veterans organizations. In 1947, 98 per cent of the students were veterans, but now the percentage has dropped to 50 per cent. Women students are accepted too.

The institute has an ambitious athletic program, with the best players getting scholarships. This has drawn fire from non-athletic students and from people who can't see why a technical institute should engage in intercollegiate athletics.

Supporters of the school athletic program say that students of a technical school should get the same privileges as those who go to college. Campus life is similar to college life.

The school probably will be there for a long, long time. But it will be a bone of contention for a long time, too.

There also developed a number of highly supportive editorials. The editorial appearing in the Grants Pass Courier on April 22, 1952, is quoted below as an example of these editorials:

Oregon Technical Institute Is Needed

We read with interest the recent article by Paul Harvey, the efficient Associated Press staff writer at Salem, on that unique state-supported school at Klamath Falls, Oregon Technical Institute.

It is the only such institution in the West and started from scratch just five years ago.

The school already has graduated 763 students and has a present enrollment of more than 800.

We spend millions every year to provide a general education for our youth. There is a wide array of institutions of higher education--state supported.

All but OTI provide either a general or a professional education.

OTI is unique in that it provides the student with a practical means of making an immediate living.

Industry absorbs these mechanically-trained graduates as fast as they become available.

The school has been particularly popular with veterans who were seeking to get their feet on the ground after the dislocations of war. In the early days of the school, 98 percent of the students were veterans. Approximately half of them today are veterans.

In the face of such a demonstration of worth in our educational system, why should there be strong opposition to the school?

There are two answers.

Some persons want the school done away with because of the public expense, which reached \$1,403,000 for the 1951-52 biennium.

Another potent opponent is Organized Labor.

Leaders in the Labor movement feel that OTI permits men and women to become competent mechanics independent of the labor unions, which have their own apprentice system.

As a result, a person capable of obtaining worthwhile employment can do it as an individual and not as one who has been subject to union rules while gaining his technical education.

Experience has shown, however, that many OTI graduates become affiliated with unions when they take their place in the industrial world.

In our opinion, the state of Oregon is to be congratulated upon maintaining such an institution as Oregon Technical Institute.

It is right that the OTI budget should be scrutinized by the legislature each biennium to the end that waste and inefficient practices be eliminated.

The school, as a place where our youth can receive industrial training at a reasonable cost, should be maintained however.

FS

In May 1952, pioneer cattleman and businessman D. O. "Buck" Williams established a trust fund which permitted the awarding of eight Williams scholarships consisting of one year's tuition and fees to this number of students from Klamath County. The proposal that Mr. Williams made at this time was that there would be a permanent foundation established which would continuously provide scholarships for students graduating from high schools in Klamath County to attend Oregon Tech. The outcome of this attempt was that the trust was found faulty by the Internal Revenue Service several months later and, as a result, cancelled.

Also in May an attempt was being made to develop specifications for roofing materials that would be purchased by the State Purchasing Division of the State of Oregon. In order to develop these specifications, the

State Highway Department Engineering Test Labs sponsored the testing of 32 different samples of 20 different brands of roofing materials on Oregon Tech buildings where it was felt the severest temperature extremes existed. This activity in testing materials resulted later in a detailed specification for use of the purchasing department.

The annual commencement exercises were held June 9, 1952, with 238 graduates receiving their certificates. As a part of the festivities, the Faculty Wives sponsored, with Mrs. W. D. Purvine as hostess, a tea for the graduating girls and their mothers or other women relatives.

The State Board of Education held its regular meeting June 13 and 14 and took several actions concerning the operations at Oregon Tech. It was found that State Board of Education did not have legal authority to provide for patenting those patentable discoveries produced by faculty. Therefore, the Board accepted a recommendation that tentative legislation be drafted covering patents for inventions made by instructors in the jurisdiction of the Oregon State Department of Education.

The Board also discussed and took action upon the matter of in-service programs for the improvement of instructors. One type was established as a regular class, with credit, where the instructors would pay tuition. Another type of class would be a short unit type lasting a day or two or other brief period not set up as a regular class, in which the guest speakers would be authorized as an expenditure of the school administration. This was approved by the Board.

Additional discussion was carried on about the awarding of approval to student organizations at the campus. There was question as to fraternities and sororities that were discriminatory, so the Board took action

to insure that the student organizations would be democratic in spirit and in practice. It was discussed that this policy would apply to the junior colleges as well.

The matter of accreditation was again brought up, and it became specific that Oregon Tech would ask for the inspection of up to six courses by the Engineers' Council for Professional Development (ECPD); this requesting for accreditation would extend over a period of at least two years with the initial expense estimated to be about \$650. The Board approved the expenditure of this sum.

As a result of the action of the Board at the March meeting, a committee consisting of University of Oregon and a private restaurant manager individual was established:

Mr. Smith moved that the recommendation be approved. Mr. Huggins seconded the motion, which carried.

E. Cafeteria Inspection

A committee selected by Doctor Putnam and Mr. Paulson, and consisting of Mr. H. P. Barnhart, Director of Dormitories at the University of Oregon, and Mr. Earl Russell, manager of the Winema Hotel and restaurant at Klamath Falls, visited the school and made an examination of the cafeteria there. Mr. Barnhart made a very complete and detailed report, a copy of which is in each member's folder.

Among the recommendations made by the committee were: that women cooks be hired instead of men cooks, that the work day be cut in order to give a six-day week of forty hours, that only one selection of meat per meal be given, to eliminate the evening meal on Sunday, and to eliminate the issuance of scrip. The school is considering all these proposals seriously.

Mr. Jones moved that the Board accept the report of the two gentlemen who surveyed the cafeteria and commend them for helping out in making the report. Mrs. Patterson seconded the motion, which carried.

The recommendation is made that the present rate of \$47.00 per month for a cafeteria meal ticket be continued next year,

that the cash meal rate of 50 cents for breakfast, 80 cents for lunch, and \$1.20 for dinner be approved and adopted; that all single persons living in dormitories, without suitable circumstances for excuse from the requirement, be required to purchase cafeteria meal tickets.

Mr. Purvine assured the Board that all phases of the report on the cafeteria made by the investigating committee would be carried out as quickly as possible. Some applications have already been received from woman cooks.

Mrs. Patterson moved that the Board approve the recommendation for cafeteria rates and conditions. Mr. Huggins seconded, and the motion carried.

F. Use of the Bowling Alley

The recommendation is made that public use of the O.T.I. bowling alley be approved until a privately owned facility becomes available.

Mrs. Patterson moved that the Board approve the recommendation for the use of the bowling alley. Mrs. O'Neill seconded the motion, which carried.

G. Summer Rental Schedule for Apartments

The recommendation that one-half rental be collected for summer months when the student tenant does not actually occupy a campus apartment, yet keeps it locked, is based on a similar situation which occurred at Camp Adair Village, out of Corvallis. Certain housing costs continue during the summer, even if the house is unoccupied. There is no possibility at O.T.I. for sub-letting, as in other schools, because there is no summer session.

Mr. Smith moved that the recommendation that one-half rental be collected for summer months when the student tenant does not actually occupy a campus apartment, beginning June 16, 1952, be approved. Mrs. O'Neill seconded the motion, which carried.

I. Summary of Associated Student Body Constitutions for State Operated Schools in Oregon and for Technical Schools or Junior Colleges Outside Oregon.

Mr. Purvine asked whether the Board wished to approve the constitution of the student body and all its ramifications. He explained the findings that had been made in the other colleges which had been surveyed.

Mr. Jones moved that the Board leave the matter to the administrative head of O.T.I. Miss Darling seconded the motion, which carried.

Action was taken by the Oregon Tech administration to offer a training course for practical nurses starting in the fall of 1952. The individuals graduating from such a practical nurse course would be eligible for state certification as practical nurses serving as assistants to registered nurses in hospitals in Oregon.

The State Board of Education met September 10, 1952, and handled some dozen personnel changes at the beginning of this year. The major part of the Board's attention was placed on a report of management survey and the changes proposed from it. In the summer of 1952, Willamette Economics Professor Freeman Holmer was commissioned by the State Department of Finance and Administration, formerly called the Budget Division, to take departmental requests for a study of their administrative processes. In view of the situation, in the spring of 1952, Director Purvine made the first request to the Budget Division; and, as a result, Mr. Holmer was assigned for this study. The minutes of the State Board of Education read as follows:

3. Report of Management Survey and changes proposed
a. Organization Charts

Charts showing the organizational set-up recommended by the State Department of Finance and Administration, Management and Research Division, were included in the Board members' folders. In only a few instances is there any deviation from the recommended set-up, Mr. Purvine pointed out, these being minor. Mr. Purvine wondered if the Board cared to have the charts brought to their attention. Mrs. Patterson thought it was a responsibility of the Board and the charts were not being presented too often.

Mrs. Patterson moved that the Board approve the organization charts as presented. Mr. Jones seconded the motion, which carried.

b. Title and position changes recommended

Assistant Director - Although this position has been included in previous organization charts no effort has been made to employ such a person. The Management Analyst recommends that the quest for an Assistant Director be intensified with a view toward filling the position no later than September 1, 1953.

Supervisor of Instruction - Responsibility for the supervision of instruction previously was divided among three persons. This recommended change will coordinate and centralize the operation of all of the direct educational activities as well as the educational service

units, permitting one person to direct the administrative and one supervisor in each of the educational schools to give closer supervision to the conduct of the respective programs.

Registrar - Responsibility for student records formerly was divided between the Registrar and the Office Manager. Reassignment of full responsibility for all phases of student record keeping to the Office Manager affected the recommended change in title and duties.

Dean of Students - Formerly titled as Registrar this person now will supervise and coordinate all phases of student affairs and serve as the director of admissions.

Supervisor of Industrial Technology - With the appointment of the former Supervisor of Industrial Technology to the position as Supervisor of Instruction, the position of Shop Supervisor was abolished as such and that person appointed to the position of Supervisor of Industrial Technology.

The section headed by the Instructional Materials Specialist is now to include supervision of the Visual Aids Specialist and the position of Instructional Materials Specialist reclassified as Supervisor II.

After some discussion and clarification, Mrs. Patterson moved that the title and position changes as outlined be approved. Mr. Brogoitti seconded the motion, which carried.

The activities of the Board also included reference to the establishment of new salary ranges and adjustments, and that is as follows from the minutes of the September 10, 1952 meeting:

d. Establishment of Salary Ranges and Adjustments

<u>Position</u>	<u>SALARY RANGE</u>					
	<u>First</u> <u>12 mos.</u>	<u>Second</u> <u>12 mos.</u>	<u>Third</u> <u>12 mos.</u>	<u>Fourth</u> <u>12 mos.</u>	<u>Fifth</u> <u>12 mos.</u>	<u>Sixth</u> <u>12 mos.</u>
Director	\$700	\$725	\$750	\$775	\$800	\$825
Asst. Director	540	560	580	600	620	640
Supervisor IV	470	490	510	530	550	570
Supervisor III	440	460	480	500	520	540
Supervisor II	410	426	442	459	477	495
Supervisor I	364	380	396	412	428	444
Head Instructor	350	365	380	395	410	425
Instructor	345	360	375	390	405	420
Graduate Assistant	260	-	-	-	-	-

In addition, the Board briefly discussed the proposal to possibly hold football games on Sundays in Klamath Falls and approved the holding of such games, feeling that in Klamath Falls there would not be serious objection. As a matter of fact, the ministerial association and other groups did raise considerable objection when the news was reported.

The press was quite interested in the revision of Oregon Tech administration and reported it in some detail. The Klamath Falls Herald and News headlined the story, "Oregon Tech Administration Reported Newly Streamlined," and pointed out that the organization was much more like the State Board of Higher Education colleges than it was in the past. The actions coming out of the administrative review included the requirement that a cafeteria meal ticket be purchased by each single student who was living in single campus housing.

The further provision was that a single student who was not resident to the Klamath Falls community must live in the school dormitories. The management also placed the calendar for the school year's operation as a carbon copy of the calendar at Oregon State College. The fact that the State Department of Finance and Administration had urged these changes was duly noted, as was the fact that the State Department specified that a modified chart of accounts should be put into operation which would bring the accounts register much closer to that of the State System of Higher Education.

It was also specified that the rules of procedure and operation internally would be brought much closer to the practices in the State System of Higher Education.

Due to the fact that preceding deer seasons had brought danger to the campus in the form of hunters who actually shot their buck within sight of the dormitories, the school Director issued publicity and arranged for both

radio and newspaper coverage of the state law that established each school campus as a game refuge. This was OCLA 82-323 and it was quoted. At the same time the Director announced that the rifle range would be open to public use for rifle sighting so long as all firing was toward targets.

On September 22, the rally for presidential candidate Dwight Eisenhower drew a crowd of 108 persons in Wocus. This political meeting took time out from politics to hear Director Purvine in a non-political speech relative to student body and the teaching program at Oregon Tech. It was particularly stated at that time that the 1952 student body would be 70% paying their own way with 30% veterans whereas in 1951 the reverse was true with 70% veterans.

In October 1952, Oregon Tech joined employers' groups who subscribed to the Community Chest and made it possible for faculty and staff to sign deduction authorizations for the Community Chest.

For the first time, the October homecoming celebration had the innovation of the candidates posing in bathing suits during the selection process. At the same time newspaper articles reported that OTI was the fourth largest public college in the state. OSU listed 4,902 students; UO listed 4,195; Portland State, 1,350; OTI, 590; SOCE, 539; OCE, 503; and EOCE, 471.

In mid-October the Oregon Tech Rifle Club announced the first public shoot of the year on the rifle range. The club, manned by some 70 faculty and students, produced an outstanding event with a large crowd and prizes of all kinds put up for the winners of the matches and for the shoot-offs.

December 1, the State Board of Education approved one innovation in that Dr. William L. Lehman and Dr. E. C. Meek, Jr., both pathologists, were approved to serve as consultants and lecturers in the Medical Laboratory Technology courses to provide the requisite pathologist supervision. These

two doctors came down from the Good Samaritan Hospital in Portland and, as part of their itinerant servicing of Eastern and Southern Oregon needs, came by Oregon Tech each week.

On December 16, 1952, John Hobson, new Dean of Men at OTI, was elected president of the Klamath Sportsmen's Association. Hobson had been instructor of the Sports Equipment Manufacture and Repair course for a number of years before his appointment as Dean of Men.

In January 1953, the Oregon Federation of Collegiate Leaders planned an assembly of all officers of student bodies from Oregon colleges. Oregon Tech was invited and its representatives attended.

The testing being done in the state service in order to insure the securing of quality products at the lowest possible cost to the taxpayer was announced by the State Finance Department. It noted that over one-half million dollars had been saved and specified that Oregon Tech was the site of roofing testing.

On February 10, the Advisory Committee for Electronics recommended that the course be enlarged to include a substantial amount of television instruction. This led to immediate plans for introducing television into the on-going course in electronics.

In the meantime, the legislature met in the regular biennial session beginning January 1953. On March 25, the House of Representatives passed the bill for appropriating \$1,588,898 for the 1953-55 budget and sent it on to the Senate. The Baker Democrat Herald carried a story soon that was headed, "OTI Draws Senate Fire." The story went on to say that

The continued existence of Oregon Technical Institute at Klamath Falls was threatened Thursday when the Senate voted 29-9 to send the OTI appropriation bill back to the Ways and Means Committee. This action followed almost two hours

of torrid debate. Senator Walter C. Giersbach of Forest Grove, who is on leave as president of Pacific University, touched off the fireworks by saying, "The proposed appropriation was 'an extravagance in expenditures.'" He said the vocational school offered many snap courses at an excessive cost per student. Giersbach referred to such courses as watch repairing, dry-cleaning, typewriter repairing, tennis racket stringing, fly-tying, fishing pole repairing, show car driving, ski repairs and arrow making. He declared OTI "has a swimming pool large enough to hold the international olympics if it desired to hold them" and declared the pool would be an extravagance on any college campus. He said that under the present budget the cost per pupil would be \$800 per year compared with \$545 at privately-operated Multnomah College in Portland.

Senator Angus Gibson, Junction City, and Chairman of the Ways and Means Subcommittee on Education, challenged Giersbach, declaring the cost-per-student at OTI was only \$666. Senator Phillip S. Hitchcock, Klamath Falls, warmly defended the school, asserting that vocational education in Oregon has been greatly neglected in favor of academic education. He said, "The boy who wants to learn to work should have every opportunity at state expense."

Senator Richard L. Neuberger, Portland, said the school is illegal. He pointed out the Constitution says a vote of the people is required before any state institution can be located outside Marion County. OTI was established without a vote of the people. "It seems convenient to turn the State Constitution on and off like a spigot," he asserted. "Here we are not even sure of the legality of Oregon Tech, but there was much to do in this Senate the other day that it be mandatory that Portland State College be referred to the people for approval to place it under the State Board for Higher Education."

Senator Dean Walker, Independence, Chairman of the Senate Ways and Means Committee, admitted OTI was a "costly acquisition" and suggested thorough study of vocational education in Oregon.

Senator Jack Bean, Portland, led the move to send the bill back to committee. Oregon Technical Institute was established by the 1947 legislature being located in buildings formerly occupied by the Klamath Marine Barracks. In every legislature from 1947 on it has been the object of bitter attacks, mostly by labor unions.

Headlines on the above wire AP service:

"Senate Sends OTI Bill Back to Ways and Means Group"

"Giersbach Pushes Attack"

"Senate Action Threatens to End Career of School at Klamath"

"OTI Existence Threatened in Senate"

On March 27, 1953, in different newspapers throughout Oregon, the daily press carried articles saying that OTI backers felt certain of victory. Senator Phil Hitchcock was quoted as saying he was certain the assembly would pass the measure. Representative Henry Semon, Vice Chairman of the Ways and Means said, "We've licked them before and we'll lick them again."

On March 17, 1953, the Ways and Means Committee cut the OTI budget \$55,000 to a total of \$1,881,371.

On April 2, the Ways and Means Committee approved money for the state colleges.

Senator Angus Gibson indicated the budget of the Oregon Technical Institute which was returned to the committee by the Senate will be returned to the main committee unchanged at the next meeting. "If we are going to continue this institution, it should be operated properly," Gibson said.

The Oregonian then commissioned a series of articles and sent writer Paul F. Ewing to Klamath Falls to make an on-the-spot study. In the first of three articles printed April 5, 1953, the headline was: "Snap Course Quip Riled OTI Faculty." This reporter was an especially abrasive actor readily getting reactions from faculty and students by challenging them with extreme statements and then waiting for the response.

On the April 6 article, the headline was "Labor Resistance Seen a Factor in the Stormy Career Led by OTI."

In this he made the statement, "Oregon Technical Institute was born of dissention, sired by discord and its subsequent buffeting confirm its parentage." He stated that leading the opposition was James T. Marr, Executive Secretary, and Kelly Loe, Public Relations Director of the State

Federation of Labor, "who made no bones of the fact that they want the AF of L apprenticeship system, not OTI or any other craft school."

On April 7, 1953, the Ewing article was headed in The Oregonian, "OTI Swimming Pool Built for Marines--Unused by School." In this he analyzed the courses that were being presented, the placement, the school's operation, and he made very friendly conclusions after a thorough and tough investigation.

On April 17, the Senate voted the OTI budget by a margin of 23 to 6 after Senator Giersbach renewed his attack. Senator Angus Gibson and Senator Phil Hitchcock defended. Giersbach made a move to send the bill to the Senate Education Committee, and this motion lost 20 to 9.

On May 14, Governor Patterson signed many bills including SB 447 which was the Warehouse Revolving Account and became Chapter 722 of Oregon Laws of 1953:

Chapter 722 - An Act

To establish a Warehouse Revolving Account in the General Fund for the use of the Oregon Technical Institute; declaring an emergency and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

Section 1. There hereby is established a revolving account in the General Fund in the State Treasury, to be known as the Oregon Technical Institute Warehouse Revolving Account, which account hereby is continuously appropriated to the Oregon Technical Institute for the payment of the expenses of storage, purchase and replacement of equipment and supplies under the control of the Oregon Technical Institute. Said account shall be reimbursed monthly through charges allocated by the Director of the Oregon Technical Institute to the several accounts or appropriations of such institute based on expenses applicable to such account or appropriation in the same manner as other claims against the state are paid. . . .

Approved by the Governor May 12, 1953.

Filed in the office of the Secretary of State May 14, 1953.

The Governor also signed HB 654 which was the appropriation for 1953-55 which became Chapter 719 of Oregon Laws of 1953.

Chapter 719 - An Act

Appropriating money for the operation of the Oregon Technical Institute in Klamath County; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. There hereby is appropriated out of the General Fund in the State Treasury the sum of \$1,560,850 for the purpose of paying the expenses of and in connection with the operation of the Oregon Technical Institute in Klamath County, established by chapter 459, Oregon Laws 1947, for the biennial period beginning July 1, 1953. . . .

Approved by the Governor May 12, 1953.

Filed in the office of the Secretary of State May 14, 1953.

The appropriation of \$1,560,850 was an increase of \$157,850 over the 1951-53 biennial budget.

In addition, on April 14, the Governor approved the House Bill 697 which became Chapter 347 of the Oregon Laws of 1953 which included the instructors and other employees of OTI among those who would be paid on a monthly basis hereafter.

Chapter 347 - An Act

Relating to the payment of compensation to certain officers and employes; amending section 90-506, O.C.L.A., as amended by chapter 483, Oregon Laws 1949; and declaring an emergency.

Be It Enacted by the People of the State of Oregon

Section 1. Section 90-506, O.C.L.A., as amended by chapter 483, Oregon Laws 1949, is amended to read as follows:

Sec. 90-506. The payment of the salary or compensation of the officers, teachers, instructors and other employes of the Department of Higher Education, employes of the state fish hatcheries, the vocational school provided for by chapter 459,

Oregon Laws 1947, now known as Oregon Technical Institute, Public Utilities Commissioner, and Oregon Liquor Control Commission, where such salary or compensation is payable out of the State Treasury and is fixed by law or the proper governing board or authority at a definite rate per day, week, month or year, shall hereafter be made monthly, as herein provided.

It was also an action of this legislature to improve the powers of the State Board of Education in respect to patents, copyrights, inventions, discoveries, etc. This bill was signed by the Governor on April 7, 1953, being HB 284 and Chapter 266 Oregon Laws of 1953. That statute reads as follows:

Chapter 266 - An Act

Relating to the powers and duties of the State Board of Education with respect to patents, copyrights, inventions, discoveries, processes and other intellectual property and income derived therefrom.

Be It Enacted by the People of the State of Oregon:

Section 1. The State Board of Education may acquire intellectual property of any kind, whether patentable or copyrightable or not, including patents, copyrights, inventions, discoveries, processes and ideas. Such property may be acquired:

(1) By gift.

(2) By outright purchase with money in the Board of Education Invention Fund or otherwise made available for such purchase.

(3) By assignment pursuant to a contract whereby the board undertakes to aid in the development of the assigned property and to pay the assignor a share of any money received on account of its ownership or management thereof.

Section 2. (1) The State Board of Education may manage, develop or dispose of property acquired under section 1 of this Act in any manner deemed by the board to be in the public interest. The board may contract with any person regarding such management, development or disposition.

(2) The board may determine the terms and conditions of any transaction authorized by this Act and need not require competitive bids in connection therewith. No formal publicity or advertising is required regarding property for the development of which the board wishes to contract, but the board shall

make reasonable efforts to disseminate pertinent information in appropriate research and industrial circles.

(3) If the board deems it inadvisable to proceed with the development or management of property acquired under section 1 of this Act it may reassign such property to the person from whom it was acquired upon being compensated for any expenditure made on account of such property.

Section 3. (1) Money received by the State Board of Education as a result of ownership or management of property acquired under section 1 of this Act or of transactions regarding such property shall be deposited in the State Treasury and credited to a special fund separate and distinct from the General Fund and designated "Board of Education Invention Fund."

(2) The moneys in the Board of Education Invention Fund hereby are appropriated to the board for the following purposes:

(a) To pay the agreed share of an assignor of intellectual property.

(b) For the advancement of research in an institution under its control.

(c) For the acquisition, management or development of intellectual property.

Approved by the Governor April 7, 1953.

Filed in the office of the Secretary of State April 7, 1953.

It is an interesting note that the introduction of this bill into the legislature called the attention of officials of the State System of Higher Education to the need for a similar bill in order to make certain that the Board of Higher Education had adequate authority to deal with patents and other intellectual property.

On June 18, 1953, Earl T. Newbry, Oregon's Secretary of State, presented an address to the OTI commencement entitled, "Trained People - The Backbone of a Nation." There were 225 graduates listed, and Newbry pointed out as reported in the local newspaper that State Senator Phil Hitchcock, Representative Hank Semon and Ed Geary and the late Senator Marshall Cornett had all fought for OTI. "The path has not always been a smooth one," Newbry said, "But Oregon Tech has forged steadily ahead. Today this school hold a respected and important place in Oregon's educational system."

Newbry paid high tribute to OTI Director Winston Purvine. He said, "One thing stands out above all else in reviewing the remarkable six year history of OTI---this is the fact that behind this school stands a man. Were he any less he would never have stuck it out till today's victory. I refer, of course, to Winston Purvine."

The June 13 issue of the Klamath Falls Herald and News showed a full page of society news and pictures calling attention to the fact that over 300 guests had called at the home of Mr. and Mrs. Winston Purvine to participate in the tea honoring the 1953 women graduates from OTI.

On June 27, 1953, the U. S. Department of Health, Education and Welfare, through the Office of Education, issued a bulletin on the operation of a local program of trade and industrial education. Featured in this was an article, The Local Director of Vocational Education, authored by OTI Director, W. D. Purvine.

The 1953 Owler came out at about commencement time and listed activities for the 1952-53 school year. One of the innovations noted was the Director's reception for new students which had featured the beginning of fall term 1952. Quoted also were several dances, the spring all-school picnic, homecoming, and the homecoming parade. The organizations and activities quoted included a new set of organizations for men's residence halls, Anter Hall and Simeral Hall, among those. Also featured was the KTEC organization which is made up of fourth, fifth and sixth term electronic students.

The June meeting of the State Board of Education was convened on June 9, 1953, and there was presented an engineering associate instructor salary schedule change based upon recommendations of the ECPD accreditation

committee which had visited the school earlier and had made recommendations on a letter dated April 20, 1953, from the chairman of the ECPD committee:

4. Engineering Associate Instructor Salary Schedule

The responsibilities of the instructors in the Engineering Design Technology and Surveying Technology fall between the Oregon Civil Service classification of CE III and CE IV, and because of their excellent work it is felt that they deserve more of a salary increase than would be normal under their present scale of pay. They have turned down offers of work elsewhere at a better rate of salary, in order to stay at the school. These people do not come under Civil Service regulations. The proposed range of salary is as follows:

	1st 12 mos.	2nd 12 mos.	3rd 12 mos.	4th 12 mos.	5th 12 mos.	6th 12 mos.
Per month	\$ 400	\$ 416	\$ 432	\$ 448	\$ 464	\$ 480
Annual	4800	4992	5184	5376	5568	5760

Mrs. Patterson moved that the proposed salary range for instructors in the Engineering Design and Surveying Technology course be approved, and that the two present instructors be advanced to the fourth step in the range. Mr. Jones seconded the motion, which carried.

The Board was acquainted with the numerous recommendations that were made by the committee from ECPD's committee on technical institute education and the institution made haste to put the recommendations into effect. As a matter of fact, the recommendations from ECPD at this time had a major impact upon the direction of the institution.

One of the areas it particularly affected was the related allied courses and the emphasis put on them, which included considerable upgrading of the mathematics and the addition of some science instruction.

As a result of the successful appeal to the Board for approval of the engineering associates teachers' salaries, State Director Paulson "laid down the law that there would be no further accreditation visits," even though the State Board of Education had approved a total of six which would have meant four more than the two just completed.

Chapter VI, 1953-55

At its state convention, the CIO adopted a resolution reaffirming its endorsement of Oregon Technical Institute. This occurred on September 21, 1953.

On the second of October, OTI was deeded five acres of land, from the Federal Housing Authority which was the property of Mountain View Housing project. At the time of the transfer 45 of the 50 units were occupied, all by students.

During the 1953 legislative session, Budget Director Harry Dorman had requested that funds for out-of-state travel be identified in the budget. The funds were to be sufficient to provide an extensive trip to visit similar schools for the purpose of finding good practices for the addition at Oregon Technical Institute. His statement was, "The Director has, by now, had enough experience that he won't take every idea that comes along, but will make judgments that will be useful in maintaining economy in the school's operation." This trip was scheduled for November 17 to December 7 of 1953. It included visits to the following schools:

- North Dakota State School of Science at Warpeton
- Greer Technical Institute, Chicago
- New York Technical Institute, Brooklyn
- The State Agricultural and Technical Institute
Farmingdale, Long Island
- The State Technical Institute at Hartford, Connecticut

A faculty salary negotiation began in the early months of 1954. The instructor's council and the AFT union made a joint proposal to the administration. This was discussed with the supervisors and produced a

report to the State Board of Education meeting on March 31. The request was as follows:

Table 4.

PROPOSED
INSTRUCTOR SALARY SCHEDULES

Years of Experience- O.T.I.	Graduate Assistant*	Class I	Class II	Class III	Class IV	Special
0	\$3600	\$4140	\$4320	\$4500	\$4680	By action of the State Board of Education
1	3900	4320	4500	4680	4860	
2		4500	4680	4860	5040	
3		4680	4860	5040	5220	
4		4860	5040	5220	5400	
5		5040	5220	5400	5580	
6		5220	5400	5580	5760	
7		5400	5580	5760	5940	
8		--	5760	5940	6120	
9		--	--	--	6300	
10		--	--	--	--	

*Must be a graduate of O.T.I. or school of equal standing. With this and the recommendation of his immediate supervisor and after two years of satisfactory service in this capacity, he will be acceptable as a regular instructor.

Table 5.

SUPERVISORS' ADJUSTED SALARY SCHEDULE

<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
\$4752	\$5304	\$6240	\$7080	\$7800
4992	5544	6600	7440	8400
5232	5904	7080	7800	9000

Contracts for Services: To provide for greater job security among the Oregon Technical Institute instructional staff, to enable instructors and instructional supervisors to make reasonable and attainable plans for each year, to extend incentives to instructors and instructional supervisors of proved ability and loyalty, and to assure the Institute of uninterrupted service once a school year is started, it is recommended that instructors and instructional supervisors of Oregon

Technical Institute be given bona fide contracts of one year's duration, beginning with the fiscal year starting July 1, 1954. These contracts to be revocable by prolonged illness, or personal conduct prejudicial to the best interests of the Institute.

Sabbatical Leave: In order to enable our instructors and supervisors to keep abreast of the rapidly developing improvements in the various Trade and Technical fields, it is recommended that sabbatical leave be granted instructors and supervisors of Oregon Technical Institute.

Surveys, special courses, and research which can be made or done only during the academic year, urgently need to be undertaken. We feel that such activities are for the best interests of the Institute.

Members of the State Board of Education discussed the proposal and voted to have a committee study the matter, visit the institution's campus, and report back to an early meeting. The purpose of presenting the request at this time was to make certain that the proposal could be included as a part of the budget where an entry of the amount of money necessary to meet the raises could be made.

The report was made by Mr. Ronald Jones of Salem who served as chairman of the committee. He stated that the main proposal discussed at the meeting was classification of instructors and that there were also matters dealing with the qualifications, study, work back in the occupation, etc., to be considered. The committee drew up a proposed salary schedule which provided for four classes of instructors. Increments ranged from \$150 to \$180 per year. The committee stated it used the list of qualifications for each classification that had been submitted by the Institute. The schedule recommended by the salary committee follows:

Table 6.

SALARY SCHEDULES RECOMMENDED BY SALARY COMMITTEE
OF THE OREGON STATE BOARD OF EDUCATION

May 10, 1954

SUPERVISORS

	1st 12 mos.	2nd 12 mos.	3rd 12 mos.	4th 12 mos.	5th 12 mos.	6th 12 mos.
Supervisor IV	500.	525.	550.	575.	600.	625.
Supervisor III	465.	490.	515.	540.	565.	590.
Supervisor II	435.	450.	465.	480.	495.	510.
Supervisor I	390.	405.	420.	435.	450.	465.

INSTRUCTORS

Increment Number	Graduate Assistant	Class I	Class II	Class III	Class IV
1	\$3600	4140.	4290.	4440.	4590.
2	3900	4320.	4470.	4620.	4770.
3		4500.	4650.	4800.	4950.
4		4680.	4830.	4980.	5130.
5		4860.	5010.	5160.	5310.
6		5040.	5190.	5340.	5490.
7		5190.	5340.	5490.	5640.
8		5340.	5490.	5640.	5790.
9			5640.	5790.	5940.
10					6090.

In the Board meeting June 15, 1955, the action of the legislature was reported. The budget had included an amount of \$24,000 to meet the salary raises proposed for academic personnel. The budget as approved by the legislature required the expenditure of \$23,700 for this purpose.

One of the 1954 social highlights on the campus was the celebration on May 1, 1954, of the silver wedding anniversary of instructor Earl Barry and his wife. The party was held on the campus at Oretech and was attended by all members of the faculty and their spouses.

June 16, 1954, at the State Lions' Convention held at Coos Bay, Director Winston Purvine was elected District Governor for the Lions in District 36E of Oregon. This district includes Lake, Klamath, Jackson, Josephine, Douglas, Coos and Curry Counties.

The Oregon State Grange meeting in June took notice of the controversies that had been raised in relation to Oregon Tech and provided a resolution which was reported in the news media as follows:

Dated at Albany, Oregon, AP "The Oregon State Grange ended its 81st annual convention Friday with a plea for more status for Oregon Technical Institute at Klamath Falls and support of the movement to make Portland State College a four-year degree-granting college.

Oregon Tech, which the State System of Higher Education [sic] obtained from the Federal Government after World War II is largely dependent on a biennial appropriation from the state legislature and tuition fees.

(The inaccurate statement that the institution was operated by the State System of Higher Education was merely a slip of the journalistic pen.)

On August 11, 1954, the power shovel of the institution was being used to dig a trench into the base of the heating plant. There was a water leak somewhere in that area that needed to be located. As A. V. Melton, plumber, was working in the bottom of the trench, the sides caved in and suffocated him. This tragic accident was created by the sand-like consistency of the soil which would choke anyone immediately if covered by the material.

As the school opened in September the enrollment passed 1,000 students; and greeted as being the 1,000th student was Ivan K. Nicely of Weston, Oregon.

In the operation of the school a policy dispute had arisen between School Director Purvine and State Director Paulson. The starting item in this discussion was the fact that Oregon Tech had developed a scheduling pattern in several courses, such as diesel, which placed the beginning students two hours daily in a class taught by a qualified diesel instructor, two hours daily in a class taught by a qualified welding instructor, and two hours in other related classes. The contention raised by the State Department was that such courses failed to meet the state plan for vocational education because it specifically required that there be three hours daily for five days a week with a qualified occupational instructor. It was the standpoint of the institution that the two hours with diesel and the two hours with welding constituted four hours of such occupationally competent instruction. This was unacceptable to the state office so the matter was brought to the State Board of Education for adjudication. The minutes of the September 16, 1954, meeting demonstrate the areas of disagreement that developed after this starting point:

G. GENERAL POLICY IN OPERATION

Clarification of two questions on operation policy at Oregon Technical Institute was requested by Mr. Purvine and Mr. Paulson.

- A. The Director of Vocational Education has the conviction that the Oregon State Plan for Vocational Education should govern all courses at Oregon Technical Institute, except business courses, which are not included in the State Plan. The Director of Oregon Technical Institute understands the subcommittee on education has imposed obligations in the use of state funds including:
 - (1) Payment of all regular day-school programs from state and fee income without Federal reimbursement.
 - (2) Operate a good quality program without necessarily conforming to all provisions regularly maintained in state and federally reimbursed programs.
- B. The Director of Vocational Education has indicated that the provisions of "Certification Requirements for

Instructors, Instructor-Coordinators and Supervisors in Trade and Industrial Education" apply to Oregon Technical Institute, this being the intent when submitted to the State Board of Education on June 9, 1954. The Oregon Technical Institute has assumed the Faculty Improvement and Qualification Plan, including vocational certificates, adopted by the State Board on March 31, 1952, still applies to Oregon Technical Institute since it never has been specifically rescinded.

The following outline of the three types of classes in Trade and Industrial Education was presented for discussion by Mr. Paulson:

PLAN A

- (a) Practical work on a useful or productive basis.

One-half of the school day amounting to 15 clock hours per week and not less than 3 consecutive clock hours per day will be given to practical work on a useful or productive basis.

- (b) Related instruction

At least 25% of the school day will be devoted to technical subjects related to the trade taught outside of regular shop hours.

PLAN B

- (a) Practical work on a useful or productive basis.

To provide that one-half of the school day amounting to fifteen clock hours per week and not less than three consecutive clock hours per day will be given to practical work on a useful and productive basis.

- (b) Related instruction

In this type of day trade class it is given incidentally to the shop work as the need may arise and without reference to a fixed amount of time.

PLAN C

- (a) Practical work on a useful or productive basis - Emphasis will be placed upon the practical in all such courses. The advice of advisory committees will be used in determining the desirable amount of time assigned to practical work.

- (b) Related instruction - only that amount of time required to properly teach the related material found essential to satisfactory work in the occupation and for readjustment to technological changes will be used. The related instruction may be taught in the shop period or outside of the shop period.

Referring to the above types of classes set forth in the State Plan, Mr. Paulson explained that vocational classes, state-wide, are operating under PLAN B. Oregon Technical Institute is operating mostly under PLAN A, with a few under PLAN B, and with some sections under PLAN C. In describing the basis of the Vocational Program in Oregon, Mr. Paulson briefly pointed out that the program was set up to operate under the State Plan. That plan was prepared in the state, approved by the State Board, and it has been approved by the Federal Government as acceptable and meeting the standards for Federal reimbursement. Mr. Paulson also reminded the Board that the State Plan can be amended from time to time by the consent of both parties.

In expressing his views on the subject, Mr. Purvine stated that clarifying the policy in these matters would involve specifying whether Oregon Technical Institute is to remain under the State Plan for Vocational Education or whether the school is to be more or less a self-administrating institution.

Mr. Purvine indicated further that the institution is a product of the legislature and was not originated by the State Board. Therefore, any final decisions should possibly be referred to the legislature. Mr. Purvine reported that statements have been made to him by members of the Ways and Means Committee which indicate that the problem is defining what is meant by the term "Vocational" in the administration of programs which have for years been operating under the State Division of Vocational Education. Members of the Ways and Means Committee define the word "Vocational" at Oregon Technical Institute as practical work courses based upon the general idea of the vocational program as now operating but not necessarily in complete conformity with the provisions of the State Plan.

Regarding the new requirements adopted by the State Board on June 9, 1954, as part of the State Plan for Certification of teachers in the Trade and Industrial field, Mr. Purvine warned of difficulty in applying them to Oregon Technical Institute because specialist personnel in the X-Ray and Medical Technology fields object to the course, "Shop Management," which is listed as one of the minimum requirements.

Mrs. Patterson suggested that in the case of large faculties in the state, such as at Oregon Technical Institute, an adjustment might be made whereby a few people could take shop management, thus eliminating the necessity for each instructor to take

this course. In reference to the curriculum problem, Mrs. Patterson expressed her opinion that as long as the school qualifies to operate under PLAN A, with some classes under PLAN C, the fact that they do not operate under PLAN B is really no problem. In response, Mr. Purvine stated that the Faculty Improvement Plan, which was approved by the State Board on March 31, 1952, lists fewer required courses yet provides for the needs of the individual instructor's particular occupation. Mr. Paulson reminded the Board that a Trade and Industrial group had checked the new Certification Requirements Plan, it was sent to each school, and a state conference was held where it was thoroughly discussed with a number of supervisors and instructors present. Also, a group of school superintendents were called in to see if there was any objection to any part of it. The Plan was accepted by these groups as being satisfactory.

Mr. Paulson informed the Board that the Plan contains a hardship clause and also any person now holding a 5-year certificate would be entitled to another 5-year certificate without taking these required courses. The certification plan is for new instructors and for those holding 1-year certificates.

Mr. Smith expressed the wish of the Board for more time to consider this matter.

Mr. Smith moved that no action be taken at this time with respect to policy definition on either the faculty or instruction (PLAN A, B, C) problem, and that the matter be deferred until the December meeting in order that the Vocational Committee or a special committee appointed by the Chairman may have a chance to study it and prepare a report.

Mrs. Patterson seconded this motion, which carried.

It was then questioned by Mr. Huggins whether operation at Oregon Technical Institute would continue as in the past.

Mrs. Patterson moved that with the aim of clarifying operation policy at the present time, the status quo would be maintained at Oregon Technical Institute.

The motion was seconded by Mr. Smith and Carried.

As a result of the Board's direction, the institution prepared a "Plan of Instruction and General Policy in Operation of Oregon Technical Institute" for presentation to the March 10, 1955, meeting of the State

Board of Education. This plan, as presented, occasioned again considerable discussion as follows:

12. PLAN OF INSTRUCTION AND GENERAL POLICY IN OPERATION OF OREGON TECHNICAL INSTITUTE

The Plan of Instruction and General Policy in the Operation of Oregon Technical Institute is presented as completely as possible. Some sections will have to be supplemented later, as for example the Instructional Supervisor Personnel Requirements (See Exhibit C).

In its broad outlines, the provisions of the plan meet with the acceptance of the State Director and the Institute staff. The plan as presented represents general policy agreement as to major objectives and means of reaching them. A decision of the State Board was requested to set the policy as a guide to the administrative personnel involved.

Explaining the Plan of Instruction and General Policy in Operation of Oregon Technical Institute, Mr. Purvine indicated it includes references to all existing laws that establish either directions or regulations, past action of the State Board of Education bearing on the subject, and various items of policy, including instructor qualifications, supervisor qualifications, methods of operating courses, and teacher certification plan.

Defining terms, Mr. Purvine explained the reference in this discussion to minimum number of students for starting a new instructional enterprise is to a course. A class is a subject heading within a course. Mr. Purvine explained further that no course is started with less than 15 students, but there are classes, which are part of the curriculum, with five or six students.

Mr. Putnam asked to restate the motion: That Mr. Paulson and Mr. Purvine prepare this Plan in complete form to present to the State Board for final approval.

Mrs. O'Neill seconded the motion, which carried.

From the directions of the March meeting, then, the Institute followed instructions and prepared a complete form of the plan for presentation to

the June 15 meeting of the Board of Education. The minutes of that meeting indicate the approval of the plan of instruction as follows:

J. PLAN OF INSTRUCTION AND GENERAL POLICY IN OPERATION OF OREGON TECHNICAL INSTITUTE.

The vocational Committee reported revisions and minor changes have been made in the Plan, including provisions for Sabbatical Leave which have been added in accordance with Board policy as established on December 15, 1953. On page 7 of the Plan, qualifications on practical experience, education, background and teacher training have been put into detail. Under Certification on page 11 of the Plan, two statements have been added:

- (1) One-year OTI Certificate - One covering a full school year's employment required.
- (2) Five-year OTI Certificate - An instructor, supervising instructor, or educational supervisor having a record of satisfactory full year under a one-year certificate, is eligible for the five-year OTI certificate.

The Plan will be bound with a bright colored cover, and a copy will be given to each member of the State Board.

Mrs. Patterson moved the State Board approve the Plan of Instruction and General Policy in Operation of Oregon Technical Institute. The motion was seconded by Mr. Brogoitti and carried.

The policy implications of this settlement by the Board were many and far-reaching. The fact that the State Plan for Vocational Education did not govern the institution was, in fact, an interpretation by the Board of legislative intent as they had seen it develop in the 1951 and 1953 legislatures. The members of the Board had not been brought into the legislative picture in the 1949 legislative session. During many of the hearings and discussions of direction that occurred in 1949, the only person present representing education was the Director of Oregon Tech. This occasioned some disagreement as to the application of policy during the biennium of 1949-1951, and this oversight was remedied beginning in 1951. The

school Director began a campaign of bringing in the Board members insofar as possible for a discussion with legislators and, particularly with Ways and Means Subcommittee on Education membership. This included the representatives of the public, of employers, and of homemakers. The representative of labor, Miss Darling, was not pressed to visit the legislature and did not respond to an invitation.

As a matter of fact, the legislature had intended that the institution should be made responsive to the employment needs in Oregon; and, members were direct in their statements that no instructions originating in Washington D.C., as was true of the federally-reimbursed vocational education programs, were to be followed in the operation of Oregon Technical Institute.

The State Board of Education, then, in taking the action, recorded in the Plan of Instruction and General Policy in Operation of Oregon Technical Institute, effectively separated the policy operation of OTI from the policy operation of the general vocational education program administered by the Division of Vocational Education in the State Board of Education.

There was also an addendum, item 7 in the Plan, with the heading of "Administrative Directions" which read as follows:

- a. As shown by the approved organization chart the State Director of Vocational Education has general supervision through the Institute Director.

This was inserted at the specific instruction of a representative of the Board who carried the Board's consensus to the Director of the school. There had been an incident that prompted this kind of statement. At a meeting of the State Advisory Council on the campus of Oregon Tech, some

members of the state office vocational staff had accompanied the State Director to the meeting. While the State Director and the School Director were attending the State Advisory Committee meeting, these state supervisors and assistant state supervisors were visiting with the various members of the school staff. One of the state supervisors on meeting a group at noon was heard to say to State Director Paulson, "We haven't got him completely broken over yet, but we'll get him by the end of the afternoon."

Inquiry was made by Board members who were attending the meeting to determine whether this kind of bypassing the school Director was habitual. Since it had happened numerous times, that information came to light and "item 7" was provided for the purpose of recording Board policy that the supervision would be carried on through channels.

The text of the Plan is made Appendix A of this publication.

A public statement was made on October 22, 1954, by Harry Boivin as he announced his candidacy for the State Senate. "While I was a member of the State Board of Education," he added, "It was always a last ditch fight to get appropriations through for OTI. If I am elected state senator from this district, keeping OTI operating will be one of my principal aims."

Shortly thereafter, Mr. Henry Doerr, retired by reason of age and the Board Appointed W. M. Douglass as Business Manager.

As the session of the 1955 legislature neared, The Oregonian published an analytical story by Mervin Shoemaker which referred to the fact that solons would be facing many issues.

Also, there will be a push to make PSC a four-year, degree-granting institution rather than simply a day class extension center. Legislative gossip indicates that senators and representatives interested in the sometimes controversial budget for Oregon Technical Institute may find Portland area friends willing to support each other's aspirations in this session.

As a part of the promotion for the annual March of Dimes campaign in January of 1955, the baking class manufactured a huge cake. This 50 pounder was offered for auction, along with numerous other items that were donated for the purpose of raising funds for this worthy cause.

The biennial visit by the Ways and Means Committee was scheduled for February 1 and announced in public press on January 20.

About this same time, John Hobson, Dean of Men, was given eighteen months' leave to serve as assistant director at the Eugene Vocational School for the purpose of obtaining additional experience in administrative work. Walter Hoag was named as replacement for Mr. Hobson during this eighteen months' leave.

Shortly thereafter, on February 2, the State Advisory Council met to discuss Plan of Instruction and General Policy in Operation of Oregon Technical Institute.

The Oregon Journal carried a story with the headline, "AFL Eyes Deficit" written by Walt Mattila. After other items, it reads,

But the taxation committee of the Portland Central Labor Council recommended a surtax on income, elimination of federal income tax deduction, streamlining and consolidation of state commissions and departments, making the State Game Commission and the State Fish Commission self-supporting, and eliminating the Oregon Technical Institute, the battleship Oregon commission, and the State Board of Eugenics.

Shortly thereafter, The Oregon Statesman, Salem, Oregon, published an article under date of March 9, 1955, quoting a Klamath Falls United Press source:

Union Protests Labor Council's Proposal
for OTI (Column Heading)

Klamath Falls (UP)--The Klamath Falls Central Labor Council has sent a letter of protest to the Portland Labor Council about a

recommendation that Oregon Technical Institute here be abolished to help trim the state's budget.

President C. D. Long told the Portland group that OTI provides technical training in several fields offered nowhere else in the state. He said shutting off school funds was no more justified than denying funds to law schools, medical schools or teachers colleges.

Another chink in the armor of the apparently tight position enunciated by the state officers of the AFL was evident by the article printed in the Klamath Falls Herald and News on March 17, 1955:

Plant Tour Held for OTI Group (Column Heading)

Shop stewards and class presidents from the School of Industrial Technology at Oregon Technical Institute have returned from a field trip Monday and Tuesday to Eugene, Portland and Tigard.

The 27 students were accompanied by Jack Grewell, superintendent of the School of Industrial Technology; M. C. Anderson and Harold Rotrock, department heads in the school and Hal Bailey, instructional materials specialist.

A highlight of the two-day trip was a luncheon at which the students were guests of the Boilermakers Union No. 72, Portland, and business representative Bill Way at the Teamsters dining hall. Assistant business agent Larry Rafferty was also present to participate in discussions conducted for the benefit of OTI visitors.

The trip included a tour of important industrial locations conducted by Norman Hicks, assistant business agent of the Boilermakers. Places visited were Willamette Iron and Steel, Cummins Diesel Engineering Co., Swan Island dry docks and Scoop-mobile Manufacturing Co.

In spite of the controversy, the visit of three Ways and Means Committeemen at Oregon Tech was favorable as reported in The Oregon Journal of Portland, Oregon, on March 15, 1955:

OTI Past Key Hurdle (Column Heading)

STATEHOUSE, Salem, March 15.--Oregon Technical Institute in Klamath Falls overcame a major budget hurdle this week end

when it favorably impressed three visiting ways and means committeemen.

Making the inspection were Sen. Charles Bingner (D-LaGrande), Sen. George Ulett (R-Coquille) and Rep. V. T. Jackson (D-Roseburg). Bingner said they were surprised at the substantial quality of the buildings taken over from the U.S. marine corps after the war.

No frills were found for the 900 students who go to classes in jeans and T-shirts. Cost per student is high, Bingner noted, but that is due to the materials and equipment needed for such a program.

"The school is not going to get all it asked for, but no deep cuts will be recommended," Bingner observed.

During the 1955 session there were a number of acts passed dealing with Oregon Tech. One was Chapter 568, the appropriation bill:

Chapter 568 - An Act

Appropriating money for the operation of the Oregon Technical Institute in Klamath County; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. There hereby is appropriated out of the General Fund the sum of \$1,556,980 for the purpose of paying the expenses of and in connection with the operation of the Oregon Technical Institute in Klamath County for the biennial period beginning July 1, 1955.

Section 2. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act shall take effect upon its passage.

Approved by the Governor May 17, 1955.

Filed in the office of the Secretary of State May 18, 1955.

The next item, an appropriation for the purposes of building an addition to the shop building (Cornett Hall) at OTI, was Chapter 623:

Chapter 623 - An Act

Relating to the planning, constructing, altering, repairing, furnishing and equipping of a shop building for the Oregon Technical Institute; appropriating money, and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. In addition to and not in lieu of other appropriations, there hereby is appropriated to the Oregon Technical Institute out of the General Fund, the sum of \$414,360 for the planning, constructing, altering, repairing, furnishing and equipping of a shop building addition to Cornett Hall at the Oregon Technical Institute to be expended as follows:

(a) Shop building addition to Cornett Hall . . .	\$322,960
(b) Equipment	<u>91,400</u>
Total	\$414,360

Approved by the Governor May 19, 1955.

Filed in the office of the Secretary of State May 19, 1955.

The final item affecting the institution was Chapter 705:

Chapter 705 - An Act

Relating to salaries and expenses of certain staff officers and employes; creating new provisions, amending ORS 292.317, 292.348, 292.350 and 292.354; repealing ORS 292.342; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 292.317 is amended to read as follows: 292.317. Notwithstanding any other provision of law, after July 1, 1955, the incumbents of the various state offices and positions named in this section shall be paid an annual salary, on a monthly basis, equal to the minimum amount set forth in this section after the designation of the respective offices or positions, unless such salary is or has been altered as prescribed in ORS 292.318.

	Min.	Max.
(55) Director of Oregon Technical Institute	\$8,000	\$9,300

Policy matters that passed the State Board of Education March 10, 1955, meeting included the addition of a building fee following the pattern of the State System of Higher Education. In addition, electives were again discussed and approval was given for additional items of electives to be included in the general tuition payment by a student.

The June 15, 1955, meeting received the report on the budget which is outlined below:

- (6) House Bill 719, the Institute Budget, provided the following appropriations for the 1955-57 biennium:

Appropriation	\$1,556,980.00
Student Fee Income	437,760.00
Total Income	1,994,740.00
Salaries	829,632.00
Wages	443,289.00
Other Personal Services	65,142.00
Materials	437,709.00
Capital Outlay	218,968.00
Special Payments	
	<u>\$1,994,740.00</u>
Building Fund	414,360.00
	<u>\$2,409,100.00</u>

In addition, the State Board of Education gave authority to its officials to sell to the Klamath City School District the real property underlying Mountain View and to enter into an agreement for Institute operation of the property. The reason the School District #1 wished to purchase the property, but not including the buildings was the need to expend district funds in developing the property for a new school.

The Board also approved the annual budget and made note of the fact that the personnel in the physical plant were reduced from 43 persons to 23. This was a required economy from the legislature and also involved transfer of the fire department to the Suburban Fire Department. In addition, an agreement was provided for with the sanitary service to pick up and gather garbage materials from the campus, thus allowing a layoff of two of the persons cut by the legislature.

The State Board also took action on a revision of the tuition rate, setting the in-state unified tuition rate at \$60 per term for all training programs effective July 1, 1955, and of the assessment of a non-resident fee of an additional \$30 per term, also effective July 1, 1955.

The Oregon Tech faculty formed a chapter in the Oregon State Employees Association and applied for a charter during spring quarter. The charter was issued July 15, 1955, to Chapter 75 OSEA.

Chapter VII, 1955-57

Leo N. Huls, Klamath Falls general contractor, was the successful bidder for the addition to Cornett Hall authorized by the 1955 legislature. This contract provided for the large Quonset-type roofed structure between the two sides of the previously U-shaped shop building. In addition to the contract for the building, the appropriation contained funds for additional equipment to make the building operable.

On July 27, 1955, Otto Biber was hired as physical plant engineer. Mr. Biber left as assistant to the physical plant engineer at Oregon State College to take this civil service position.

In July, the Air Force granted approval to Oregon Tech for their program of "By-passed Training." The purpose of this program was to accept grads from (32 at OTI) technical courses who enlisted in the Air Force as having equivalent specialty training and requiring no further training in that same area. The beginning training for rookies was still to be carried on by the Air Force, but at the conclusion of this induction training, the individual would be assigned to a specialty without further training.

In September 1955, the State Board of Education held its regular meeting on the 19th, 20th, and 21st. This included a joint meeting with the State Board of Higher Education for one-half day. At this meeting, the dairy situated between the Oregon Tech pumping station at the edge of town on Old Fort Road and the institution campus requested water service. "This water service would be intermittent," stated a letter from Glen Bowen, Manager of the Oregon Water Corporation. The reason for this was that the only time there was a flow of water in the main line to the campus was when the signalling device at the tanks indicated the water has reached a level

that requires starting the pump. When the tank became full, the water line from the city to the campus was simply a static column of water held there by check valves at various locations. The manager of Oregon Water Corporation stated he would not recommend the water request, from an engineering standpoint, due to the type of pumping at various intervals indicated by campus use.

Director Purvine recommended against the grant on the basis, first, that Oregon Technical Institute and the State Board of Education are not set up to serve as a public utility and, secondly, on the possibility that granting this privilege would develop additional engineering difficulties in operation of the Institute. The Board acted to deny the grant of water service privilege.

The Mountain View Housing project sale and lease documents were submitted to the Vocational Committee of the State Board of Education for study and review. The details of lease and deed stated that the Institute would have use of the housing project for a period of up to ten years and, if at any time during this period, the Institute elected to discontinue use of the property, it might do so and give custody to Klamath Falls School District #1.

This resolution had been prepared by the Attorney General's office and was approved by the State Board of Education upon motion by Mr. Jones, seconded by Mr. Huggins.

The next occurrence was that of the problem of certification of graduate technical (assistant) instructors. The item was raised because of the continuing utilization of individuals who had graduated from classes and had a background of experience that made them useful as good assistant instructors. The Board approved, after discussing the question, the issuance

of a certificate which would be entitled, "OTI Graduate Assistant in _____." This certificate would be issued by the State Department of Education under the heading of Vocational Teaching Certificate.

As approved by the State Board of Education, an Engineering Technology Committee was appointed to advise in the training of engineering associates and engineering aides such as surveyors, draftsmen, and similar technical assistants. This occurred in January of 1956, and the first Advisory Committee meeting was held soon after.

The March 6 and 7 meeting of the State Board of Education amended its action of March 31, 1952, that required ten credits of allied subjects for graduation and authorized, in its place, a program of electives to include a minimum of 15 credit hours. This minimum, for each curriculum of more than four terms, was to become effective on September 1, 1956.

Also, the credit formula came in for considerable discussion. In March 1952, the Board had established a credit-hour formula of one credit for each two hours of laboratory work. Director Purvine explained that while this formula was apparently appropriate while a daily schedule of classes was used and classes remained somewhat the same for each day of the week, it was not feasible under the new weekly scheduling program which permitted greater flexibility of operation. This new scheduling program was to go into effect at the Institute in September 1956, so the proposal was made that for each three hours of laboratory work, or for each three hours of student time, there be the equivalent of one credit hour in all the curricula at Oregon Tech. The Board concurred in this discussion and took action to make it effective in September 1956.

The long-range planning possibilities were discussed as a result of State Advisory Committee and State Board of Education interests in the matter. Director Purvine proposed that the administration prepare and

present to the State Board, for eventual submittal to the legislature, long-range plans for the future form of the campus. Mr. Purvine proposed that the State Board authorize inclusion in the 1957-59 biennial budget for OTI a sufficient fund to provide professional services for preliminary architectural and engineering studies necessary to the development of a comprehensive plan for utilization and development of the institute facilities.

(Quote from State Board of Education Minutes)

Mrs. Patterson expressed regret that previous education survey reports have not included Oregon Technical Institute in their evaluation of the educational system in Oregon. Mrs. Patterson suggested the State Board request a type of survey be outlined for conducting a comprehensive evaluation of vocational education in Oregon, including Oregon Technical Institute, before presenting the matter to the legislature. Mr. Smith expressed concurrence regarding the advisability of a complete survey, not only of Oregon Technical Institute, but of the overall state vocational program. Mr. Huggins moved the State Board of Education request the legislature appropriate funds for the making of a survey of the present and future vocational-technical needs and facilities of the State of Oregon under the direction of the State Board of Education. Mrs. O'Neill seconded the motion, which carried.

Under the heading of Operation Campus, an interesting discussion then followed. The following is a quote of this section of the minutes of the March 7 State Board of Education meeting:

Mr. Purvine informed the Board that local legislators and citizens interested in the welfare of the Institute have expressed the feeling that the future status of Oregon Tech would be less questionable if governmental access and occupation privileges presently reserved until 1972 were eliminated through full, unrestricted title to the State of Oregon. The ten year's continuous operation of the Institute, assured by appropriation until June 30, 1957, is indicative of the State's intention to complete the twenty-five year period conditioned in the original transfer.

Mr. Purvine explained the lack of clear title and existing governmental rights of re-entry are considered factors at each legislative assembly and unwittingly or otherwise influence decisions in regard to Institute operation and planning. Mr. Purvine assured the Board that Congressional assistance would be available if it were considered desirable to apply for full title at this time and that local support has also been pledged for such an endeavor.

Mrs. O'Neill moved that in order to undertake negotiations to secure full and unrestricted title to the Oregon Technical Institute buildings and grounds in the name of the State of Oregon the following Resolution be adopted by the State Board of Education:

WHEREAS, Executive Order 9689 of the United States of America, dated January 31, 1946, under powers and authority of provisions of the Surplus Property Act of 1944 (48 Stat. 765), through a Quitclaim Deed, WAA-32-RFD-282, executed October 28, 1947, did provisionally transfer to the State of Oregon, certain property situated in the County of Klamath, State of Oregon, more fully described in said Quitclaim Deed, subject to conditions and restrictions, and

WHEREAS, the State of Oregon has demonstrated through appropriations for the continuous operation of the Oregon Technical Institute on the above-mentioned premises during the period July 1, 1947 to June 30, 1957 its intention to fulfill the twenty-five (25) year period of conditional occupancy for educational institution purposes, and further,

WHEREAS, the State of Oregon has, as conditioned, replaced certain of the temporary structures or improvements with permanent structures and improvements to be used for the same purposes as set out in the said Quitclaim Deed, it does therefore feel justified in requesting that full right, title, and interest to said premises be transferred to the State of Oregon without reservations or restrictions.

NOW THEREFORE BE IT RESOLVED, That the Oregon State Board of Education assembled in regular meeting March 7, 1956, acting for and in behalf of the State of Oregon proceed at once through the State Department of Education with such steps as may be necessary to secure full title to the above Institute premises prior to expiration of the twenty-five year period of conditional occupancy.

The motion was seconded by Mr. Huggins and carried.

The Board also approved granting of permission to the business manager, the administrative assistant and the manager of auxiliary activities to attend a one-week workshop at the University of Omaha in July 1956; that Mr. Purvine be allowed, if other conditions permit, to take educational leave during the school year 1957-58 and complete residency requirements for an advanced degree. (First summer quarter permission was rescinded by Board Chairman.)

The Board further took cognizance of the needs of some students for scholarships by acting to authorize a request to the legislature for a law that would permit remission of fees up to 2% of the annual enrollment of the preceding school year.

Further requests for the legislature that were approved were an increase of the Warehouse Revolving Account from \$40,000 to \$80,000 and an increase of the Business Manager's Revolving Account from \$7,500 to \$25,000. These revolving accounts' increases were requested because of the inadequacy of the present limits in meeting the fund objectives and the fact that these discounts came to a substantial sum. The discounts were 2% for cash payment or payment within a limited number of days which was usually a time shorter than the usual state vouchering process made possible.

News reported in the Klamath Falls Herald and News indicated that a Medford firm was applying for the television channel 2 in Klamath Falls. The proposal was that the transmitter would be situated on Plum Ridge. The request was being made by California-Oregon Television, Inc., and the source of the news was Everett Faber, Vice President of the corporation.

As a part of its public service operations, Oregon Tech was host on April 29, 1956, to the thirtieth annual Klamath County School Music Festival. The use of the gymnasium was made possible by an appropriation (specifically, for a canvas floor covering) passed by the legislature with the help of Henry Semon, State Representative.

The State Board of Education, in its regular meeting on June 6, was informed that Grant J. Cosgrove, who had been employed at the Institute since January 1 largely in a program of fund raising for scholarships, loans, and endowments, was being released at the suggestion of the State Department of Finance.

The Emergency Board, at its May 4, 1956, meeting was reported to have appropriated a total of \$91,363 for Oregon Technical Institute in three separate actions. The first of these actions was \$26,363 to supplement Institute funds of an earmarked \$55,000 to complete work on the heating plant facilities and installation of a new oil-burning furnace and storage tanks for a total of \$81,363 of combined Emergency funds and regular appropriations.

The second action appropriated \$50,000 earmarked for fuel costs during the 1956-57 school year, and the third granted \$15,000 specifically for the fixed charges such as Civil Service Commission, State Industrial Accident, retirement, restoration fund, auditing, light, and power.

The Emergency Board also instructed the Director of the Department of Finance and Administration to recommend an increase of tuition or fees at the Institute to meet the \$50,000 deficiency anticipated in fee income. The Emergency Board did not feel that they should meet this deficiency request. As a result, Dr. Robert R. Johnson, Director of the Department of Finance and Administration, proposed a special fee of \$12 per student

per term to school Director Purvine. It was expected that this would be enacted to apply to all curricula except courses in the school of business and the practical nursing curriculum. Mr. Brogoitti suggested that the State Board of Education move to approve the \$12 emergency fee with a statement directed to the Emergency Board specifying that approval of the fee was temporary.

The day following the Board meeting, a bid opening revealed that Avery Plumbing and Heating of Portland had submitted the low bid of \$72,596 for the work of replacing the four boilers which were set in brick, installing a new oil burner, and a new package boiler, and adding oil firing to the capabilities of the existing boiler provided earlier by the State.

In early June, announcement was made that a television station at Klamath Falls would open in August. The transmitter would be on Plum Ridge and the studio would be in building 48A leased from OTI. The station would primarily tie to the Columbia Broadcasting System, but would also utilize some programming from the American Broadcasting and from National Broadcasting Corporation. At this time the announcement was credited to William D. (Bill) Smullen listed as general manager of KBES-TV at Medford, but also involved in the operation of KIEN-TV at Eureka and other operations.

The graduation tea for women graduates and their mothers brought over 170 women to the home of the Winston Purvine's at the Oregon Tech campus.

In September, Jack Brookins was appointed Supervisor of the School of Technical Associates. He replaced John Howard, resigned.

At the beginning of school in 1956, Oregon Tech opened a new engineering technology course in highway. At the same time, Frank Stanko became a new appointee in Student Affairs. He was later to become full-time placement director.

The State Board of Education fall meeting, October 16, was held on the Oregon Tech campus. Chief action affecting Oregon Tech was approval of the budget submittal for the legislature to cover the biennium 1957 to 1959. Board members were Miss May Darling representing labor; Mrs. Lucille O'Neill representing the public; Ronald Jones, chairman, representing business; S. E. Brogoitti, Pendleton, representing agriculture; Mrs. J. D. Caldwell of Oregon City, representing homemakers; Francis I. Smith of Portland, representing the public; and George C. Huggins of Coos Bay, representing the public.

Oregon Tech faculty's first textbook published was X-Ray Technology authored by Don E. Hagen and Charles A. Jacobi, published by Mosby and Company. This was issued in November.

On January 8, 1957, G. Ross Henninger, Director of the National Survey of Technical Education, indicated he would visit OTI on January 10 and 11. Mr. Henninger was conducting the Carnegie Foundation funded survey under the auspices of the American Society for Engineering Education on technical institute education.

The House Education Committee held a hearing on January 23, 1957, to take a look at the future OTI as recommended by the Governor. Chairman Joe Rogers called upon OTI Director Purvine to explain proposals for continuing the vocational school under the State Board of Education or transferring it to the State Board of Higher Education. Both the State Board of Education and the State Board of Higher Education were invited to the hearing.

The Ways and Means Committee set the date for a meeting of the committee on the Oregon Tech campus. The committee was responsible for calling upon the House and Senate Education Committees to have a joint meeting on January 22 considering HB 732, which had as its purpose providing the State Board of Education with most of the powers of the State Board of Higher Education in the operation of OTI. The reason for this large increase in stated powers was the Attorney General's office advice to Director Purvine that the Board of Education lacks essential powers for the operation of a residential college.

Oregon Tech was given a \$30,000 supplemental appropriation for fuel oil on February 15.

One item on placement occurred on February 17 when the University of California Radiation Laboratory at Livermore sent recruiters to the OTI campus. The Laboratory had hired 31 graduates in June of 1956. As a result of the satisfactory nature of these graduates' services, the placement group was back to interview 64 additional for hire in 1957.

The Oregon Tech State Advisory Committee met on February 19 and, in summary, took action to 1) support the legislative bill to improve the powers of the State Board of Education which is HB 732, 2) request the legislature to supply sufficient funds for Oregon Tech, 3) imply by resolution that OTI should be continued under the State Board of Education.

On February 27, the Ways and Means' visit to Oregon Tech occurred. Co-Chairmen were Senator Albert H. Corbett and Representative Robert Stewart. The two combined for a press release after the visit. They said, "We were impressed with what we saw and learned about the technical-vocational training in job preparation which is carried on at the Institute." Senator Corbett said, "We were also impressed with the tremendous

physical problems which are posed by this temporary military installation and many of us feel strongly we should provide for a detailed survey to be conducted between legislative sessions." Senator Corbett then added, "The interim committee proposed by Senators Rudy Wilhelm, R-Portland and Howard C. Belton, R-Canby should be approved."

The Herald and News of February 26, "Members of the staff are to be commended for their dedication and the fine job they are doing in spite of physical obstacles, said Senator Corbett." "Again," he said, "we have been impressed with the community support of OTI and the fact that its graduates appear to have earned wide acceptance in private industry."

On the invitation of the Western Interstate Commission for Higher Education, Director Purvine was present at a San Francisco regional meeting called by the President's Committee on Education Beyond the High School. Purvine served as a panel member at the meeting.

March 28, 1957, the State Board of Education meeting at Bend discussed pending legislation. General approval was given by the Board to legislation divorcing Oregon Technical Institute from the Division of Vocational Education. "If current legislation passes, the Board may set up a separate division of the Institute."

On March 6 an extraordinary meeting of the Ways and Means Committee, with House and Senate Education members present agreed that an interim survey on OTI's facilities was needed. Ways and Means subcommittee chairman, Senator Jean Lewis, stated that they should appropriate \$55,000 to finance a study of school districts, junior colleges, and OTI. This became the Flescher Report in 1958.

The Ways and Means Committee approved a budget of \$2,629,000 which was an increase of 35% for the biennium 1957-59. They also directed an

engineering study to determine if the Institute should be built on the present site or other property closer to Klamath Falls. The minutes of the Joint Ways and Means Committee on this matter read as follows:

It was suggested, and the chair instructed the Department of Finance to make a thorough survey of the physical plant and the engineering needs of the Oregon Technical Institute. No application of the survey is to embody any phase of education. The Department of Finance is authorized to spend funds presently available for professional services.

On May 10, the House passed the budget of \$2,629,000, for the new biennium at Oregon Tech, which included just over \$140,000 salary raise for faculty. Senator Jean Lewis gave instructions for the Ways and Means Committee to Director Purvine that he was to select the 15 instructors least likely to fare well in the evolution of Oregon Tech and lay them off, replacing them with higher level instructors, utilizing the new salary base.

The salary of the OTI Director was raised to \$11,000 from \$9,300.

On May 18, the House passed and sent HB 732, giving the State Board of Education powers of the State Board of Higher Education over Oregon Tech and on May 21 the Senate passed the same bill.

On May 20, a House Joint Resolution established an interim committee to study vocational education, Oregon Technical Institute, and other phases of education.

The Board of Education met on June 4 and 5, and its most important action was to launch a survey of present and future needs of vocational education, including Oregon Tech with \$55,000 voted by the legislature. The Board took action of great significance in regard to Oregon Tech. When the bill was signed Tuesday, during its meeting, by Governor Robert

B. Holmes, the Board acted to give OTI a greater degree of independence. The authority of the Vocational Division was removed as it made OTI a separate division of the Board. This action removed Oregon Tech from the State Division of Vocational Education, which is also under the same Board. The Klamath Falls school was to have the same relationship to the Board that state colleges and universities had to the Board of Higher Education.

HB 732 became Chapter 389 of the Oregon Laws of 1957 and is quoted as follows:

Chapter 389 - An Act

Relating to Oregon Technical Institute, creating new provisions; amending ORS 344.310; repealing ORS 344.320; appropriating money; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

Section 1. ORS 344.310 is amended to read as follows:

344.310. (1) The State Board of Education is vested with jurisdiction and control of the property acquired by this state in Klamath County to establish the state technical and vocational school known as the Oregon Technical Institute. The board shall maintain and operate such premises for and on behalf of the State of Oregon.

(2) The State Board of Education shall have all the powers of operation and control over the Oregon Technical Institute that the State Board of Higher Education has over the institutions under its control under the provisions of ORS 351.060 and 351.070.

Section 2. The objective of the Oregon Technical Institute is to contribute to the scientific, technical, industrial, agricultural and economic welfare of the state through provision of technical institute type of education.

Section 3. The Director of the Oregon Technical Institute and the aides, instructors and teachers thereof constitute the faculty of the Oregon Technical Institute and as such shall have the immediate government and discipline of it and the students therein. The State Board of Education

shall, after consultation with the faculty of Oregon Technical Institute, establish and maintain the courses of study and maintain curriculum patterns which require attendance for the length of time appropriate to the objectives of each curriculum.

Section 4. The State Board of Education shall appoint an Oregon Technical Institute Advisory Council of not more than 15 members. Members shall be appointed for terms of four years. Any vacancy may be filled by appointment by the State Board of Education and the appointee shall serve for the unexpired term. In so far as practicable, the council shall contain members representing labor, management, agriculture, home interests, the general public and the various geographical areas of the state.

Section 5. (1) The advisory council appointed under section 4 of this 1957 Act shall generally observe the operation of the Oregon Technical Institute and make recommendations to the State Board of Education on matters relating to the Oregon Technical Institute.

(2) Members of the advisory council shall receive no compensation for their services as members, but, subject to any other applicable law regulating traveling and other expenses for state officers, shall receive their actual and necessary traveling and other expenses in attending council meetings.

(3) The advisory council shall elect each year from among its members a chairman, vice chairman and a secretary.

(4) The chairman of the advisory council or the State Board of Education may convene the advisory council at such times and places as are necessary and convenient.

Section 6. (1) The Oregon Technical Institute may, in accordance with the rules and regulations of the State Board of Education, form departmental or course advisory committees to consider the instructional programs and curricula of courses and departments and to make recommendations to the Director of the Oregon Technical Institute.

(2) The formation of departmental and course advisory committees shall be subject to the approval of the State Board of Education. The State Board of Education may make rules and regulations governing the appointment and number of members and their terms of office and may establish rules for committee operation.

(3) Members of departmental and course advisory committees shall receive no compensation for their services as members, but, subject to any other applicable law regulating traveling and other expenses for state officers, shall receive their actual and necessary traveling and other expenses in attending committee meetings.

Section 7. The State Board of Education shall submit a biennial report to the legislature showing the number of faculty and students, the amount of receipts, disbursements and such other matters as may be deemed important in the operation of the Oregon Technical Institute.

Section 8. (1) The State Board of Education may award scholarships in the Oregon Technical Institute, not to exceed two percent of the enrolment therein, to students applying for enrolment [sic] in the institute or who are pursuing courses therein. The scholarships shall be awarded upon the basis of a record of high intellectual standing and department in the school or institution where the applicant has received or is receiving preparatory training, the necessity for financial assistance and other qualifications of such nature that the awarding of scholarships will operate not only to the advantage of the applicant but to the people of Oregon. No scholarship so awarded shall exceed in value the amount of the tuition and other fees which are levied against the recipient of the scholarship by the State Board of Education at the Oregon Technical Institute.

(2) In addition to the scholarships otherwise authorized in this section, the State Board of Education may award tuition fee-exempting scholarships in the Oregon Technical Institute to students from foreign nations, and to any applicant whose residence has been in Alaska or Hawaii during the major part of the two years immediately preceding such application.

Section 9. All gifts for the Oregon Technical Institute shall be devoted by the State Board of Education to the exclusive use of such institute, subject to the terms of gift. Subject to such terms, such gifts for the Oregon Technical Institute may be invested by the State Board of Education in securities which constitute legal investments for trust funds held for charitable or educational purposes. Moneys received under this section hereby are appropriated for the purposes described in this section.

Section 10. The State Board of Education shall control the use, distribution and disbursement of all funds and appropriations now or hereafter in possession, collected, received or appropriated for the use, benefit, support and maintenance of the Oregon Technical Institute, including the authorization of individuals to sign vouchers for the disbursement of funds for the Oregon Technical Institute.

Section 11. The State Board of Education may undertake the construction of any building, structure or other project for the Oregon Technical Institute when, in the judgment of the board, it appears that the building, structure or other project will be constructed and maintained from the Oregon Technical Institute Building Fund and revenues to accrue from

the operation thereof and from gifts, grants or building fees, and from unobligated revenues of buildings or projects of like character. The board may enter into contracts with persons, firms or corporations for the erection, improvement, repair, equippping [sic] and furnishing of buildings and structures for dormitories, housing, boarding and other purposes for the Oregon Technical Institute.

Section 12. (1) The State Board of Education shall establish such rates, charges and fees for use of buildings, structures or other projects referred in to in section 11 of this 1957 Act, including revenue-producing buildings and structures already constructed, as, in the judgment of the board, will provide the required revenues to construct and maintain the particular new building, project or structure.

(2) The board shall charge and collect from each regular student a building fee at the rate of \$5 for each regular term, for not less than three terms in each regular academic year, and \$7.50 if instruction is on a semester basis, or an equivalent rate of charge where instruction is on a different basis. The board is authorized to increase the fee above the rate indicated, if necessary, to obtain sufficient income to construct and maintain the particular new building, project or structure. The fee shall be in addition to tuition and other fees charged to students and shall be deposited with the State Treasurer and credited to the Oregon Technical Institute Building Fund.

Section 13. (1) The State Board of Education shall maintain with the State Treasurer, an Oregon Technical Institute Building Fund, separate and distinct from the General Fund, to provide for the construction and maintenance of buildings, projects and structures under authority of section 11 of this 1957 Act. The moneys in the building fund hereby are appropriated for such purposes. The fund may be invested by the board in bonds issued or guaranteed by the United States or in bonds of the State of Oregon, and the earnings from such investments shall be credited to the fund.

(2) The Oregon Technical Institute Building Fund shall consist of:

(a) All moneys that the Legislative Assembly or the Federal Government may provide for the purpose of constructing or maintaining buildings, projects or structures under section 11 of this 1957 Act.

(b) All of the net revenues received from the buildings, projects or structures the construction or maintenance of which moneys from the fund are used.

(c) Any gifts or grants received for the purpose of construction or maintenance of any building, project or structure under section 11 of this 1957 Act.

(d) The building fees referred to under section 12 of this 1957 Act.

(e) Any unpledged revenues of buildings and projects of like character as shall be allocated by the State Board of Education.

(f) All earnings from investments of the fund.

(3) The building fund shall not be used for any purpose other than that for which the fund was created; but should a balance remain therein after the purpose for which the fund was created has bee- [sic] fulfilled, the surplus remaining may be transferred to such other fund as the board may designate.

Section 14. The State Board of Education may, in its discretion, accept financial assistance and grants for the purposes of the Oregon Technical Institute, either in the form of money, labor or property from the United States or any of its agencies, subject to the terms and conditions thereof.

Section 15. The State Board of Education may provide for the interchange of faculty members of the Oregon Technical Institute with the schools of other states or countries. The exchange shall be for a period not exceeding one year. The service of a faculty member of the Oregon Technical Institute outside the state under this section shall be credited to him in the same manner as if he were carrying out his regular duties at the Oregon Technical Institute and he shall be paid by the Oregon Technical Institute at his regular salary. The State of Oregon shall not pay any salary to a visiting faculty member at Oregon Technical Institute.

Section 16. The State Board of Education is declared the managing agency of the FM radio station KTEC, licensed to the Oregon Technical Institute, and as such shall prescribe rules and regulations in conformity with the regulations and laws of the United States Government relating to Educational FM radio stations. By such rules and regulations the State Board of Education shall make the facilities of the radio station available in the training programs of the Oregon Technial Institute.

Section 17. ORS 344.320 is repealed.

Section 18. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act shall take effect upon its passage.

Approved by the Governor June 4, 1957.

Filed in the office of the Secretary of State June 4, 1957.

Additional bills passed by the 1957 legislature include the appropriation bill, Chapter 500, Oregon Laws of 1957 appropriating, as a part of the Department of Education, Oregon Technical Institute Division, the sum of \$2,239,000 out of the General Fund.

The legislature also passed Senate Bill 212, which became Chapter 409, Oregon Laws of 1957 which related to Oregon Tech. It required that in several different specific categories of schools, including any state technical school operated by the State Board of Education, a student would be protected against any actions due to the fact that his religious beliefs required him to be unable to attend classes on any particular day or days.

A bill amending the State Civil Service law, ORS 240.205 was Chapter 597. This re-stated the unclassified service composition to include professional and technical teaching staff of state vocational and technical schools and student employees on a part-time basis in the State System of Higher Education or at the Oregon Technical Institute.

The book, X-Ray Technology by Jacobi and Hagen, came off the press in June of 1957.

Shortly thereafter Stevens and Thompson Consulting Engineers in Portland were awarded a \$9,000 contract by the Department of Finance and Administration for a comprehensive survey of OTI campus to determine if it is worth rehabilitating.

Chapter VIII, 1957-59

Instructors who have remained with the school for years were named in August: Max A. Saunders in accounting, Richard A. Pope and Jesse Crabtree in engineering technology, and Hal Rotrock in Auto Technology.

During an August 30 State Board of Education special meeting, an appeal for faculty salary treatment above that accorded administratively was made by George A. Harper, Jr., and it was approved by the Board.

The State Director of Vocational Education was recommended by the OTI Director for appointment to the State Advisory Council since the institution no longer reported to the State Director. It was felt that the addition of his experience to the deliberations of the Council would be of great value.

Mountain View Housing was discussed; and a rental error, found by the state auditor, which left the project unit rental at \$39, was corrected to \$40 per month, effective July 1, 1956.

September 11, the State Board of Education announced the appointment of Dr. W. R. Flescher as Survey Director for Vocational Education and Technical Services. Dr. Flescher headquartered in Ohio State University in Columbus, Ohio, and directed the research unit. His wife, Marie, was associate survey director. These two persons were to spend several months on location in Oregon directing the survey and conducting various sections of that work.

The cafeteria rate at OTI was discussed, and data furnished by Mr. Bork of the State System of Higher Education concerning student food cost was presented to the Board. The Institute proposed a \$51 per month

cafeteria rate for 1957-58 and the State Board of Education approved it in regular form.

The development of a formal statement of the Institute's objectives had been carried forward from the June meeting and was further discussed by the Board at considerable length. The objectives, shown as Exhibit B to the minutes, were adopted by the Board. The purpose was to be on record for possible regional accreditation.

The State Advisory Council for Oregon Tech had reviewed an Administrative Code proposal prepared by the administration and faculty at OTI. After considerable discussion, Mrs. Caldwell stated that because of the fact that the Code had been so carefully reviewed by the Advisory Council she would move to recommend it to the State Board of Education. This was for the Board sitting as committee of the whole. The motion was passed with Miss Darling voting "No."

It was reported to the Board that the Motorola Radio Corporation had stated its intention to equip the institution with a complete two-way radio laboratory, an item representing a rather considerable investment. The Institute thus became the third school in the United States to be so honored, the first two being the Milwaukie School of Engineering and the Valpraiso (Indiana) Technical Institute.

In answer to a request from the State Department of Finance and Administration, Attorney General Robert Y. Thornton ruled on September 19, 1957, that Director Purvine of OTI could not be reimbursed for expenses incident to faculty affairs and entertainment of visitors since the legislature did not specifically authorize this type of expenditure.

As a result of actions of the Board giving Oregon Tech status of a division, in the Department of Education, the Herald and News of September 12, 1957, carried an article which is quoted here:

Ore-Tech Shifted to Higher Status

SALEM, (AP)--The State Board of Education Wednesday completed the reorganization of Oregon Technical Institute as directed by the 1957 Legislature.

OTI now is directly responsible to the board. It used to be a part of the Vocational Education Division, which in turn is under the board.

The new status makes the operation and administration of OTI similar to that of the state university and colleges.

The Board of Education adopted the following statement outlining the purpose of OTI:

"The objective of the Oregon Technical Institute is to contribute to the scientific, technical, industrial, agricultural and economic welfare of the state through provision of technical institute type of education.

"Pursuant to this objective the Oregon Technical Institute has the following purposes:

"To provide post-high school instruction and training in the highly skilled, semi-professional, and technological fields of study including, but not limited to, engineering, scientific and medical associates, agriculture, business methods, domestic economy, technical-mechanical arts, and technical-occupational training.

"To provide post-high school instruction in general education subjects to assure a broadened education in addition to occupational competence."

The board adopted a voluminous administrative code for all phase of operation, including salary schedules, fees, board and room rates, scholarships, sabbatical leaves for faculty members.

It also increased the cafeteria rate to \$51 per month, a boost of \$3 to bring the charges in line with those of the state university and colleges.

Fifteen faculty changes were approved.

On September 24, 1957, the interim education committee began its two-year study directed by legislative resolution. The purposes of the study were to consider: 1) Oregon Technical Institute, 2) state school standards, 3) Oregon school finance, and 4) school district reorganization. Its first meeting was held on September 24 in Salem.

On September 29, a community center was opened at Oregon Tech as a result of two years' work between the Institute and the local YMCA. (The community center building was one that had been completed after the Marines had declared the installation surplus to their needs due to new technology in treatment of tropical diseases contracted in the South Pacific.) Intended to be a center for recreation and refreshment by the Marines, it consisted of fountain, short order lunch facilities and various recreation rooms which were now adapted to ping-pong, pool tables, recreational game tables, a sitting room with television and an athletic room. Executive Secretary Paul Campbell of the YMCA had been largely responsible for securing the identification of funds in the 1957-58 budget of the YMCA for partial support of the center. The Institute was obligated to supply utilities.

On Sunday, October 6, the interim committee met at Oregon Tech with State Senator Donald R. Husband, Chairman, presiding. The assurance given by Senator Husband was that all features of this meeting would remain as confidential, since the committee desired to hear unreserved testimonies by Institute Director Purvine. Present were Senator Ward Cook, R-Portland; Robert Duncan, R-Medford; Shirley Fields, R-Portland; Stafford Hansell, R-Athena; Robert R. Klansom, R-St. Helens; Mrs. Paul Buck, D-Klamath Falls; Mrs. Elizabeth Ducey of Portland; and Leo Marlantes of Seaside. The latter three had been appointed by the Governor to this committee to supplement the legislative membership.

The meeting was recorded by the Oregon Tech Director's secretary and minutes were not distributed to the committee inasmuch as Senator Husband wished to maintain confidentiality. The committee studied excerpts of the Stevens and Thompson report which was in preliminary form at this time.

The University of Oregon was host to the Governor's Conference on Higher Education on October 16. The Governor's Committee on Higher Education had arranged for the conference. This committee was composed of Edgar W. Smith, Chairman; Charles J. Armstrong, President of Pacific University, Vice Chairman; John R. Richards, Chancellor of the Oregon State System of Higher Education; Morgan S. Odell, President of Lewis & Clark College; W. D. Purvine, Director of Oregon Technical Institute; Roy E. Lieuallen, President of Oregon College of Education; August L. Strand, President of Oregon State University; John F. Cramer, Director of Vanport College and General Extension; and Reverend Howard J. Kenna of the University of Portland. Featured on the program as a recognition of the growing interest in technical institute education was G. Ross Henninger from Iowa State College who was director of the National Survey of Technical Institute Education.

The October 27 dedication of the Bandon Harbor Lights Junior High School and new gymnasium was conducted, with Director W. D. Purvine as featured speaker.

In mid-November, Oregon Tech announced that it was dropping junior college status in athletics. It withdrew from the National Junior College Athletic Association. The announcement meant that athletes with junior or senior status could play. The gradual development of courses with an added

two year and added one- year beyond the basic two years and the general increase in the number of students taking double programs of two years each was the rationale for this action.

Also, in November, the OTI yearbook received a national award. It was the first-place certificate in the 23rd annual yearbook contest conducted by the Columbia Scholastic Press Association of the Columbia University, New York City. Out of 1,000 possible points, The OTI Owler scored 853 which was sufficient to receive first place. The Owler staff consisted of Conrad Hildebrand, Editor; Robert Terry, Cover; Irna Bleak, Assistant Editor; Spencer Etzel, Art Editor; Dave Molatore, Photography; and the advisors were Earl Bairey and Bill Finch of the Graphic Arts Department and Virginia Kempston, Dean of Women.

The State Board of Education meeting, December 10-11, approved naming the student union building at Oregon Technical Institute Semon Hall in honor of Mr. Henry "Hank" Semon.

A discussion of ECPD accreditation was also undertaken and the Board agreed that individual curricula be inspected as they reached the point where qualifications for accreditation were evident. This action was taken to clarify the fact that an earlier policy statement had been issued by the State Director of Vocational Education that the two ECPD accreditations earlier received were the last to be requested. Further, the Board considered the Northwest Association of Secondary and Higher Schools' possible accreditation and moved that this regional accreditation also be sought for Oregon Technical Institute. It was to turn out that the 1959 legislative action to transfer Oregon Tech to the Board of Higher Education effective July, 1960, would delay actual visitation for accreditation at the regional level until 1962.

A momentous decision was made concerning associate degree granting. The committee of the whole recommended to the State Board of Education and the Board approved the granting of an associate degree in applied science with a requirement of 15 credits in electives, these credits to be taken at the school in the Department of Allied Arts and Sciences.

The Board further specified that a minimum of 15 quarter hours include a course on American institutions.

The Board developed a statement of policy for inclusion in the Oregon Technical Institute procedure manual as follows:

Professional employees of the institute, both unclassified and classified may enroll in courses offered by the Institute and receive up to five units of credit per term. Courses taken by employees either for credit or audit must not conflict with the employees' work nor with policies of the institute. Requests to audit or enroll in a course for credit must be submitted to and approval received from the head of the department in which the employee works. Any employee taking courses under this provision must follow institute regulations as to filing enrollment applications, registration, payment of fees, etc. A special tuition rate of \$1.50 per credit hour is established for employees.

The Board next considered budget request policy, and a motion was made that the Oregon Tech administration be authorized to prepare a budget request for 1959-61 made up in three sections: 1) the basic budget, 2) a budget extension assuming no new buildings, and 3) a building program as outlined and placed in the basic budget. This motion was carried.

The Oregon Technical Institute Advisory Council had discussed the associate degree program in their March 10 meeting and agreed on requirements: 1) completion of a curriculum of six or more terms, 2) a minimum accumulative GPA of 2.0, 3) at least 15 elective credits in the School of

Allied Arts and Science. This was the basic degree requirement approved by the Board.

The Stevens and Thompson report of the engineering survey was distributed to Board members by Ralph Miner. The report covering over a hundred pages was authored by Mr. Gordon Trapp, registered architect, and Mr. T. R. Byl, registered professional engineer. The report was critical of most of the facilities and conditions on campus.

The Board's decision was to review the report at the March meeting, after members of the Board had an opportunity to read the material.

The Oregon State Labor Council came into the news with a press release by James Marr, Executive Secretary. This is quoted in full below from the article presented in The Oregon Statesman on January 19, 1958:

Labor Helm In Vocational Project Urged

PORTLAND, Jan. 18 (AP)--A union leader said today that purely vocational training should be handled by labor's apprentice programs rather than by state tax-supported institutions.

James Marr made the comment as he testified today before a legislative interim committee on education here. Marr is executive secretary of the Oregon Labor Council.

Marr said that Oregon Technical Institute at Klamath Falls is spending money on fields in which it shouldn't be teaching.

Another labor leader, however, told the committee that he feels Oregon Tech is doing a very fine job and filling a great need.

He was Jess Bell, vice president of the state labor council.

The committee's chairman, State Sen. Don Husband, a Eugene Republican, said he feels OTI is doing "a pretty good job."

The committee is studying, he said, whether a network of vocational schools should be established throughout the state.

The committee will hold its next meeting early next month in Salem to study community colleges.

The following day the legislative interim committee on education responded in part to the labor statement and this item is from The Capitol Journal January 20, 1958:

OTI Functions Seen Handled By New Units

PORTLAND (AP) -- The head of a legislative interim committee on education says the time may come when some present functions of Oregon Technical Institute are spread to a projected group of vocational schools throughout the state.

State Sen. Don Husband, Eugene Republican, said here Saturday that Oregon Tech does a fine job of teaching in technical fields.

Some day, however, he said, the present vocational departments at OTI may be handled by a network of new training centers which Oregon would establish throughout the state.

His remarks followed a comment by a union leader that vocational training should be handled through labor apprentice programs rather than by state institutions.

James Marr, executive secretary of the Oregon Labor Council, told the committee that OTI now is spending money on fields in which it should not teach.

Another labor leader, Jess Bell, said that he feels Oregon Tech is filling a great need.

Bell is a vice president of the state Labor Council.

Husband said that when the committee holds its next meeting at Salem in February it will consider the functions of community colleges.

At the March 26, 1958, meeting of the State Board of Education the Stevens and Thompson Report was made public. The report, in essence, said--replace the institution where it is or move it to a new campus. The conclusions and recommendations of the report are shown on the following page.

CONCLUSIONS AND RECOMMENDATIONS

1. Many buildings have major violations of fire safety standards which can affect public life and safety and it is recommended that immediate action be taken to close these buildings or activities to public usage until suitable corrections or replacements can be made.

Nickerson Hall is an oversize fire trap. The Theater can become a death trap if the practice of using padlocks and hasps on all exit doors continues.

The Auto paint shops, woodworking shop with second floor apartment, diesel pump and gear lab and parts of Cornett Hall all have very serious fire or explosion hazards. Walls, floors, and attics of practically all buildings contain an inflammable heat insulation material which in conjunction with inadequate wiring, welding activities and other deficiencies constitutes a real fire hazard.

Welding is being done at many areas without proper protection.

Some buildings such as the gymnasium, dormitories, and student housing units have exit doors without panic bars or with hardware in such condition that the exit door cannot even be opened. One case was found where an inward opening screen door completely blocked a required exit on a required exit on a student family housing unit.

There were several cases of careless paint storage and inadequate paint spray booths lacking explosion proof light fixtures or suitable exhaust for equipment.

Many buildings lack sufficient fire hose racks or hoses are too short to cover all areas.

The present building fire alarm systems are inadequate and should be immediately replaced and supplemented.

Many building exit lights are missing or are not according to code. Virtually, every building lacks sufficient fire-proof construction at exit corridors to comply with usual code standard. Necessary fire separation walls are missing in many areas.

2. Practically every building has a violation of either electrical, ventilation, building, housing or fire code standards, some of which are dangerous to public safety and should receive immediate attention regardless of decisions to continue, redevelop or replace the Institute.

3. Very few of the buildings are well suited to the use now intended.

4. Only a few of the buildings have a life expectancy of 20 years or more, and the present construction could be described as "Temporary".

5. With the exception of a few buildings, all structures are in need of extensive repairs to electric wiring, roofs, exposed woodwork, plumbing, doors, sash, floors, stairs, acoustics, lighting and interior finishes.

6. Building units are too small in size to manage and heat efficiently.

7. Buildings are not suitable [sic] located on the campus for related activities and are too far dispersed for convenient access.

8. Ventilation is inadequate at many buildings and four building areas have serious ventilation problems that require immediate attention.

9. Plumbing fixtures are over abundant, in need of repair and are wasting water and space.

10. Building heating is not adequate for newly divided areas and lacks proper zone control at many places.

11. Except for recent additions, lighting standards are generally poor in all areas.

12. Typing rooms, shop areas, laboratories and classrooms are all in need of acoustical treatment.

13. Dormitories and family housing lack proper sound isolation.

14. Student family housing apartments are substandard and do not have individual toilet facilities.

15. Virtually every building is wired with electric conducting loomwire, rather than wire in metal conduit as required for all school buildings by state code. This wire is not considered safe for public buildings, and must be replaced if buildings are to remain in use.

16. Some roofs are not strong enough for heavy snow loads and must be inspected periodically.

17. The floor at Nickerson Hall is not strong enough to safety [sic] support heavy car or truck loads in the Auto tune-up section and this loading must be discontinued immediately.

18. Because of the many fire hazards and deficiencies, the short life, lack of suitability, and the extensive repairs, required, very few buildings are recommended for reuse at the O.T.I. campus. The following section of this report indicates a proposed master plan for redevelopment utilizing these particular buildings at the present site.

19. It is recommended that a staff of trained fire investigators from the State Fire Marshall's office be sent at once to the O.T.I. campus with the authority to immediately stop the usage of any building or activity that is hazardous to human life and safety.

Immediate editorial comment appeared as a result of the Stevens and Thompson Report. The Eugene Register-Guard pointed out that if it cost \$6,000,000 to rebuild it on its present site and \$7,000,000 to move it and supply a new campus, then it ought to be moved to Portland or at least to the Willamette Valley.

The Board of Education meeting also considered tuition and fees establishing the tuition rate at \$65 per term for Oregon residents in all courses except the practical nursing curriculum which continued at \$10 per month on a 12-month basis. Second, there be a charge of \$30 per term of additional tuition for non-resident students. Third, that a \$5 per term building fee for all regular students be collected. Fourth, that a \$10 per term activities fee be collected. Fifth, that a \$10 general deposit be required. Sixth, that a \$15 housing deposit for both single and married students be required. Seventh, a student insurance program awarded to the United Pacific Insurance Company at a cost of \$2.60^{per student} be collected for the school year 1958-59.

In a discussion of the possible budget, the largest amount of time was spent on the possibility of new buildings. Superintendent Putnam pointed out that no provision had been made in any of the three budgets for the purchase of the site, to which Mr. Purvine replied that Klamath

County has assured the legislature that the site would be paid for by donations of local citizens. He stated further that any site would be prospected for hot water before it was selected.

Mrs. O'Neill, Chairman, announced a budget committee consisting of Mr. Brogoitti, Mr. Smith, Mr. Huggins, and Mr. Jones would work with OTI administrators in developing a budget for the 1959-61 session.

Following adjournment of the Board it was announced that the State Fire Marshall had covered the entire Oregon Tech campus and that his recommendations were being followed. In fact, most were already activated without interruption in classes.

Three OTI instructors died of asphyxiation on a fishing trip. They were George Harper, John Roman and Ray Perkey.

On March 28, an editorial in the Albany Democrat Herald was headlined, "OTI Shouldn't Die." It went on to say that such a state school is needed. The March 30 issue of the Oregon Journal carried an editorial headed, "The Expanding Role of the OTI" and stated, "It is our own view that OTI, despite repeated attacks, is serving a very useful purpose. It has proved itself; it meets a vital need." Then, the editorial went on to say that, in time, another such school would be needed in Portland, but we favor continuing it, now, at Klamath Falls.

On April 1, the Bend Bulletin carried an editorial headed, "Move Oretch." The gist of its views were that any one of the small Willamette Valley towns in the general area between McMinnaville and Eugene would make a far superior location. For the extra \$1,000,000, the state would be repaid many times over.

On the same date, an editorial in the East Oregonian of Pendleton was headed, "What To Do About OTI?" and quoted a Register-Guard article. It added that it felt there was a need for a technical institute in various Oregon locations such as one in Portland, one in the Willamette Valley, and one in Eastern Oregon.

As a result of these comments, the Klamath County Chamber of Commerce Education Committee authorized Mrs. Josephine Kittredge, chairman of the committee, to issue a formal invitation to all Oregon editors to visit OTI personally.

Secretary of State Mark Hatfield, as candidate for Governor, outlined a five-point stand in favor of OTI at Klamath Falls. He stated, first, he favored technical education; second, that he recognized OTI as a leader in this field; third, that he felt Klamath Falls has done an outstanding job in supporting and aiding the development of the institute; fourth, he felt that OTI should remain in Klamath Falls for the best interests of technology and the State of Oregon; and fifth, that the position of OTI in the state educational system should be re-evaluated. He said in re-defining its status, perhaps it should become an institute in the State System of Higher Education.

Oregon Tech's electronics personnel had applied to the Institute of Radio Engineers to secure a student chapter. This request was granted on April 14, 1958. At about this same date, Governor Robert D. Holmes addressed the Symbiot banquet. He placed himself squarely behind continuance of OTI as an educational institution and also stated that Klamath Falls merited the retention of OTI.

As the Flescher Survey activity continued, Dean A. Ray Sims, College of Technology, University of Houston, was named as Technical Institute Consultant.

On April 24, 1958, the Valley News, Beaverton, and on April 17, 1958, the Forest Grove News Times used the same editorial. The heading was, "OTI, One Part of Vocational Training." "OTI has demonstrated that it can train mechanics, craftsmen, and technicians" --- "The coming legislature will have to determine its policy in regard to the future of the Klamath Falls institution." --- "OTI has a right to first consideration."

On May 1, 1958, the Stayton Mail editorialized that the attack on OTI was unwarranted and made reference to the statement that apprenticeship should be the only avenue for such training made by a labor representative.

The result of these editorial interests and comments surfaced in The Oregonian sending Wilma Morrison and John Guernsey to the campus to produce special feature articles. These were well illustrated and turned out to be friendly in tenor.

On June 12, the State Board of Education received estimates on replacing OTI from Gordon Trapp, architect of Stevens and Thompsons Engineers, Portland:

5. PROPOSED BUILDING CONSTRUCTION REQUEST FOR 1959-1969
(Exhibit VI - Oregon Technical Institute)

Mr. Purvine introduced Mr. Gordon Trapp of the architectural firm of Stevens and Thompson. Mr. Trapp distributed to Board members copies of proposed building construction plans for Oregon Technical Institute. This included plans for redevelopment of the present campus and for replacement of the campus on a new site. Such plans were explained in detail.

Mr. Huggins asked why the cost per square foot was so high, using the proposed figures as indicated in Mr. Trapp's report.

Mr. Trapp stated that this came about because the cost of construction in Klamath Falls is approximately 12% higher than in the Willamette valley [sic] because of the locality and availability of materials and the difficulty

in presenting an estimate when there is lack of knowledge of site location. He stated further that the estimate also allowed for some price increases.

Mr. Purvine stated that he had been asked by the Director of the Department of Finance to present a preliminary estimate of a proposed ten-year capital construction program for Oregon Technical Institute to assist the Finance Department in planning ahead for the necessary funds for this purpose. Oregon Technical Institute would not be held to these figures but the Finance Department did need some indication of the amount of money which might be involved.

The estimate for building construction for 1959-1969 as prepared for the Department of Finance follows:

<u>Biennium</u>	<u>Name of Project</u>	<u>Est. Sq. Ftg.</u>	<u>Est. Cost</u>
1959-61	Administration Building	49,900	
	Science Building	30,000	
	Allied Arts Building	30,000	\$4,349,500
	Family Housing Units	14,300	(50% total cost)
1961-63	Rehabilitation of Gymnasium		
	Heating Plant and Barn		
	Fire Station	9,320	
	Shop and Lab Building	105,820	3,127,100
1963-65	Engineering Associates Wing	40,000	960,000
	Aircraft Wing	20,000	400,000
1965-67	Science Associates Building	30,000	845,000
1967-69	Rehabilitation of Swimming		
	Pool and Gymnasium facilities for Women		325,000

This material was supplied for the information of the Board. No action was required as the Department of Finance expects a definite estimate to be made at the time the 1959-61 biennial budget request is presented. Since the biennial budget will be affected by the Flescher Report, Oregon Technical Institute has obtained permission from the Department of Finance to submit its budget request the first part of October.

The Board also discussed the continuation of the teacher certification proposal, and the minutes read as follows:

7. TEACHER CERTIFICATION PROPOSAL FOR 1958-1959

In June, 1957, the State Board of Education voted to allow Oregon Technical Institute a one-year trial period in which

no certification of teachers would be required. During this period all hirings and terminations were reported to the Board for their consideration. Oregon Technical Institute administration is requesting a one-year extension of this policy.

Mrs. O'Neill moved the committee of the whole recommend the State Board of Education approve a one-year extension of the authorization to employ instructors at Oregon Technical Institute without certification. The motion was seconded by Mr. Smith and carried

The Board also approved an unclassified salary schedule and this of sufficient historic interest that it is reproduced as follows:

Unclassified Salary Schedule 1958-59

(Approved by State Board of Education June 12, 1958)

Group	Title	Months Worked	STEPS						
			1	2	3	4	5	6	7
I	Instructor	10	\$ 360 4,320	\$ 380 4,560	\$ 400 4,800	\$ 420 5,040	\$ 440 5,280	\$ 460 5,520	\$ 480 5,760
	Instructor	12	\$ 395 4,740	\$ 415 4,980	\$ 435 5,220	\$ 455 5,460	\$ 475 5,700	\$ 495 5,940	\$ 515 6,180
II	Senior Instructor	10	\$ 400 4,800	\$ 420 5,040	\$ 440 5,280	\$ 460 5,520	\$ 480 5,760	\$ 500 6,000	\$ 520 6,240
	Senior Instructor	12	\$ 440 5,280	\$ 460 5,520	\$ 480 5,760	\$ 500 6,000	\$ 525 6,300	\$ 550 6,600	\$ 575 6,900
III	Associate Master Instructor	10	\$ 420 5,040	\$ 440 5,280	\$ 460 5,520	\$ 480 5,760	\$ 500 6,000	\$ 525 6,300	\$ 550 6,600
	Associate Master Instructor	12	\$ 500 6,000	\$ 525 6,300	\$ 550 6,600	\$ 575 6,900	\$ 600 7,200	\$ 625 7,500	\$ 650 7,800
IV	Master Instructor	10	\$ 460 5,520	\$ 480 5,760	\$ 500 6,000	\$ 525 6,300	\$ 550 6,600	\$ 575 6,900	\$ 600 7,200
	(Master Instructor)	12	\$ 525	\$ 550	\$ 575	\$ 600	\$ 625	\$ 655	\$ 685
	(Special Master Instructor)	10	6,300	6,600	6,900	7,200	7,500	7,860	8,220
V	School Supervisor	12	\$ 550 6,600	\$ 575 6,900	\$ 600 7,200	\$ 625 7,500	\$ 655 7,860	\$ 685 8,220	\$ 715 8,580
VI	Dean	12	\$ 655 7,860	\$ 685 8,220	\$ 715 8,580	\$ 745 8,940	\$ 775 9,300	\$ 810 9,720	\$ 845 10,140

On the following day, John Hobson, Dean of Men, resigned for the purpose of entering the insurance business in Salem. At the same time it was announced that Virginia Kempston had resigned to become Dean of Women at Oregon College of Education where she would serve with President Roy E. Lieuallen.

The Oregonian, on July 27, 1958, published a story forecasting what the interim committee on education report would cover. It anticipated the OTI shift, then under study, expecting it to be moved to another site in Klamath Falls, either within the city limits or adjacent to it so that municipal utilities and services would be available. It was also conjectured that OTI administration would be moved from the State Board of Education to the State Board of Higher Education. There seemed to be no feeling in the committee that OTI should become a regional community college, but rather would be strictly technical training and limited to less than baccalaureate degrees. It was stated that the final draft of this committee's report would come soon.

In August, Jack Brookins who came to OTI in 1956 as the supervisor of the School of Technical Associates, was appointed to the position of Dean of Instruction. Shortly thereafter, C. C. "Jack" Gruell returned from an exchange as principal of the Hawaii Technical School at Hilo, Hawaii, where he had spent a year in exchange with J. M. Pitman who had spent the year of 1957-58 on the campus at OTI in the position of Supervisor of Industrial Associates.

The Attorney General's office provided a ruling on September 4, 1958, that Oregon Tech was open to all students under the law. It was stated that OTI must admit any student who can meet admission requirements. The opinion had been requested by OTI as it had 1,193 applications, but an

earlier legislative committee recommendation advising to holding to 1,000 students in the last legislature was on hand. It had implications for all post-high school institutions. However, the legal case is quoted in the Opinion for all colleges and universities.

In an editorial in the Capitol Journal on September 5, the Chancellor of the State System of Higher Education, Dr. John R. Richards, was quoted as saying that the State Board of Higher Education institutions are able to regulate admissions, as the System has different laws than those governing OTI.

A joint meeting of the State Board of Education and the State Board of Higher Education was reported on September 5, 1958, by the Portland Oregonian. The purpose was the discussing of the proposed shift of OTI to the higher education board. There appeared to be no enthusiasm either way. The State Board of Education was awaiting the report of Dr. W. R. Flescher, who was head of the \$55,000 survey of vocational and technical education in the state. *Francis Smith said he felt the institution should move to the State System of Higher Education. S. E. Brogoitti voiced the opinion that he sees no particular reason to change. As it turned out, then, members of both boards were reluctant to be committed to a formal position as a report to the Executive Department and to the legislature.*

Legislative Interim Committee actions were reported to the State Board of Education by Director Purvine as follows:

Exhibit "A"

Recommendations on Oregon Technical Institute include the following from minutes of the July 11 and 12, 1958 meeting:

A. "Senator Cook remarked that as the state grows there will be other technical schools. He thought with that

in mind, it would now be perfectly proper to leave O.T.I. in the Klamath Falls area. He stated too, he thought as time went on there would be this same type of school in Eugene and Portland.

"Representative Field moved that this committee recommend that Oregon Technical Institute be relocated to a site provided by the local area which site shall be located either within the city limits of Klamath Falls or adjacent thereto so that necessary municipal services are more readily available. The site to be acceptable to the State of Oregon or the agency having jurisdiction over the school. Motion was seconded by Senator Cook. Roll call vote was responded to with all members voting "YES". Duncan and Stadler were absent."

B. "Senator Cook moved and Leo Marlantes seconded the motion that Oregon Technical Institute be placed under the State Board of Higher Education for administration. Motion carried."

C. "Leo Marlantes moved and Senator Cook seconded that the degree at Oregon Technical Institute be limited to less than a baccalaureate level and that emphasis of the school be strictly technical training. Motion carried."

III. Planning consistent with national trends. O.T.I. has and is progressing with the following:

A. Technical Institute curricula are tending to be broader, more basic and less specific.

B. Mathematics and science requirements have increased during last few years and the trend seems likely to continue.

C. Increasing emphasis will develop for technical training in physics, chemistry, and nuclear areas. Good placement will become better as trends continue.

D. Technical Institute type of education is inheriting an ever increasing area of applied theory due to the trend in professional education toward higher scientific principle with concomitant replacement of application instruction.

E. Resultant trend in the institutes is to upgrade:

1. Level of instruction to more technological phases.
2. Level of faculty consistent with the changing levels of instruction.
3. Equipment and facilities to support the more difficult technologies.

F. An atmosphere of curricular change pervades the technical institute field as a result of current scientific, industrial and defense developments.

On September 7, the State Board of Education, in regular meeting, approved the sum of \$5,600,700 for new OTI structures. The building program was forecast as being on a new site. This forecast included an engineering and science building, an allied arts and medical associates building, an architects and engineering shops building, an administration building, a dormitory-cafeteria building, and family housing units. Appendix B, "Report on Reports," supplies details and a ten-year building program proposal.

A proposed budget for 1959-61 containing a total of \$3,995,930, with general fund appropriation estimated at \$3,561,110, was approved by the State Board of Education.

On September 13, the Flescher Report was made to the Board of Education. The recommendation was that Oregon Tech go to the State Board of Higher Education and be situated under OSC, the OTI technical institute portion placed as a school of OSC and give an associate degree, and that OTI would be regularly under State System of Higher Education finance. If a second technical school would be needed in the future, it would be placed in Portland as a part of Portland State College. Also recommended was a transfer of the OTI health-related curricula to the medical school of the University of Oregon in Portland, and other courses for non-technicians were recommended to be placed in seven education centers for the state. The seven education centers would be charged with the responsibility of: 1) carrying out occupational instruction not considered semi-professional or professional, 2) carrying out extension and upgrading training, 3) carrying out junior college or lower-division college general instruction, 4) carrying out all these activities under a specialized nine-member elected board.

Flescher further stated that he did not recommend the major changes at OTI unless the seven school educational centers be established. For further detail on the Flescher Report, see Appendix C to this history of Oregon Tech.

On September 18, 1958, the Herald and News carried a news article with a heading, "Recommendation to Move Scalded by School's Chief." It went on to say the Flescher Report was discussed (to the Klamath Falls Chamber of Commerce) which recommended that OTI be carved up and hauled away. W. D. Purvine is quoted as saying, "The most revolutionary thing thrown out to us in the field of education since the year '11." "It was," he said, "carefully put together, slick, way past being clever." Seven super school districts to be established instead of one OTI. The report of the interim committee is speculated as recommending to rebuild OTI at Klamath Falls. This based upon the study carried out by the engineering firm for the State Department of Finance and Administration to rebuild the institution either on the old campus at the Marine recuperational barracks or a new one to be selected.

Shortly thereafter, U. S. Representative Al Ullman was quoted in the Herald and News with the headline, "Ullman Raps OTI Switch." Representative Ullman was quoted as saying, "OTI is rendering a unique and valuable service not only to Oregonians, but the nation." He went on to say, "Graduates are becoming increasingly in demand throughout the country. Any attempt to absorb this institution into a larger college or university would be contrary both to sound educational practices and every principle of fairness and justice."

Governor Robert Holmes entered the fray on October 3, saying, "Keep OTI in Klamath Falls." He stated he could not see how anyone "could elect to take Oregon Tech out of the community which had made its growth possible."

In speaking to the Klamath Falls Soroptimist Club, Director Purvine, on October 17, is quoted as saying, "It would seem reasonable to expect the next session of the Oregon State Legislature to go along pretty well with recommendations of the Legislative Interim Committee which has made a study of OTI."

On October 28, the State Board of Higher Education met and the Herald and News reported the meeting under headline, "Board Eyes OTI Future." Of the State Board of Higher Education it said, "They say this, a college-level technical institute, separate from vocational schooling, is probably desirable in Oregon. The Board of Higher Education is not in a position to discuss vocational education; it believes that OTI should remain under the authority of the Board of Education which now handles OTI."

The State Board of Education meeting on October 29, 1958, produced this headline in the Oregonian. "State Board Opposes OTI Move to Corvallis." The State Board of Education was unanimous against transfer of phases to Oregon State College. Members of the State Board of Education endorsed the State Board of Higher Education's stand. "Last month the Board approved building request for 1959-61 on a \$10,000,000 program. It decided not to rescind the action." The opinion was expressed that OTI should be continued at Klamath Falls and expanded. Appendix D displays the OTI Faculty Report Summary considered by the Board on October 29.

The Board of Education then considered regional accreditation as shown by this quote from the minutes:

5. NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

Superintendent Putnam reported he had received a letter dealing with the visitation of the committee to evaluate Oregon Technical Institute in connection with possible accreditation by the Northwest Association of Secondary and Higher Schools.

Mr. Purvine also quoted from a letter received from Mr. William P. Miller, chairman of the committee for visitation of specialized schools, as follows:

' . . . I feel that the whole question of whether or not the Higher Commission should visit Oregon Technical Institute should be based upon the judgment of you people in Oregon who understand the situation. Certainly no visits should be made without the approval of the State Department of Public Instruction, including the State Board of Education. If you feel that a visit would interfere with the organization problems now being considered concerning this institution, I feel that the appropriate person in your state, and probably this would be your state superintendent, should so indicate to the Northwest Association before any visits are planned.

This is the reason why I suggested at the executive committee meeting that the Northwest Association should be guided by the feelings of the appropriate bodies in Oregon who are responsible for this institution and its relationship to other institutions within the state. It is my personal suggestion that your state superintendent indicate your wishes to the officers of the Northwest Association before any action is taken concerning Oregon Technical Institute.'

Mr. Purvine asked that the Board authorize the executive officer to assure the proper officials of the Northwest Association that they will not interfere and invite them to visit Oregon Technical Institute for evaluation or otherwise, and that the State Board of Education specifically authorize the undertaking of the accreditation program and that Oregon Technical Institute will have the authority to proceed as necessary in the preparation of the self-evaluation publication and associated activities.

Mr. Purvine stated the evaluation will require much time and effort on the part of the Oregon Technical Institute faculty but that a substantial part of the work had already been done in their catalog preparation.

Mr. Smith moved the State Board of Education authorize the State Superintendent of Public Instruction to consider and approve plans submitted by the Institute Director for attaining accreditation through the Northwest Association of Secondary and Higher Schools and that the State Board of Education approve the undertaking of the accreditation program. The motion was seconded by Mrs. Hamilton and carried.

Mr. Purvine explained that this does not mean Oregon Technical Institute will be getting accreditation as a college, but that they will be getting accreditation like a college. There will be no free interchange of credits except with other technical institutes, both in and out of state.

The Board also took action to state their appreciation for the cooperation of the State Board of Higher Education and officials of the State System as follows:

7. RESOLUTION OF APPRECIATION

At the October 29, 1958 special meeting of the State Board of Education the Director of Oregon Technical Institute was asked to draw up a statement of appreciation to the State Board of Higher Education and present it for Board approval at the December meeting.

Mr. Smith moved the following resolution be adopted by the State Board of Education:

'WHEREAS the State Board of Education has valued the assistance given its representatives from Oregon Technical Institute by members of the State System of Higher Education on many occasions, and

'WHEREAS the assistance has been and is in the best interest for the State of Oregon;

'NOW, THEREFORE, BE IT RESOLVED, That the State Board of Education assembled in regular session on December 9, 1958, does hereby express its appreciation to the State Board of Higher Education for the many services willingly given.'

The motion was seconded by Mrs. Caldwell and carried.

Governor-elect Mark Hatfield issued a statement December 19, 1958, in which he agreed with Governor Holmes on the proposed OTI budget. He stated that he expected to recommend some planning funds for OTI leading toward new facilities. And in his January 13, 1959, inaugural address, Governor Hatfield told the legislature that it was his recommendation for OTI to remain in Klamath Falls and he also stated that he was going to recommend that it be transferred to the jurisdiction of the State Board of Higher Education.

On February 3, 1959, the House and Senate committee studying post-secondary school proposals introduced a bill in the Senate on transfer of OTI to the State Board of Higher Education. This was SB 163 and, upon passage, became Chapter 566, Oregon Laws of 1959.

The article appearing in the Herald and News on February 10, 1959, was headed, "Mark Affirms OTI Retention," and follows:

Governor Mark Hatfield today reaffirmed his belief that Oregon Tech should be retained in the Klamath Falls vicinity.

Yesterday, in his budget message to the Legislature, Hatfield was quoted as asking for a \$150,000 appropriation for planning the relocation of OTI.

He also recommended transfer of Oregon Tech control from the Board of Education to the Board of Higher Education.

Some misunderstanding arose following his message, and it was questioned locally whether or not he had changed his viewpoint on retention of OTI in the Klamath Falls area.

Contacted by telephone at Salem this morning, the governor stated, "I have said time and again that I felt that Oregon Tech was serving not only a definite education but an economic need as well in the Klamath Falls area and it should be kept where it is."

Referring to his inaugural message, Governor Hatfield said, "I have not changed one step from my views on OTI expressed in my inaugural as well as campaign speeches."

In his inaugural address, Governor Hatfield said, in reference to OTI, "I also favor transferring the authority for Oregon Technical Institute to the state system of higher education from which it receives many policy guides at the present time. It should remain in Klamath Falls, but we should begin planning now for a similar 13th and 14th grade technical institution in Multnomah County."

"I'm amazed that anyone has even thought that I have changed my stand on OTI," the governor exclaimed. "Please convey my view to the people of the Klamath Falls area," he concluded.

The State Advisory Council passed a resolution on February 16 to record its reactions to pending proposals:

During the course of the meeting, the Advisory Council passed the following statement:

'The Oregon Technical Institute Advisory Council has deemed it a great pleasure to work with the State Board of Education for a number of years in connection with the operation of OTI. The State Board has done an excellent job of administering and supervising OTI and its educational programs. It has come to our attention that there is now pending in the legislature a proposal to transfer the jurisdiction of this school to the State Board of Higher Education. This Advisory Council will be happy to cooperate with either board and it is our hope that the administering board will have sufficiently broad powers to operate OTI as a separate and distinct department for the purpose of providing technical education.'

The council members attending the meeting were Mrs. A. H. Powers, Coos Bay; Mrs. Leigh Gustison, Medford; Mr. Jess A. Bell, Portland, chairman; Mr. William G. Ross, Vale; Mr. Allen Leake, Helix; Mr. A. S. Teller, Portland, and Mr. Edward Branchfield, Medford.

The State Board of Education meeting March 11, 1959, passed a resolution which follows:

WHEREAS the State Board of Education has, by prior action, approved in principle of area education centers or districts which would embrace vocational, junior college, and adult education programs on a post-high school level, and desires to reiterate its approval of such area education centers or districts hereinafter referred to as regional schools; and

WHEREAS it is the considered opinion of this Board that:

1. Provision for establishment of 15 or 16 regional schools as proposed in Senate Bill No. 260 is not feasible in view of the financial resources of the state of Oregon, and provision for a lesser number of such schools as recommended in the Flesher Report appears to be more realistic.
2. Criteria and standards should be developed to expedite the establishment of regional schools that the programs of instruction offered therein may be practical in content and superior in quality.
3. A need exists in Oregon for expanded vocational, junior college, and adult education programs on a regional basis, such need not being inconsistent with but supplementary to a demonstrated need for a top-flight technical institute.

NOW THEREFORE BE IT RESOLVED, that the foregoing statements constitute the current thinking and policy of the State Board of Education relative to regional schools and the same is respectfully submitted to members of the 50th Legislative Assembly and to the Executive Department for their consideration in the deliberations on proposed legislation affecting post-high school education in the State of Oregon.

On February 21, the annual Ways and Means Committee delegation visited OTI with State Senator Jean Lewis, Chairman of the Education Subcommittee, in charge.

On April 9, SB 163 was introduced and follows:

Chapter 566 - An Act

Relating to Oregon Technical Institute; creating new provisions; amending ORS 240.205, 292.039 and 351.765; repealing ORS 344.310, 344.314, 344.316, 344.318, 344.322, 344.324, 344.326, 344.328, 344.330, 344.350, 344.345, 344.350, 344.360, 344.370, 344.375, 344.380, 344.390, 344.400 and 344.410; and providing an effective date.

Be It Enacted by the People of the State of Oregon:

Section 1. (1) The responsibility for the maintenance, operation and control of Oregon Technical Institute hereby is transferred from the State Board of Education to the State Board of Higher Education.

(2) Oregon Technical Institute is established as a separate and distinct department in the higher educational system to be under the jurisdiction, management and control of the board of higher education for the primary purpose of training technicians.

(3) *Except as otherwise provided by this Act, the board of higher education in the management and operation of Oregon Technical Institute shall have all the general powers and duties, so far as applicable or necessary, that are granted to or imposed upon the board of higher education in the management and operation of the institutions under its control. The board of higher education shall have such additional powers as are necessary or convenient to carry out the objects and purposes of this section.*

Section 2. (1) All funds and accounts belonging to Oregon Technical Institute hereby are abolished.

(2) The balance remaining in the Oregon Technical Institute Revolving Fund, the Oregon Technical Institute Warehouse Revolving Fund, the Oregon Technical Institute special checking account, the Oregon Technical Institute Building Fund, gifts to the Oregon Technical Institute and any Oregon Technical Institute fund not composed of state funds shall be transferred to the State Board of Higher Education where it shall continue to be used for the purposes originally intended. The State Board of Higher Education may pay out of these transferred funds any amounts which were obligated at the time the fund was abolished.

(3) Any available unexpended moneys provided by an appropriation from the General Fund of the state to the State Board of Education for Oregon Technical Institute purposes prior to the effective date of this Act shall be transferred

to the State Board of Higher Education on the effective date of this Act. The State Board of Higher Education shall have authority to pay out of the funds referred to in this subsection any funds obligated prior to the transfer of the funds under this subsection

Section 3. (1) If within five years after the effective date of this Act, the city of Klamath Falls, Oregon, or any other donor, agrees to furnish a site for Oregon Technical Institute that is:

(a) Located within or near the city limits of Klamath Falls,

(b) Located where services and utilities necessary to the operation of an institution of higher learning are available, and

(c) Approved by the State Board of Higher Education, Oregon Technical Institute shall be moved from its present site and relocated upon the site furnished.

(2) Title to the property furnished as a site for the school shall be transferred to the State of Oregon, and the title to the property shall remain in the State of Oregon as long as the property is used for a state school. . .

Section 9. This Act takes effect on July 1, 1960.

Approved by the Governor May 25, 1959.

Filed in the office of the Secretary of State May 26, 1959.

This was the session in which budgets were made and remade and remade again. As various tentative proposals were submitted, the Joint Ways and Means Subcommittee on Education would give instructions for the development of another budget. Finally the guidelines were drawn, and an 800 student average budget was prepared from the explicit instructions of the Ways and Means Subcommittee on Education. This called for a total budget of \$2,756,421 as shown in the following table:

Table 8.

Oregon Technical Institute

Summary of Expenditures by Program

	1957-59 ESTIMATED	1959-61 REQUEST	1959-61 800 STUDENT AVERAGE	INCREASE OVER 1957-59
Administration	85,626	141,970	87,145	1,519
Library	25,817	83,110	41,604	15,787
Institutional Services	253,358	369,153	270,224	16,866
Instructional Services	132,590	181,163	135,916	3,326
Instruction	1,367,537	2,364,612	1,543,943	176,406
Physical Plant	626,175	780,922	637,589	11,414
Capital Outlay	89,931	65,000	30,000	(59,931)
Director's Reserve	23,398	10,000	10,000	(13,398)
Special Payments	48,000	----	----	(48,000)
Totals	2,652,432	3,995,930	2,756,421*	103,989

*General Fund \$2,412,836

Summary of Expenditures by Category

	1957-59 ESTIMATED	1959-61 REQUEST	1959-61 800 STUDENT AVERAGE	INCREASE OVER 1957-59
Personal Services	1,791,781	2,700,443	1,956,457	164,676
Materials and Services	524,754	645,350	531,787	7,033
Capital Outlay	264,499	640,137	258,177	(6,322)
Director's Reserve	23,398	10,000	10,000	(13,398)
Special Payments	48,000	----	----	(48,000)
Totals	2,652,432	3,995,930	2,756,421	103,989

On April 24, 1959, the Senate passed the OTI measure, transferring the institution to the State Board of Higher Education effective July 1, 1960. The vote was unanimous.

On April 27, 1959, the House passed the \$150,000 appropriation for planning, testing, and developing approval of the new campus for OTI. On May 17, 1959, Governor Hatfield signed HB 1002 for \$150,000 planning at Oregon Tech.

The State Board of Education met in a special meeting on May 18, 1959, and received a summary of legislation that had been passed relative to Oregon Technical Institute, as shown by these minutes:

1. SUMMARY OF 1959 LEGISLATION RELATIVE TO OREGON TECHNICAL INSTITUTE

Mr. Purvine gave a summary of 1959 legislation relative to OTI which included the following bills:

- a. Senate Bill 511, dealing with the granting of easements, passed both houses unanimously.
- b. Senate Bill 520, dealing with the leasing of real property, passed both houses unanimously. This bill has been approved and accepted by the U.S. Office of Education.
- c. Senate Bill 133, which provides for state scholarships, passed both houses.
- d. House Bill 1001, which relates to the financial administration of the Department of Education, passed both houses unanimously. Section 8 of this Act relates to Oregon Technical Institute and includes an appropriation of \$2,412,836 for the biennium beginning July 1, 1959, reducing enrollment to an average of 850 students, maintaining present tuition fees, and provisions for changes in the present curriculum.
- e. House Bill 1002 provides an appropriation of \$150,000 to the State Board of Higher Education for the rebuilding of OTI. This bill passed both houses.
- f. Senate Bill 163 transfers the control of OTI from the State Board of Education to the State Board of Higher Education on July 1, 1960 and provides that OTI shall be moved to a site in or near the city limits of Klamath Falls. This bill passed both houses unanimously.
- g. Senate Bill 524, dealing with salaries, passed both houses. Mr. Purvine reported there was no change made in the salary of the Director of Oregon Technical Institute.

It was reported to the Board that a meeting was held with Chancellor Richards and others on May 13 to discuss plans and implications for the transition of Oregon Tech from the State Board of Education to the State Board of Higher Education. The minutes are as follows:

3. REPORT ON MEETING WITH CHANCELLOR RICHARDS

Mr. Purvine reported a meeting was held on May 13 with Superintendent Putnam, Chancellor Richards, Mr. Hunderup, Mr. Ralph Miner, Mr. Douglass, and Mr. Purvine. The discussion centered around the present policies and future plans for OTI and the need for cooperation between the State Board of Education and the State Board of Higher Education. Superintendent Putnam and Mr. Purvine indicated their desire to cooperate and give any assistance they could. The Higher Education officials suggested general exchange of information and advice on any items coming up during this fiscal year that would have implications in 1960-61.

This was for the information of the State Board of Education and required no action.

Mr. Brogoitti said he thought it would be well if a letter would go out from the Board of Education to the Board of Higher Education pledging its continued cooperation with the Board of Higher Education and the Chancellor during this transition period. He suggested the letter be signed by the Chairman of the Board and that copies be sent to the Chancellor and each of the members of the State Board of Higher Education.

Superintendent Putnam said he thought that would be a fine idea.

On June 10, W. B. Smullen, President of California-Oregon Broadcasting Company, Inc., was speaker at the OTI commencement. Mr. Smullen was chosen because of his long-time assistance to the institution. Jack E. Brookins, Dean of Instruction at OTI, secured appointment as president of Lainey campus of the Oakland (Peralta) Junior College System of California.

Following the provision of legislation that the community should provide the campus for the new location of Oregon Tech, a fund campaign organization was developed by the Klamath County Chamber of Commerce. The first contribution was received from Charles Riley, a check for \$500 given to J. Vern Owens, Site Fund Chairman. The drive was headed by Owens, and major contribution co-chairmen were Estin "Mike" Balsiger and Vern Moore. The faculty and students at Oregon Tech raised and presented to the OTI New Site Fund, the sum of \$1,275. Within days, First Federal Saving and Loan made a contribution of \$1,000 to the Site Fund.

At this time, all was busy at the Institute as it prepared for the World Championship College Rodeo to be held in Klamath Falls on July 3, 4, 5. There were representatives here scheduled from 56 colleges in 16 states, with Oregon Tech serving as sponsor and the community of Klamath Falls loyally supporting the effort.

Part Three--THE LATE TECHNICAL INSTITUTE
Chapter IX, 1959-61

The State Board of Higher Education meeting at Ashland on July 28, 1959, was invited by Director Purvine to see a possible new site for the campus of OTI. A news article stated, "He gave a brief history of the institute and described the new site as an excellent one from four stand-points: close access to the city; more than 100 acres and less than 125; underground hot water flow for heating purposes, and proper slopes and exposures for the melting of snow and frost early in the day."

On July 29, after the Ashland meeting, the following State Board of Higher Education members toured prospective OTI sites: Henry Cabell, Portland, president; J. W. Forrester, Jr., Pendleton; Allen Hart, Portland; Dr. Ralph Purvine, Salem, Klamath Falls supporter; Vern Owens, and others were present.

The Site Fund Committee, headed by J. Vern Owens, Vern Moore, and Mike Balsiger came up with firm recommendation for a site north of the city. This property, owned by the O'Connor ranching interests, offered the possibility of a smooth slope for building the campus.

At the joint meeting of the State Board of Education and the State Board of Higher Education on September 17, 1959, Chancellor Richards took the occasion to avoid any possible feelings of concern on the Oregon Tech campus. He stated that the faculty at OTI needn't worry about losing their jobs as the State Board of Higher Education took over on July 1, 1960.

Because of the activities of the Site Fund Committee, Director Purvine requested an opinion of Attorney General Robert Y. Thornton concerning the tax-deductible status of contributions to this fund. The Attorney General's opinion was that contributions met all requirements to be tax deductible.

The Oregon Tech curriculum report to the State Board of Higher Education Committee on Curriculum was dated October 18, 1959. There had been a study initiated by Dr. John Richards, Chancellor, of various facets of the Oregon Tech curriculum. This proposal and assignment to Dr. Francis Nickerson was made in May of 1959 so that adequate lead time for a report could be possible. This report on October 26 was basic to the catalog, and Dr. Richards requested the report through State Superintendent Putnam.

It was also reported to the Board of Higher Education that architects were being interviewed for possible assignment to the planning of the new Oregon Tech campus.

The State Board of Education met December 1-2 and interested itself, among other things, in the necessary action leading to transfer of Oregon Tech to the State Board of Higher Education:

4. REPORT ON TRANSITION ACTIVITIES

Full cooperation with Oregon State System of Higher Education personnel is being maintained as indicated by the State Board of Education last spring. In cooperation with the Comptroller's office, the Director of Oregon Technical Institute has interviewed several architects preparatory to selection of an architectural firm for new campus planning. Discussions with different officials in the State System covered such matters as equipment purchasing, transfer of the payroll from the Department of Finance to the State System, preparation of catalog material, development of a committee for standardization of terminology, coordination of publication, budgetary aims and establishing a system of tenure for faculty members. These discussions have been preliminary without reaching decisions with the exception of the payroll transfer mentioned under agenda item 5.

One of the necessary preliminaries in transition has been that of reporting curriculum evolution to the present and plans for curricular offerings in 1960-61. This report was made at the request of Dr. John R. Richards addressed to Dr. Rex Putnam. Copy of the report summary is attached as Exhibit "A". An interesting and

searching discussion followed the presenting of this report with all members of the State Board of Higher Education participating. On the second day of the meeting the report of the Curriculum Committee was presented to the Board meeting with the recommendation that the report be accepted with the understanding that all curricular detail would be presented at the January meeting.

No action necessary.

5. PAYROLL TRANSFER FROM DEPARTMENT OF FINANCE AND ADMINISTRATION TO STATE SYSTEM OF HIGHER EDUCATION

Staff members of the Oregon State System of Higher Education Comptroller's office at Corvallis suggested that machine accounting for payrolls would produce an awkward situation at July 1, 1960. This work which is now being done for O.T.I. in the Department of Finance and Administration Services Division is based on an individual control card for each employee. Since most deductions from employees' compensation are on a calendar year basis, a transfer on July 1 would mean much duplication of effort and some expense. It has been proposed that the Comptroller's office commence O.T.I. payroll processing with earnings of January 1, 1960. Thus each individual card for O.T.I. employees could be carried through the year without a new summary card being required at July 1, 1960 and without increase of cost to the Oregon Tech budget. Under this proposal, the Oregon Tech budget would reimburse the Comptroller's office for the cost of payroll handling until July 1, 1960 in a manner similar to that now in operation with the Department of Finance and Administration Services Division. Verbal understandings have been reached but official approvals will be necessary to implement this proposal.

RECOMMENDATION: The Director of Oregon Technical Institute recommends that the State Board of Education approve transfer of payroll accounting and warrant issue from the State Department of Finance and Administration Services Division to the Office of the Comptroller of the Oregon State System of Higher Education by approval of the following resolution:

WHEREAS, Oregon Laws 1959, Chapter 566, transfers the responsibility for the maintenance, operation, and control of the Oregon Technical Institute to the State Board of Higher Education effective July 1, 1960, and

WHEREAS, the integration of the fiscal procedures with the State Board of Higher Education would be

simplified on July 1, 1960, if payroll accounting could be transferred at the beginning of a calendar year, now, therefore,

BE IT RESOLVED BY THE OREGON STATE BOARD OF EDUCATION that Oregon Technical Institute Director, W. D. Purvine, be authorized to effect the necessary arrangement to transfer Oregon Technical Institute payroll accounting to the Oregon State Board of Higher Education as of January 1, 1960; and

BE IT FURTHER RESOLVED that John L. Watson, Disbursing Officer of the Oregon State Board of Higher Education, be authorized to issue and sign payroll checks for all Oregon Technical Institute personnel effective with payroll earnings beginning January 1, 1960.

December 8, the State Board of Higher Education announced that Skidmore, Owings & Merrill, with offices in Portland, had been designated architects for the OTI campus.

The drive for funds for the site had been temporarily suspended during the period of time that the United Fund drive was underway. It opened, again, with considerable emphasis as the year 1960 opened. Shortly thereafter, Vern Owens accepted a \$5,000 check from the Weyerhaeuser Company conveyed by J. B. Bishop, Klamath Falls manager. Contributions came from throughout Klamath County and from the Northern California areas of Tulelake and Dorris.

The State Board of Higher Education received curriculum proposals from many of its institutions including the proposed Oregon Technical Institute 1960-61 curriculum, for preparation of its catalog. The approval was given on January 26, 1960.

On March 8, the Herald and News reported actions at the Board of Higher Education. The article follows:

Objectives of OTI Outlined to Higher Education Board

Portland--(UPI--General objectives of Oregon Technical Institute in Klamath Falls when it becomes a part of the state system of higher education July 1 were outlined Monday to the State Board of Higher Education.

Chancellor John R. Richards said the objectives would be:

-1. To provide technical training so that the student develops occupational competence in the technology of his choice.

-2. To provide training through the technical theory and allied subjects so the student may develop his potentials for advancement to supervisory positions.

Courses Dropped

Dr. Richards said "manipulative courses" have been dropped from the curriculum to make room for courses in liberal arts and sciences. Discontinued courses include farm mechanics and technology, screen painting, sign painting and woodworking.

Dr. Elmo Stevenson, president of Southern Oregon college [sic] in Ashland, said there was some concern with duplication. OTI, he said, "will definitely be competitive with SOC so far as funds are concerned."

The Klamath Falls school, as a result of legislative action, shifts to the Board of Higher Education from the Board of Education on July 1.

The following day, the East Oregonian at Pendleton published an Associated Press story which contained the following information:

Board of Education Mulls Future of OTI at Session

PORTLAND (AP) -- The future of Oregon Technical Institute near Klamath Falls came up for discussion at the state Board of Higher Education's meeting here Tuesday.

The school's proposed curriculum for 1960-61 was presented by Chancellor John R. Richards and Paul T. Meier, dean of OTI's education services.

Board members J. W. Forrester, Jr. of Pendleton and Alan Hart questioned the wisdom of including business courses in the OTI curriculum.

Forrester said most of the students come from the Klamath Falls area, and added: "We seem to be maintaining a business college for the young women of Klamath Falls."

The chancellor said after recent restrictions in the program, OTI enrollment dropped from 1,100 to 800 and further restrictions could be harmful.

Further discussion of the program was put over to the next meeting, April 25-26.

The next action of substance was the report to the State Board of Education at its March 22-23, 1960, meeting concerning transition activities:

7. SPECIAL REPORT ON TRANSITION ACTIVITIES

The workshop meeting with representatives of the State System of Higher Education on December 17 & 18, 1959 was designed to present information concerning the institute. The agenda and program outline is Exhibit "B". Only the curriculum section on pages 11, 12 and 13 was omitted. As there was not sufficient time to cover all sections, this was left out because the subject was to be covered shortly afterward in new catalog preparation.

Early in January the curriculum plan was put in order for presentation to the State Board of Higher Education in the form of a catalog draft. On January 25 this was presented to the Curriculum Committee and the Board accepted the Committee recommendation for approval on January 26. An announcement of admissions, curriculum revisions, degrees and curricular offerings was prepared for high school officers. This is Exhibit "C". The new catalog is Exhibit "B".

A. L. Geiss has been working part-time as Director of Information since the agriculture program is approaching an end. Inter-institutional cooperation on the self-liquidating bond issue for campus facilities is under way. Oregon Technical Institute is cooperating through Mr. Geiss, the Director, and the faculty.

Items titled "Colleges for Oregon's Future" and "An inquiry into Tomorrow" are Exhibits "E" and "F".

Concurrent with the above activities, the 1959-60 budget has been revised as a base for 1960-61. A 1960-61 budget has been prepared in the form of institutional budgets within the State System. A faculty plan and a salary program were prepared and have the approval of the Chancellor's office. The faculty plan and the resulting budget will be presented at the April meeting of the State Board of Higher Education as presently scheduled. The March 7, 1960 meeting of the Curriculum Committee of the State Board of Higher Education entered into the third general discussion on OTI curriculum. The first was at the October meeting and the second at the January session. The Chancellor presented a report on curriculum with the material shown in Exhibit "G"; [sic] "Technical Institute Education at Oregon Technical Institute" used as an item for reference. The new catalog was distributed also and an extensive discussion followed. The reaction of the Board was favorable.

The curriculum for 1960-61 is a product of cooperative work involving every faculty member at Oregon Tech.

The Oregonian carried an article on April 27, 1960, headed, "The Board of Higher Education Approves Thirty-Three Million Dollar Operating Budget." It went on to say that the budget contained \$200,000 for activation of TV channel 10 in Portland and, for the first time, included the University State TB Hospital at the Medical School and the Oregon Technical Institute at Klamath Falls. The Oregon Statesman was responsible for reporting on May 3, 1960, that OTI was going to use hot water wells for building heat.

A few days later, the Oregonian reported that the OTI budget equaled 1959; the 1960-61 budget was quoted as being a total of \$1,346,140 which was about the same as the 1959-60 budget. The article further noted that OTI jurisdiction would be switched from the State Department of Education to the State System of Higher Education effective July 1, 1960.

On May 29, a story released by Lewis and Clark College indicated that three Oregon men were to receive honorary degrees at the annual commencement.

The news on June 6, 1960, stated, "Alma Mater Gives Honor to Purvine" and the citation for the L.L.D. is as follows:

Since coming to leadership in this specialized field as a staff member of the Oregon Board of Education, he was the logical choice.

This citation is given for the considerable responsibilities undertaken by the State Board of Education in transforming the vacated Marine Corps hospital at Klamath Falls into a trade and vocational school and later into a technical institute since 1947.

Dr. Purvine showed considerable imagination, technical experience, engineering knowledge, great persistence, and a school-master's devotion.

He showed these qualities when he began work in 1947 and has continued to show them through the institute's movement from jurisdiction of the State Department of Education to that of the State System of Higher Education.

The Register-Guard of Eugene reported on June 13 that the State Board of Higher Education had recommended purchase of the O'Connor site in Klamath Falls as a new campus location for Oregon Technical Institute. This site, about 2.4 miles north of city center, W. D. Purvine, Director of OTI said, had a number of advantages over the Alameda site about 2-1/2 miles from the city. It had at that time, hot well #2 and cold well #1.

The following items included additional Board minutes excerpts pertinent to the 1959-60 academic year:

Excerpt from SBHE minutes October 27, 1959:

Mrs. MacNaughton concluded the Curriculum Committee report with the following:

Progress Report
on Curricula,
OTI

The Chancellor stated that he had invited Mr. W. D. Purvine, Director, Oregon Technical Institute, to report to the Committee

on the curricular offerings he expected to have available for students during the academic year 1960-61. Mr. Purvine stated that a problem of communications exists due to the different use of educational terms at Oregon Technical Institute. The term 'technical subjects' normally is used to describe training in engineering, pharmacy or other professional fields. At Oregon Technical Institute the term is used to designate semi-professional courses which provide training for persons who serve as aides to professionally trained personnel. He indicated that the present curricula result from a series of evolutionary changes from 1947-49 to the present time. In the early days, the institution operated as a state trade and vocational school. In 1949, the direction was altered toward a technical institute type of education. These courses need revision annually or biennially to keep the content current with the progress in business and industry. The main objective of technical institute education is the training of technicians as one part of a three-unit team composed of professionally trained individuals, technicians, and the skilled or semi-skilled service persons.

The outline of the proposed curricula for 1960-61 included the following six divisions: Allied Arts and Sciences, Auto-Diesel, Business Associates, Engineering Associates, Medical Associates, and Metals. Under each division were listed the various curricula to be offered in the institution, a total of 24. Twenty-two of these curricula are being offered at the present time, and it is proposed to add a curriculum in Chemical Technology and one in Instrumentation Technology in the fall of 1960-61. Mr. Purvine reported on the curricula that were closed at the end of the 1958-59 school year as a part of the plan developed with the legislature, and curricula that are being offered for the last time during the 1959-60 school year as agreed with the legislature.

In closing, Mr. Purvine stated that the curricula proposed for 1960-61 represented the major curricula in the pattern

accepted by the Joint Ways and Means Sub-Committee on Education at the 1959 legislature. He indicated that the proposal represented an advanced stage in the evolution to train graduates for a cluster of related occupations as proposed to the original objectives of vocational training, which were aimed toward a central occupation.

The Committee recommends that the report be accepted with the understanding that the complete list of divisions, curricula, and individual courses be presented for approval at the January meeting of the Board.

No Board action was required on the above report.

Excerpt from SBHE minutes of January 26, 1960:

Divisions,
Curricula,
and Courses
Proposed for
1960-61, OTI

At the October 1959 Board meeting, the Director of Oregon Technical Institute presented to the Board a preliminary report on the curricular divisions and individual courses to be offered in 1960-61 when the institution would come under the jurisdiction of the Board of Higher Education. The report was approved with the understanding that detailed information would be presented at a later date.

Yesterday, the Committee gave consideration to the details of the academic program. The information was contained in a document of 118 pages which listed the six administrative divisions, the curricula offered in each division, together with a complete list of courses. General certificate and degree requirements for the proposed curricula were outlined in the last paragraph of Director Purvine's letter of transmittal dated January 14, 1959.

The Chancellor stated that the proposals had been examined carefully and that they conformed to the pattern reviewed

by the Joint Ways and Means Subcommittee of the 1959 legislature. He recommended that the proposals as submitted in the curricular documents be approved.

The Committee concurs in the Chancellor's recommendation.

The Board adopted the report with the understanding that a long-range review of the over-all curricular program for Oregon Technical Institute would be made and presented to the Board in advance of its January 1961 meeting.

Excerpt from SBHE minutes of March 8, 1960:

Oregon
Technical
Institute
Program

At the January 1960 Board meeting, it was agreed that a long-range review of the over-all curricular program for Oregon Technical Institute would be made prior to the next annual meeting of the Committee on Curricula.

Yesterday, the Chancellor stated that Board action at the previous meeting had established for Oregon Technical Institute the budget pattern, the curricular offerings, and the catalog copy for 1960-61, and that the decisions made to date were in line with the wishes of the state legislature. He indicated the task now was to make a detailed study of the institution and prepare recommendations for the coming legislature. He indicated the task now was to make a detailed study of the institution and prepare recommendations for the coming legislature. [sic] These recommendations should include a policy statement covering the development of the institution for the coming years, the basic curricula and courses that should be offered, the quantity and quality of the staff, the physical plant and budgetary needs, and the coordination of the work offered by that institution with that offered by other educational institutions in the state.

The Chancellor also pointed out that a technical institute is a relatively new type of post-high school institution and that many are not familiar with this kind of post-high school training and the need for it. He suggested that we continue comparison of the curricula and course offerings at Oregon Technical Institute with those offered by institutes in other states, with the hope that the knowledge gained will aid us in arriving at sound decisions for further development of the Institute. He introduced Mr. Paul T. Meier, Dean of Education Services at Oregon Technical Institute, who answered many questions raised by the Board members concerning the present program and future development of Oregon Technical Institute.

Most of the questions concerned the distribution of the student enrolment, [sic] the instructional staff, the educational objectives of technical institute curricula and the role of the institution within the State System of Higher Education. Extended discussions took place with reference to the intent of the 1959 legislature in emphasizing technical training as opposed to vocational training, and also the responsibilities of the Board in expanding or contracting the offerings on the campus at Klamath Falls.

The Chancellor indicated that there would be additional opportunities for the Board to review other phases of the program of the institute, particularly the Medical Technician Curricula, prior to submission of the biennial budget request to the Department of Finance and Administration in September.

Following the reading of the report, one member of the Board stated that it was his feeling that there had not been adequate discussion about some aspects of the curricula at Oregon Technical Institute to set a pattern definite enough on which to base a budget or building program recommendations to the legislature. In his opinion to fulfill the responsibility the Board would have to make a more thorough study of the entire program. Approval of temporary curricula

could easily lead to misleading budgetary implications and poor campus planning. Other Board members questioned the quality and need for certain programs now in the OTI curricula. Specific mention was made of the medical and dental technician training and the business associates programs.

There seemed to be some question as to the extent of the authority given the Board by the legislature. The Chancellor indicated that there is no specific limitation to the Board's authority at Oregon Technical Institute. He reminded the Board, however, that deletions or other radical changes announced just before the opening of the school year in September no doubt would affect the enrolment [sic]. Such changes would have a continuing effect on an enrolment [sic] that had already decreased from 1,100 to fewer than 800 as a result of an instable program. The Chancellor suggested that changes be made on a very deliberate, orderly basis in order to gain stability which Oregon Technical Institute has not had for a number of years.

Board members discussed the advisability of working out immediately the eventual program or allowing for a transition period in which enrolment [sic] in certain curricula could be built up and stabilized before other courses were dropped. It was the consensus of the Board that without further study it was not ready to make a definite decision as to what is ultimately needed for a good technical institute. It was further felt that a definite recommendation should be made to the 1960 legislature even though there was not adequate time for a complete study or budget.

The Chancellor's office was instructed to present at the April meeting of the Curriculum Committee the general subject-matter categories that should be included in the eventual program of Oregon Technical Institute.

Excerpt from SBHE meeting minutes of April 26, 1960:

CURRICULUM
COMMITTEE
REPORT

Mrs. Cheryl S. MacNaughton, Chairman of the Committee on Curricula, presented the following report:

OTI Curricula

The Chancellor reported that at the January 1960 Board meeting, the budget pattern, the curricula to be offered, and the catalog copy for 1960-61 for Oregon Technical Institute were approved. At that time, it was agreed that further consideration should be given to the curricular offerings for the 1961-63 biennium. After conferences with Director W. D. Purvine and other members of the Oregon Technical Institute staff, the Chancellor prepared a set of recommendations regarding curricula and procedures for 1961-1963. These recommendations, together with the long-range program presented by Director Purvine to the Chancellor and a report on the distribution of technologies by state-supported and independent schools, were sent to Board members in advance of the current meeting.

The document prepared by Director Purvine contained substantial detail with reference to basic facts about technical institutes, technical education and its historical development, and the proposed curricular changes at Oregon Technical Institute for the academic years 1961-62 and 1962-63. In the main, the report proposed that the instructional divisions be maintained intact during 1961-62 and 1962-63 and that the academic staff put its major effort during this period into refinement of courses of study and improvement of instructional techniques.

In his report, the Chancellor made reference to the apparent need for the programs in Medical, X-Ray, and Dental Technician training and the Business Associates program. Although the enrolment [sic] in the Secretarial option is low,

courses in this program are used as service courses for students in other options. In summary the Chancellor stated:

'In considering modifications of the curricular pattern at Oregon Technical Institute one must keep in mind the effect on the over-all enrolment [sic] and the impact on faculty morale. Elimination of major areas of instruction at this time follow--extensive modifications directed by the legislature could reduce the over-all enrolment [sic] to an uneconomic level. For these reasons, the following procedure is recommended for consideration by the Board:

1. That the curricular offerings for 1961-62 and 1962-63 be placed in the following categories: Group I, Firmly Fixed Curricula and Group II, Curricula Under Further Study (The schedule of detailed listings under Groups I and II follow the Board action on this report.)
2. During the next several months, study should be initiated regarding the desirability of continuing, modifying, or eliminating those curricula included in Group II effective in 1963. In addition all curricula should be under continuing study.
3. That a final decision on a long-range plan be made at the January meeting of the Board in 1962 in order to have adequate time to prepare for the 1963 legislative session.
4. That the construction program to be recommended to the 1961 legislature include no physical facilities for the operation of those curricula that are considered to be under question as to permanence.'

During the discussion that followed the Chancellor's statement, it was pointed out that continuing study should take place with reference to the fields included in

Group I as well as those in Group II. The major objective should be to work out an acceptable concept of this institution's place in the educational spectrum and then to adapt each option, including those in Group I as well as those in Group II appropriately, so that the entire curriculum can be supported enthusiastically by the Board.

The Committee recommends that the action proposed by the Chancellor be approved.

The Board adopted the Curriculum Committee report and authorized the recommendations as presented therein.

The classification of curricula at OTI was presented to the April 26, 1960, SBHE meeting as follows:

GROUP I

Curricula Firmly Fixed 1961-62

ALLIED ARTS AND SCIENCES DIVISION

AUTO-DIESEL DIVISION

Automotive Technology

Auto Machinist Option
Auto Tune-Up Option
Auto Mechanics Option

Diesel Technology

Diesel Option

BUSINESS ASSOCIATES DIVISION

Business Technology

Accounting Option
Office Machines Option

METALS DIVISION

Metals Technology

Metals Option
Gunsmithing Option
Welding Option

ENGINEERING ASSOCIATES DIVISION

Chemical Technology

Chemical Option

Civil & Construction Technology

Highway Option
Surveying Option
Structural Design Option

Electrical Technology

Electronics Option

Mechanical Technology

Drafting Option
Technical Illustration Option
Air-Conditioning & Refrigeration Option
Manufacturing [sic] Processes Option

MEDICAL ASSOCIATES DIVISION

Dental Assistant Curriculum

Curricula Firmly Fixed Reorganized as Follows in 1962-63

AUTO-DIESEL DIVISION

Automotive Technology

Automotive Management Option
Automotive Service Option

Diesel Technology

Fuel Injection Option
Power Machinery Option

ENGINEERING ASSOCIATES DIVISION

Civil & Construction Technology

Highway Construction Option
Land Surveying Option
Building Construction Option

Mechanical Technology

Graphics Option
Air-Conditioning & Refrigeration Option
Manufacturing Processes Option

GROUP II

Curricula Under Continuing Study 1961-63

AUTO-DIESEL DIVISION

Automotive Technology

Auto Body Option

BUSINESS ASSOCIATES DIVISION

Business Technology

Industrial Secretarial Option

MEDICAL ASSOCIATES DIVISION

Medical Technology

Medical Option
X-Ray Option

On its transfer to the Board of Higher Education the school program is being upgraded. The modern technological age is calling for persons with technical knowledge and skills. This is true in the fields of mechanics and electricity and electronics. There must be workers who understand the workings of new machines and equipment and the skills necessary for installing, servicing and repairing them. So there must be a good balance of textbook instruction and practical training which OTI will supply.

The Institute is thus given a new lease on life, serving in a field with a steadily expanding future. There remains need for more vocational training at below-college levels. This can best be supplied by local or regional schools under local administration.

On August 14, 1960, under the headline, "Architects Prepare OTI Detailed plan," the Herald and News of Klamath Falls, showed a plate representing the master plan submitted by Skidmore, Owings & Merrill of Portland. The preparation of this general plan, the studies that went into it, and water-well drilling were all being financed from an appropriation of \$150,000 made by the 1959 legislature to the State Board of Higher Education.

Appointments and reappointments to the State Advisory Council for OTI included Harley Libby, Jefferson; Ronald Jones, Salem; Rex Putnam, Superintendent of Public Instruction, Salem; S.E. Brogoitti, member of the Board of Education; Allen Leake, Helix; Ralph P. Stuller, Coquille; and Mrs. Moore Hamilton, Medford.

In a public statement, John R. Richards, Chancellor of the State System of Higher Education, defined some of the objectives for Oregon Tech. The following news article from the News Review, Roseburg, Oregon, of September 15, 1960, indicates the reported discussion:

Oregon Technical Institute To Limit Enrollment To 800

SALEM (AP) -- Enrollment at Oregon Technical Institute in Klamath Falls will be stabilized at the present 800 students for several years to improve the quality of the school's program, John R. Richards, chancellor of the state System of Higher Education, said here.

The Board of Higher Education recently took over administration of the institute from the Board of Education. Richards gave his report at a joint meeting of the two boards.

He said he looks upon the institute's program as a two-year extension of high school education "to enable graduates to enter into skilled positions in industry as easily and as quickly as possible."

OTI students would not be permitted to transfer to other institutions in the state system with credit for their OTI work, he said.

"We plan to give OTI a far better than average institute program," Richards said.

Farm courses have been dropped, he said, adding that three or four other courses probably will be dropped too.

Instructors at OTI, he said, will be able to rise to the rank of associate professor. There will be no full professors, he said, because men of that rank generally teach in graduate schools and do research and writing.

But the OTI faculty will be paid on the same basis as those in the state university and colleges, and will have the same tenure as teachers in the other institutions.

Richards said the Board of Higher Education was reluctant to accept OTI, doing so by order of the Legislature.

"The OTI program," he said, "should be closely related to the high schools. Its program is an upward extension of high school, rather than coming downward from the state system of higher education. When a person enters OTI as a student, he should expect that he is concluding his education."

Winston Purvine, Director of OTI, said that "recent curricula changes have been revolutionary, reducing the number of courses from 45 to 23." He added that the OTI library has been strengthened greatly.

He expressed his thanks to the state board of education "in those 13 years of trial and error in which OTI has been built up."

Richards said that the new OTI campus would make it much easier to build up the school's program.

In September, Mr. and Mrs. Albert Powers of Coos Bay, established a scholarship in the name of Director Purvine in the amount of \$200 per year.

A joint meeting of the State Board of Education and the State Board of Higher Education on September 14, 1960, was the forum in which Dr. Richards' statements were made. In addition, he pointed out that plans were being made for OTI with the architects working on the overall for a new OTI campus. At present, there are no plans to establish full professorships. The staff has been taken into the "more stable tenure plan offered by the State System of Higher Education."

On September 25, 1960, the Oregon Statesman published an editorial entitled, "OTI on the Upgrade."

OTI on Upgrade

Chancellor John R. Richards of the State System of Higher Administration, which has taken over control of the Oregon Technical Institute at Klamath Falls, has laid out the policy which will govern the school. It will be primarily for the training of technically qualified persons, rather than a vocational or trade school. Courses in agriculture will be dropped. The enrollment will be held at around 800. With a new plant in prospect the Institute can look forward to holding a permanent place in the system of schools maintained by the state for instruction in post-high school years.

OTI was begun by the State Board of Vocational Education, later merged with the State Board of Education, taking over the vast installation of Marine Barracks, a wartime facility for rehabilitation of servicemen. It had to chart its own course. The practice was to institute courses, chiefly in trades or occupations calling for various degrees of skills, whenever there was a sufficient demand for the specific training. The school reached an enrollment of a thousand.

Chancellor Richards agreed with OTI Director Purvine that further visitations to institutions with a background of experience in technical

institute work would be valuable. A trip taken in conjunction with the annual meeting of ECPD held at Montreal, Canada, and included one day at Mohawk Valley Technical Institute, Utica, New York; three days at Wentworth Institute, Boston, Massachusetts; and two days at State University of New York, Agriculture and Technical Institute at Farmingdale, Long Island.

It was announced that the first loans under the National Defense Education Act student loan program would become available at Oregon Tech on November 5, 1960. Forty-five thousand dollars was the original Federal amount, with OTI matching to be made in addition.

A radio-active isotopes laboratory, constructed on the mile-high campus, got its approval from officials. This was built in an old body and fender shop constructed of walls providing a three-foot thick sand fill and was inspected by Art Brunstad, A.E.C. inspector; Industrial Hygienist, David Wagstaff of the Oregon State Board of Health; and Klamath County Civil Defense officer, Joe Searles. Outside measurements of radiation showed that a total of two milliroentgens, which is less than AEC's stipulated maximum, was read using an inside cobalt sixty remote control device.

The ECPD accreditation of two additional curricula, Electronics Engineering Technology and Highway Engineering Technology was received on November 27, 1960. Also, it was made known that date that Director Purvine had been renamed chairman of ECPD Region VII, including the states of Oregon, Washington, Montana, Idaho, and Wyoming. The appointment as chairman of the region carried membership in the subcommittee on technical institute accreditation under the Engineers' Council. See the Purvine career bibliography Appendix E.

The State Advisory Council of Oregon Tech met October 30, 1960, in order to discuss the transition actions and the curriculum activities of the Board of Higher Education and to make recommendation on general policy. Present were Mrs. Lucile O'Neill, Klamath Falls; Edward Branchfield, Medford; Dr. Rex Putnam, Salem; Glen C. Sands, Cove; A. S. Teller, Portland; Jess A. Bell, Portland; Allen Leake, Helix; Harley Libby, Jefferson; William G. Ross, Vale; Mrs. Moore Hamilton, Medford; Ralph P. Stuller, Coquille; Ronald Jones, Salem.

On December 2, Governor Mark Hatfield's budget, sent to the legislature, contained \$2,000,000 for construction on the OTI new campus. (The total estimated cost for the new campus was \$6,000,000.)

Seismographic studies were carried on in late December at the new OTI campus site. The testing of subsoil conditions was essential to determining the proper construction of footings for the new buildings.

Shortly after Christmas, OTI staffers received information on a propulsion course from Aerojet General. The information was obtained on a visit to the Aerojet General plant near Sacramento, California, by Director Purvine; Paul Meier, Dean of Educational Services; J. D. Frost, G. L. Phillips, and Earl Kurtz, instructors, who made the trip. The day of the visit was coincidental with four-fall term graduates of OTI reporting for duty.

The question of routing the access road to the new OTI campus continued to provide trouble to the city. The right of way route had been planned in such a way that it cut across the property of the San Francisco Land and Title Company. Represented by Fred Benioff, the company stated

that it wanted two conditions in the granting of the road right-of-way: that the sewer to OTI be in the road right-of-way; that the property be rezoned to R5-A, multiple family residence. The conditions were taken under consideration by city officials.

A staff improvement program was initiated and carried out January 13 and 14, 1961, as indicated by the following Herald and News article:

Professors Conduct OTI Study

Dr. Robert Tannenbaum and Dr. Harold Koontz, both professors of business management and industrial relations at the University of California at Los Angeles and consultants for a number of U.S. and foreign business firms, conducted a seminar at Oregon Technical Institute here for administrative personnel Jan. 13 and 14.

"We have conducted numerous seminars of this type," said Dr. Koontz. "This is the first time that any such program has been offered for college management, however," he stated.

Dr. Tannenbaum, in his comments, mentioned that the Director, Dr. Winston D. Purvine, and OTI staff should be commended first for readiness to make use of a technique that businesses and government have used successfully for years and, second, for level of sophistication the staff has acquired in management and leadership.

"Considering the highly experimental and frontier-breaking characteristics of the program at OTI," said Dr. Tannenbaum, "we rather expected to walk into a naive, unsophisticated group, but that certainly was not the case."

"OTI is blazing a trail which I would suggest others should follow," Dr. Koontz added.

"This program is part of a continuous staff-improvement program at OTI," said Dr. Purvine. "This was an exceedingly valuable meeting and Tannenbaum and Koontz are to be congratulated for their part in its success."

Dr. Purvine attended a conference several months ago sponsored by the Kellogg Foundation at UCLA, where he saw the men in action.

He states he sensed that teaming these men in a training program at OTI could offer a real stimulus to OTI's personnel and management program. The seminar was the result.

In late January, the Herald and News carried an article with the heading, "OTI Expansion Program in Hands of Legislature." The information was based upon the State Board of Higher Education referring to the legislature the question of how fast to expand facilities at OTI. It was suggested that a six-year program of two-year, two-year, and two-year nature be presented by the Board. Chancellor John Richards said the legislature might like a swifter move.

February 26, Oregon Technical Institute was admitted as an associate member in the National Association of Intercollegiate Athletics.

The Ways and Means Committee made its biennial tour of the campus in early March of 1961.

In cooperation with private industry, a seminar on diesel engines was conducted in the OTI theater. Hamilton Engine Sales was represented by Chuck Hamilton, owner, and there were three other industrial representatives. This two-day presentation utilized actual equipment, mockups, and visual aids.

At this time, Robert L. Smith, previously Dean of Students, was transferred to the Portland location for the purpose of coordinating general extension work of OTI in Portland. It was planned at that time to have Mr. Chitwood go later as the instructional department head for electronics in Portland. The latter did not happen.

March 8, 1961, the House of Representatives passed a bill that would permit the State Board of Higher Education to set the salary of the President of Oregon Technical Institute. The effect was to permit higher pay and for deans and faculty.

Also, on March 14, the House passed the Senate bill transferring the supervision of FM radio station KTEC from the State Board of Education to the State Board of Higher Education.

March 29, Governor Hatfield signed bills relating to KTEC and allowing the Board of Higher Education to set the President's salary.

The American Society of Tool and Manufacturing Engineers approved a student chapter of the society at Oregon Tech on March 29, 1961.

March 30, 1961, a development group began work in Portland representing the Governor's office in economic development. A subcommittee related to science, engineering and new technology was established, headed by Dr. Walter Dyke of McMinnville with other subcommittee members Dean Gleeson, School of Engineering, OSU; and industrial leaders and President Purvine of Oregon Tech.

The National Science Foundation Institute at Houston was an assignment eagerly sought after by technical institute teachers throughout the United States. OTI received assignments for Harold Bailey in Mathematics, William Grimes in Electronics, George Miller in Allied Arts and Sciences, and Wayne Rawson in Civil Engineering Technology.

April 16, KTEC went on the air operated by a group of students who had rehabilitated the physical set-up for the station. The group was L. N. Purvine, chairman, Wayne Thomas, Jon Meeks, Jim Ono, Norman Hollars, Joe Bailey, Lyle Perrin and Skeet Harrasmith. A picture appeared in the Herald and News showing the group and labeling Liston Purvine as station manager of the student-inspired group.

Dr. Leon P. Minear, State Superintendent of Public Instruction, appeared before the Klamath Falls Elementary Principals Association and

stated enthusiastic support for Oregon Technical Institute. He stated a vision of bright future for the school as an "essential part of the economy of the state, vital to the future industrial growth of the state."

April 17, 1961, the Portland Oregonian carried an article concerning engineering aide plans, which was seen as a forerunner to a new college. The old Failing school building is a starting point which is labeled a shoestring operation, "One cloud on the horizon is the intention of OTI of Klamath Falls to introduce some electronics technology courses of its own in Portland next fall through the State System of Higher Education General Extension Division. OTI has stated a survey showed need for its courses here."

Portland school officials were quoted as viewing this to be a duplication of effort. It was suggested that higher education officials reconsider the OTI plan. This was done immediately as shown in the article captioned, "OTI Courses Called Off," from the Oregonian of April 25:

Plans for Oregon Technical Institute extension courses in Portland and Salem next fall have been canceled, Chancellor John R. Richards of the State System of Higher Education reported Monday in Portland.

OTI, at Klamath Falls, had announced plans to bring electronics technology courses to Portland through the state's General Extension Division. Highway technology courses were planned for Salem.

Dean James W. Sherburne of the extension division said local school officials in Portland and Salem had informed him the OTI courses would duplicate courses already offered.

In Portland, OTI's plans had brought a protest from Portland Electronics College, a private institution, as well.

Dr. Richards said the OTI curriculum would be reviewed by the State Board of Higher Education next January. Meanwhile, he said, OTI extension course plans would be "held in abeyance."

At the same time, an article appeared in the Eugene Register-Guard under the headline, "Proposal for OTI Boosted." This was a report of the Ways and Means Committee as shown below:

Barton Says Boivin Didn't Exert Force For Klamath Project

SALEM (Special)---Support for a stepped-up construction schedule for the new Oregon Technical Institute campus near Klamath Falls was given a further boost in a committee meeting here Friday.

But Rep. Clarence Barton (D-Coquille), co-chairman of the Joint Ways and Means Committee, said any additional outlays for the OTI program would not be made at the expense of the proposed University of Oregon humanities building.

Rumors have been circulating around Salem and Eugene that the committee might cut out the humanities building to give more money to OTI.

The OTI development plan was intended as a six-year program by the State Board of Higher Education, but the Ways and Means Committee indicated by a motion Friday morning that it wants to speed up the program so that the new campus will be ready in about four years.

Later Friday the committee was to consider an appropriation of about \$1 1/2 million to accelerate the OTI program.

Because of this action and other discussion around the legislature, it has become obvious that the OTI plan is being given a higher priority by the legislature than by the State Board of Higher Education.

On the state board's priority list the OTI development is fifth, trailing behind such items as a new library at Oregon State University, a science building at Portland State College, a humanities building at the University of Oregon, and a computer center at Oregon State University.

Representative Stafford Hansell, R-Athena, chairman of the education subcommittee of the larger committee, has said that his priority would put the library first, the science building second, and OTI third. This would put OTI ahead of the university building.

The state board's proposal was that \$2 million be appropriated for OTI during the next two years and that 1.5 million be

appropriated during the 1963-1965 biennium. The following two years would carry an appropriation of \$2.5 million, for a total development cost of \$6 million.

Chancellor John Richards of the state system of higher education, said after the Friday morning meeting that the board has no objection to the speed-up of OTI development so long as the rest of the board's building program is left intact.

Rep. Clarence Barton, D-Coquille, co-chairman of the Joint Ways and Means Committee, said after the morning meeting that he expects the committee to act on an additional OTI appropriation Friday afternoon, and on the remainder of the building program next Tuesday evening.

Barton denied that Sen. Harry Boivin, Klamath Falls Democrat and president of the Senate, was applying pressure for the accelerated OTI program.

He said he had not been contacted by Boivin, nor had he been lobbied by any member of the OTI staff.

Barton also said it was his feeling that the OSU library building, the PSC science building, and the UO humanities building, plus a computer center at OSU will be financed as well as OTI.

"As far as I am personally concerned, I'm in favor of all these buildings," he said.

Two days later, a Daily Reporter of Portland, Oregon, special column headed, "Educational Pork Barrel" editorialized on the improved schedule for building the OTI campus as displayed in the copy of this article:

Strong scent of the old political pork barrel in dealing with the proposed building budget of the state system of higher education has been wafting from meetings of the joint ways and means committee at Salem this week.

Apparently in the works is a plan to pigeonhole the \$10,310,000 carefully worked out budget submitted by Chancellor John R. Richards and substitute a legislative hash job giving \$1,300,000 more than budgeted to speed development of Oregon Technical Institute at Klamath Falls.

The 1959 legislature transferred OTI to the state system of higher education and directed that plans be developed for a new campus. Carrying out this order, the state board has proceeded with land acquisition at Klamath Falls, has approved architects' plans for a new campus and has budgeted \$2,000,000 for the next biennium to construct buildings necessary for the present student body of 800. Complete OTI development calling for expenditure of \$6,000,000 was phased out over six years.

But now comes legislative lobbying for a particular institution in one section of the state at the expense of the majority of Oregon's college age youths.

Based on estimated enrollments, optimum space use, present plan inadequacies and normal deterioration, the state board of higher education assigned the following building priorities at its July, 1960, meeting: Oregon State university library; Portland State college science building; General Extension Division office and studio (in Portland); University of Oregon Humanities building; OSU utility tunnel extension; U.O. Medical school alterations to Outpatient clinic; and special projects conditional on receipt of gifts or grants.

Rep. Stafford Hansell (R-Hermiston), an influential member of the ways and means committee, would slip the \$2,000,000, and probably more, for OTI campus development five notches up the list, placing it just after the PSC science building and ahead of the Extension Division project.

Gov. Hatfield's recommendations already had sliced some \$1,500,000 from the building budget, and the ways and means committee has hinted its readiness to cut even deeper. We sense here not only the political power of Sen. Harry Boivin (D-Klamath Falls) as president of the senate but a concerted economy move on the part of the legislature which will ill-serve the state's rocketing needs for higher education.

Both spell a dangerous precedent for future relations between education and the state's lawmakers.

The Ways and Means Committee approval of a \$9,715,750 higher education building program gave the State System virtually everything it had requested except the Channel 10 television studio in Portland. This total

was a \$922,000 increase over the amount recommended for higher education by Governor Hatfield. Some \$750,000 of this increase went into an appropriation for OTI's new campus development in Klamath Falls. Higher Education had requested \$2,000,000 for OTI. The extra money will enable the institution to move into the new campus by the fall of 1964.

May 12, 1961, Herald and News headlined an article, "Students March on OTI to 'Thrash Out Gripes'." About 100 students and wives went to the administration building at 1 p.m. to protest 1) notably campus hotrodding, 2) the move toward sophisticated curricula, and 3) lack of personal contact between instructors, deans and administrators. Howard Rowe, Acting Director of Student Personnel, and James Armson, Assistant Dean of Men, coolly faced the group, in the absence of administrators who were at Cal-Poly at San Luis Obispo observing the four-year program there. "The administration defended its action in mathematics with a short statement of purpose. OTI is a technical school, not a trade school. If an individual wants more applied subjects, there are several trade schools in the state." Other complaints concerned deposits for damage to living quarters not being refunded, dissatisfaction with food at the campus cafeteria, and poor public relations as to the institution's purpose and operation. The administration had never clearly defined its purpose, especially since becoming a member of the State System of Higher Education so that the prospective student might know what to expect. One welding student said, "I want to take a general math course and here I am in my second session in trigonometry."

May 10, the legislators from the Klamath Basin, Senator Boivin, Representative Flitcraft and Representative Howe, explained the manner in

which the \$2,750,000 appropriation for OTI buildings would be spent.

"Committee members felt the cost of maintaining two campuses over the longer six-year term would result in considerably larger expenditures and would result in confusion," the local legislators stated. They stated their anticipation that the legislative meeting of 1963 would appropriate funds necessary for a second and final phase of construction.

Legislative action on another element of interest was the higher education salary boost of 14%.

June 5, 1961, the Portland Oregonian carried an article headed, "OTI Credits Win Rating." This article follows:

KLAMATH FALLS (Special)---Students who complete an accredited technology course at Oregon Technical Institute may now transfer to Southern Oregon College, Ashland, with upper division rating.

Announcement of the decision which breaks a precedence, was made jointly by OTI Director Winston Purvine and SOC President Dr. Elmo N. Stevenson.

The structural design, highway, surveying and electronics curricula at OTI have recently been accredited by the Engineers' Council for Professional Development.

Upon transfer to SOC, students will receive junior standing in the math and science division and will be required to complete courses of study of two years duration leading to a B.S. degree in general studies.

Heads of the two different types of institutions in Oregon's System of Higher Education, said effects of the agreement will be far reaching and will give undecided students the benefit of attendance in a technical school without losing time or money should they decide to continue their education and acquire a B.S. degree.

The announcement created a considerable stir in the State System of Higher Education. A few days later, Chancellor Richards contacted both

the president of SOC and the Director of OTI to advise them that such transfer was a serious problem and that the agreement should be rescinded.

June 13, Chancellor Richards announced his resignation to become director of the California's new higher education coordinating council.

June 14, Director Purvine was invited to attend the Cubberly Education Conference at Stanford University, a meeting for the training of administrators of collegiate institutions sponsored by the University of California Center for the Study of Higher Education in a consortium with Stanford University and UCLA.

This same day Skidmore, Owings & Merrill called for bids on site grading of the new campus; and the Emergency Board, shortly thereafter, released OTI's planning funds from the appropriation of \$2,750,000.

The Oregon Research Associates' subcommittee elected Dean George Gleeson, School of Engineering, OSU as president and appointed Director Purvine to the Board of Trustees.

Chapter X, 1961-63

August 19, 1961, saw a formal ceremony on the start of construction of the new campus for Oregon Tech. State Senator Harry Boivin turned the first shovelful of dirt. Also present were David A. Pugh of the architectural firm of Skidmore, Owings and Merrill; Representative Carroll Howe; the cochairmen of the fund drive to buy the campus, Vern Owens, Vern Moore, and Mike Balsiger. The Frank Lyons Company of Portland had been awarded the contract for 158 acres of grading preparatory to the beginning of construction.

September 6 marked the beginning of additional well-drilling, with a contract awarded to Eldon E. Story.

September 13, Chancellor John R. Richards corrected Coos Community College on the matter of transferable credits. The institution's 1961-62 catalog says college parallel courses are transferable. Chancellor Richards said this was a complete violation of procedures set up for the community colleges which must be accredited by State Board of Higher Education committee on community colleges headed by Dr. Miles Romney. As a matter of fact, this committee had its basis in legislation passed by the Oregon state legislature. The article on this matter stated Portland Community College was not affected as it was not offering college transfer training at this particular time.

At the regular meeting of the State Board of Higher Education on October 24, 1961, Dr. Francis Nickerson reported to the Board on the OTI curriculum study actually launched in May of 1959. The minutes of

the State Board of Higher Education are considerable on the matters of policy and direction for Oregon Tech and are quoted as follows from meetings #299-3, page 263-264 and Supplement B:

Mrs. MacNaughton concluded the report of the Committee on Curricula with the following:

At the April 1960 Board meeting, the curricular changes at Oregon Technical Institute for the academic years 1961-62 and 1962-63 were approved as follows: Group I -- Firmly Fixed Curricula, and Group II -- Curricula Under Further Study. It was also agreed that prior to the opening of the school year 1962-63 careful consideration would be given to curricula included under Group II, namely, Medical and X-Ray Technology, Secretarial Technology, and the Auto Body Option of the Automotive Technology Curriculum.

Yesterday, Director Purvine, members of his staff, and Dr. Nickerson presented to the Committee a four-page document dated October 22, 1961, entitled 'Curricular Recommendations for Oregon Technical Institute'. (See Supplement B) In this report it was indicated that the 800 average population limitation now established appears to be reasonable for the foreseeable future if Oregon Technical Institute is to attain the college-able though not college-interested student body it needs. The report also indicated that growing enrolments [sic] offer an opportunity to screen the Institute student body to the exact type needed while maintaining the stated total size. It was suggested that students entering the Institute in the future gradually be required to have the necessary background for the major desired prior to admission to the Institute; that off-phase classes be reduced gradually to eliminate very expensive patterns of faculty time and building utilization; and that weak curricula with low enrolment [sic] be phased out and replaced gradually with new and more attractive offerings of the type that fit into the technical institute curricula. It was felt that these methods, applied intelligently, could produce a student body of qualified people working at a technical level in a specialized institute.

In regard to the curricula identified for additional study at the April 1960 meeting, the following recommendations were made:

- I. That the curricula in Medical and X-Ray Technology be continued with the understanding that steps will be taken to secure improved professional recognition for the Institute graduates and that arrangements will be made to improve the supervision of the instructional program and of externships through an increase in staff and the employment of a licensed clinical pathologist.
- II. That the curriculum in Secretarial Science be changed to Secretarial Technology in order to give opportunity for training of individuals with special emphasis on the vocabulary used in the various technical fields offered at the Technical Institute.
- III. That the Auto Body Option of the Automotive Diesel Division be phased out as soon as feasible with the work in this area to be confined to one course to be offered as a part of the general background required by majors in Automotive Technology.
- IV. In addition to the above proposals, it was recommended also that a two-year course in required physical education be instituted.

The above proposals were discussed at length by the Committee and other Board members. The consensus was that the main objective of the Oregon Technical Institute should be to develop a new and unique educational area lying between the vocational and semi-professional work offered through the high schools, vocational programs and community colleges and the academic work offered in the degree-granting colleges and universities. The student body of such an institute should be composed of students well able to do college-level work and soundly grounded in mathematics and science, but students whose interests are so highly specialized that they do not want the broad general educational patterns typical of the college situation. The Committee believed that a continuing study should be made to keep the offerings abreast of modern technical developments by the constant improvement of established curricula and the addition of new curricula as needs develop. The Committee agreed that, to avoid the blurring of the public understanding of the true nature of the Institute, no curriculum which is not or cannot be established as technical in level should be instituted or retained. It

was proposed by Dr. Nickerson, with the concurrence of Dr. Purvine, that the Auto Body option could be phased out by June 30, 1963.

Mr. Hart expressed the view that the curricula should be job-oriented and should be based on a thorough grounding in one of the basic sciences. He felt that such a description might help in differentiating these curricula from the vocational curricula offered in the high schools and elsewhere, and the broader educational curricula offered in the community colleges, and would serve as a standard in judging present and future curricula. He expressed the belief that the curriculum in secretarial technology did not meet this standard.

The Curriculum Committee, with Mr. Hart dissenting recommends that the proposals included in the report be approved.

The Board discussed the recommendations presented, particularly with reference to the programs in Secretarial Technology and X-Ray Technology. Several Board members expressed the opinion that the adoption of the recommendations presented in the report should not be construed as the final determination concerning the curricula in Group II. In regard to the Secretarial Option, Mr. McKean indicated that he wished to concur in Mr. Hart's opinion that this curriculum should not be retained.

At the conclusion of the discussion, the Board adopted the report and approved the recommendations presented, with the understanding that the curricula in Group II, particularly the Secretarial, Medical and X-Ray options, will be re-examined from time to time.

SUPPLEMENT B

CURRICULAR RECOMMENDATIONS FOR OREGON TECHNICAL INSTITUTE

Oregon Technical Institute fills an essential but narrow gap in educational opportunity in Oregon. Programs of training must be developed to fit highly specialized business, industrial and social needs. Students at the Institute must be college-able but not college-interested. The difference between Oregon Technical Institute and the local community schools now being developed in the state must be built on difference of level of difficulty. Curricula selected for Oregon Technical Institute must be advanced beyond the level available in community schools, yet not require the broad general educational programs typical of the college situation. Students in all curricula must be required to demonstrate sound academic ability in mathematics and science prior to admission. Students interested in

the same technical areas but not having a sound academic background will find their best opportunity in local schools.

Since the type of student the curriculum should be planned for is so specialized, the 800 population figure now set appears reasonable for the foreseeable future. Growing enrolments [sic] offer a prime opportunity to screen the Institute student body to the exact type needed while maintaining the desired total size. Three separate policies are available to accomplish the screening by the time the Institute is moved to the new campus.

The obvious first step is a sensible plan of selective admissions to progressively eliminate remedial students. Such a policy should be effectuated in stages by applying it successively to selected curricula as enrolment [sic] increases. Increasingly students would be required to have the necessary academic background for the major desired prior to admission to the Institute. This would deprive no one of opportunity since deficiencies could be made up more cheaply at home through post-graduate work in the high school, courses taken through the General Extension Division, or preliminary work in one of the new community colleges.

A second control possibility is the spaced elimination of off-phase classes. In any school of 800 students offering a broad sweep of curricula it is financially indefensible to offer all quarters of work in every curriculum every quarter. Much has already been accomplished at Oregon Technical Institute toward the elimination of this problem, but some slack remains. This policy is related to the first. Most off-phase students enter at the proper time but have to complete remedial backgrounds before they can enter the regular curricula in which they are interested. Stricter admissions, therefore, would help solve two problems. This is not a complete answer to off-phase students. Many are allowed to enter school as beginners in winter and spring quarters. In a highly specific school like this and with so small a student body such admissions create very expensive patterns of faculty time and building utilization.

The third control possibility lies in selection of curricula. Successively, weak, low enrolment [sic] should be phased out to be replaced after the move to the new campus with new and more attractive offerings.

These three methods, intelligently used and coordinated, could produce an accurately sized student body of fully

qualified people working at a technical level far beyond that possible to the community schools and still not competing with the colleges. The 800 student limitation thus becomes a key to developing the specialized institute now in the planning.

Following are specific recommendations concerning the curricula placed under continuing study by the State Board of Higher Education at the April 25, 1960, meeting. A recommendation regarding physical education is included because planning for gymnasium facilities on the new campus must begin now if the curriculum is to be included.

I. MEDICAL AND X-RAY TECHNOLOGY

At the request of the Chancellor studies of Medical and X-Ray Technology have been made by the staff from Medical School and by the staff at the Institute. The report of the Medical School describes these curricula as offered at the Institute as inadequate in facilities and staff when measured by the standards of the American Society of Clinical Pathologists which control the only national registry recognized by the American Medical Association. Major criticisms listed in the report are as follows:

1. The programs are not under direct daily supervision of full-time qualified medical staff.
2. The Institute curricula require externships. Objection is made to the fact that many of these are served in non-A.M.A. approved situations, many being in doctor's offices with little or no supervision.
3. A heavy criticism is that since the Institute laboratories are not directly connected with a major hospital there is little opportunity for examination of pathologic material. The students use each other.
4. Objection is also made to the small staffs available for teaching the technical work and to the qualifications of the staff members.
5. Finally, criticism is offered to the fact that the required general education background is inadequate. Approved ASCP programs in Medical Technology will be based on a requirement of three years of accredited college work beginning in 1962.

Obviously, the underlying motivation of the Medical School report is a deep and sincere desire to maintain hard-won standards of medical education. This may not be dismissed lightly. The real question is whether there is a place for people in these fields with less than the training and educational level prescribed by ASCP. From the rebuttal analysis presented by the Institute staff, it would appear that there is.

All parties concede that workers in these fields are in dangerously short supply. If continuation of the programs at the Institute can be justified it will significantly ease that shortage. The Institute defense for its programs is pragmatic; the record of its graduates in the field. Every employer of an Institute graduate in these curricula was contacted for a report on the efficiency of the graduate. Practically all responded, and the letters are available. Excerpts from some of the replies are included in the Institute brief. They fairly represent the replies received. No one can read them without concluding that these people are successfully filling critical positions which without them would remain unfilled.

This should be the decisive fact. Oregon Technical Institute graduates have won professional respect for themselves and for their training; therefore, the most reasonable and practical course is to continue Medical and X-Ray Technology at the Medical School and Oregon Technical Institute in recognition of the great need for people with this training and the demonstrated level of training offered at the Institute. The State System of Higher Education, however, cannot long continue to offer work regarded as professionally sub-standard. Therefore, steps should be taken to secure professional recognition for the Institute graduates, at a separate level if necessary, through differentiated licensing, and, corollary with this, steps should be taken to improve the situation at Oregon Technical Institute. Arrangements to improve supervision of externships, increases in staff, and provision of close day to day supervision of instruction on campus by a fully licensed clinical pathologist (for the Medical Technology curriculum) would rectify the most serious objections to the present programs.

II. SECRETARIAL TECHNOLOGY

Approval of continuation for the curriculum in Secretarial Technology is recommended on the following grounds:

1. Every school in the state system has offerings in secretarial science to satisfy regional obligations. The brief filed by Oregon Technical Institute on this subject shows that about 60 per cent

of their graduates are employed in the Klamath Falls-Lakeview areas. There would be little merit in denying this local service to the Institute.

2. The curriculum which the Board is now asked to approve exceeds the training available for secretaries in the usual business college and can probably be defended as truly technical. The objective for the curriculum is to train secretaries with basic preparation in mathematics and science and in technical jargon from the various types of industries for which other students at the Institute are trained. Certainly any employer in electronics, construction, or engineering would appreciate a secretary just out of school who could handle the ideas and vocabulary of his business.
3. Finally, maintaining will involve no additional laboratory space or teaching equipment since these must already be provided for other curricula in the Business Division and are used to some extent by other areas of the Institute.

III. AUTO-BODY

This option of the Auto-Diesel Division should be phased out as soon as feasible. It cannot be considered as "technical" in the sense of that term at Oregon Technical Institute and is expensive to operate. Future plans call for a single curriculum in Auto Service to produce men who are familiar with all types of auto repair but whose real function will be as heads of service departments. A course in auto-body would be offered as part of the general background required by such a person.

IV. PHYSICAL EDUCATION

A requirement of two years of Physical Education is proposed. Physical Education should be just as necessary for students at a technical institute as it is for college students. The program offered, however, need not be as broad as that in other state system institutions because here it will be purely a service function designed to promote the health of the student body. The facility needed should approximate that of the ordinary large high school.

Oregon Technical Institute offers great promise to education in this state. At a time when high school students are imbued with the idea that everyone with any ability must go to college or risk being a second class citizen the Institute will serve as important recognition that there are other high level courses to pursue. By providing campus living for

the other than college student Oregon Technical Institute is given a unique attractiveness. To guarantee its future only a firm stand on the type of student desired need be taken and frankly advertised. Let students of lesser interest and ability remain in their local communities to receive less involved and technical training. Oregon Technical Institute should serve only students with college level ability but highly specialized interest patterns.

Eugene Register-Guard, October 25, 1961:

OTI Slated To Toughen Its Standards

KLAMATH FALLS (Special---Oregon Technical Institutes [sic] future here was seriously considered Tuesday by the Board of Higher Education --- and board members agreed that changes are needed.

The goal is a school with higher admission standards, that will particularly appeal to the student who likes science and mathematics. But Mrs. E. B. MacNaughton, of Portland, chairman of the board's curriculum committee, indicated that the changes would be gradual.

The board considered a report presented by Francis Nickerson, executive secretary of Oregon's High School-College Relations Committee on the curriculum at OTI.

In October, the faculty and staff, pursuant to securing regional accreditation, were in feverish preparation for the visit of the Northwest Association of Secondary and Higher Schools.

At the request of Board of Higher Education, the Klamath Falls City Council processed an ordinance providing for annexation of the site of the new OTI campus to the city of Klamath Falls. The third and final reading was on November 7, 1961, and took effect in 30 days.

December 13, 1961, the State Board of Higher Education raised tuition to meet the shortage in budget resulting from a large increase in the

1961-62 student enrollment. This resulted in an increase of \$15 per year for resident students at Oregon Tech to a total of \$300 tuition and non-resident tuition to a total of \$480.

The Center for Graduate Study that was proposed by the science, engineering and new technology committee, of which Director Purvine was a member, issued a bulletin entitled, Grow With Oregon. The work of this group was eventually to result in the establishment of a graduate near Sunset Highway in Washington County.

December 1, Roy E. Lieuallen, President at Oregon College of Education, was named Chancellor of the State System of Higher Education. He replaced retiring Chancellor John Richards who had served as chancellor from 7-1-55 to 10-4-61, and as vice chancellor from 7-1-53 to 7-1-55.

The appointment of Dr. Lieuallen as Chancellor was considered a fortunate move by administrators at Oregon Technical Institute. As a point illustrating his broad interest and study of matters in the area of higher education, it was noted that he had visited the Oregon Tech campus not less than three times (while Dean of Students and Registrar at the Oregon College of Education and while President) to become better acquainted with this new facet of higher education. OTI staff felt his appointment was a favorable circumstance.

The Executive Office of the President of the United States arranged for an OTI-hosted conference on "The Role of the Scientific and Engineering Technician in the Conservation of Scientific and Engineering Personnel." This meeting was held December 8 and 9, 1961, utilizing the theater on the Marine Barracks campus. This was the first such venture in the Northwest.

In the March 9 meeting of the State Emergency Board, \$1,830,000 was released for building construction.

In the next week, the newspapers carried the embarrassing news that an OTI student was being held as a counterfeiter of 25¢ coins. The student had used the coins in telephones to call his girlfriend and it was the investigation by representatives of the telephone company that first brought the matter to the attention of authorities. On June 9, with a headline in the Herald and News, "Two-Bit Case, Phony Coin Maker Hit," the individual who was counterfeiting 25¢ pieces to call his girlfriend on the telephone was given a six-month probationary term.

In March of 1962, Chancellor Lieuallen called for a general policy meeting and workshop of all the State System of Higher Education presidents. This was carried out in a remote laboratory in the forest research area of Oregon State University. This location resulted in there being a single telephone available with the purpose to get great concentration and little disruption of all members on the matters at hand.

Director Purvine was named in Who's Who in America and publication notice was made on March 25, 1962.

Semon and Owens Halls were the first buildings bid on for construction in March of 1962. Todd Construction Company of Roseburg was the successful bidder to construct these two buildings and some service buildings.

In order to enhance the awards available to students, two new donations were secured: the President's Cup, by President Purvine; and the Citizenship Award, by Vern and Rose Owens.

In mid-April, the Oregon Tech Development plan was prepared for study. City planners were working to develop this plan covering the immediate

area around Oregon Technical Institute in the northern and eastern section of the city. Late April, 1962, the State Board of Higher Education gave approval to the preliminary plan for the administration building at OTI at an estimated cost of \$258,000.

May 8, the Klamath Falls City Council allocated \$7,553 for a sewer line to OTI. There were provisions for a share of the cost to be paid by the institution from the construction fund.

The Emergency Board approved the preliminary plans for the administration building on June 2, 1962.

The meeting of the State Board of Higher Education on June 12, 1962, cut budget requests from all the institutions from the 1963-1965 biennial budget. Oregon Tech's Phase II construction cost was set at 4.3 million dollars. The State Board of Higher Education Curriculum Committee approved the OTI three-year medical tech program on June 2 in preparation for forwarding it to the complete Board.

On July 24, the Building and Finance Committee of the State Board of Higher Education approved the preliminary schemes for the Oregon Tech physical education plant, and the physical plant warehouse.

OTI secured the services in June, 1962, of a nationally recognized technical expert in technical institute education with the appointment of G. Ross Henninger, then 64 years of age, as Director of Institutional Research. He began his work on August 14. He was current Chairman of the National Subcommittee on Technical Institutes under the Engineers' Council for Professional Development. He had been Assistant Dean in Engineering Extension at Iowa State University, Ames; President of Ohio College of Applied Science at Cincinnati; President of Embry-Riddle

Aeronautical Institute, Florida. He ultimately retired in 1967. The prestigious James H. McGraw award was conferred on him in 1973.

Residents of the Hot Springs Addition in Klamath Falls began to express concern over the possibilities that OTI pumping of hot water for heating would lower the temperature or the water level or both in their wells. President Purvine responded to Mayor Veatch that instruments were being acquired so that a study of the private wells could be made. This study, under the direction of the Mechanical Engineering Technology Department at Oregon Tech, would trace the results of OTI pumping. There was also a question raised as to whether the released warm water from Oregon Tech would be fed into the city sewer. Since this was to be a surface disposal on water grade to the pumping sump near the lake, concerns in this area were not relevant.

The early September showed pictures and write-ups in the local newspaper that the grading and basic site work was completed on the new campus except for the dormitory site. Sewer and water lines were nearing completion. The foundations for the classroom building and the laboratory building were laid and curing, awaiting further construction.

On September 9, the second annual fall faculty dinner was held in the school cafeteria.

The State Board of Higher Education approved preliminary schematic drawings for the 1.5 million dollar instructional shop building on the new campus. The instructional shop building was then turned over to the architects for the making of actual preliminary plans. There had been a great deal of discussion concerning the justification for a shop building through a variety of questions concerning the future technical level of the courses to be lodged in that building.

On September 13, it was announced that the National Defense Educational loan fund appropriation had allocated a fund of \$66,456 to OTI.

Following up on the concern of the citizens about the hot water wells, President Purvine issued public statements indicating that the study had as its purpose to find the effect of OTI heating on existing domestic heating wells. OTI and the state engineer's office were in cooperation on the project, with William Bartholomew, geologist and water well supervisor, representing the state engineer. Contacts, begun in July of 1961 with residents, secured OTI permission to study wells on their property. The purpose of the study was built around a process of determining hot water well temperature and hot water well static levels at various times during the year prior to Oregon Tech beginning its pumping. Then after the pumping for the heating of buildings on the new campus had begun, remeasuring the temperature and static water levels would determine any effect that the Oregon Tech usage would produce.

September 19, the Oregon Tech Faculty Wives and Womens Club put on a special luncheon in honor of Mrs. Mark Hatfield, the State Governor's wife, and Mrs. R. E. Lieuallen, the Chancellor's wife. This was held at the Pelican party room.

In early October, the preliminary plan for the physical plant building and the instructional shops building was scheduled to go to the State Emergency Board for approval. October 16, 1962, the State Emergency Board meeting took action to set \$6,000,000 as the Oregon Tech campus cost, as compared to an estimate of \$6,225,000 by the State System of Higher Education. The E-Board also approved physical plant and instructional shops plans.

One of the developments in the fall of 1962 was the offering of a personality and development class for women. This was conducted by Catherine Lake and in October, the Oregon Tech women students served as models for the first style show of the year. The purpose of the personality and development classes was to help girls develop poise, self-confidence, and improvement of grooming.

A catastrophic storm struck Oregon on October 12, Columbus Day, in 1962. The storm damage for Oregon Tech was estimated at \$10,000, being less than institutions situated on the west side of the mountains where the winds were stronger.

The Oregon Tech budget was reduced \$15,272 inasmuch as the enrollment for fall 1962 did not total as much as the estimate made for 1962-63 academic year.

At its regular meeting of October 24, 1962, the State Board of Higher Education approved the preliminary plans for the library-commons building. This building was being planned to house the library on the ground floor and the commons on the upper floor. Both levels had ground-level approach due to the grading of the campus.

Meanwhile, at the old campus, survival facilities were developed under the Civil Defense program. Nickerson Hall was equipped with roof sprinklers to decontaminate any radiation fallout. Shortly after that, Oregon Tech announced that the shelter, itself, was ready. The Civil Defense basic protection area for personnel, which would be a protective one against atmospheric borne radiation, was established under the building housing the student union, library, post office, and store. This building was named Semon Hall.

On November 13, 1962, a historic event occurred. Oregon Technical Institute was visited by a committee representing the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools. The visit was the first time for any technical institution in the Northwest. A seven-man committee came to the campus in order to review programs, facilities, and objectives for the purpose of determining its accreditability as a specialized institution.

On December 7, 1962, Oregon Tech received accreditation by the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools. This provided regional accreditation, a significant step. The significance of this was conveyed to staff by a memorandum issued by President Purvine. "Accreditation by the Northwest Association of Secondary and Higher Schools represent the most important milestone in the development of our technical college. The Higher Commission recommended 'the unrestricted accreditation of OTI as a specialized institution for a period of five years.'" (It developed that this could be, and was extended another five years to 1972 by a progress report which was submitted in 1967.) "Since accredited institutions are usually given a beginning term of two or three years in accreditation before a re-evaluation, the five-year term at OTI is a significant action. The evaluative report submitted by the visitation committee after its November 12 and 13, 1962, inspection is very complimentary. This report states 'The future of the school should be bright. It could very likely become the outstanding of its type, not only in the West, but in the entire nation.--- The committee commends the faculty, staff and administration for developing a high-quality educational program to meet the rapidly increasing needs for technical education.'"

The student body made a request that school be recessed at noon on Wednesday before Thanksgiving. The purpose of the request from the Associated Student Body was to permit additional travel time for students who travelled homeward on the day prior to Thanksgiving. Faculty members were in favor of the request because experience had shown that classes were lightly attended on Wednesday before Thanksgiving. The approval by the president of the request was given with the notation to the student senate that their handling of the matter represented a maturing of student government.

In early December, at its regular meeting, the State Board of Higher Education approved preliminary plans for the Oregon Tech residence hall. At the same meeting, the Board agreed to ask for \$3,200,000, scaling down the OTI request for \$3,700,000 for the balance of the campus construction.

At about this same time, the first isotope was produced by a neutron howitzer designed by science chairman, Hiram M. Hunt, who secured assistance from the machining processing students in developing the neutron gun.

In mid-December, President Purvine was called to Washington, D.C. as one of nine consultants on engineering technology education. The consultants met for several days with representatives of the President's Science Advisory Committee. The result of the meeting was to prepare material portions of which were utilized by President John F. Kennedy in submitting his message on education to the Congress.

At about the same time, the State Emergency Board approved the preliminary architectural plans for the library-commons.

Harry R. and Norma E. Waggoner deeded 25 unimproved lots in Buena Vista Addition as an unrestricted gift to OTI; the value was \$37,500. The institution expected to construct married student housing on the lots. The plan did not work out and the SBHE moved to sell the property March 26, 1974.

A request was made to the City Council to change the zoning of the area adjacent to the new OTI campus. The purpose was to allow apartment house construction, but was opposed by two property owners. This request was made by Fred Benioff to change the zoning from R-7.5 to R-5A. A. E. Smith, Business Manager of OTI, and Floyd Wynne of 1830 Lawrence Street, opposed the change of zoning.

In January, the Klamath County Chamber of Commerce, having studied the matter, went on record as opposing a zone change to allow multiple dwellings near the OTI campus. There was also a February 3, Herald and News editorial that opposed the zone change: "Only by rigidly upholding the present zone around the OTI campus can we provide for orderly growth toward a beautiful and fully expanded OTI campus." The City Council, in a regular meeting on February 5, rejected the rezoning request.

Formal dedication of the new campus was conducted on February 24, 1963, with Governor Mark O. Hatfield leading the notables in the exercises. Governor Hatfield and President Purvine unveiled a special plaque that had been prepared by the architectural firm for the occasion. The group involved was Governor Hatfield, President Purvine, Chancellor R. E. Lieuallen, J. Vern Owens, and Charles Holloway, President of the State Board of Higher Education.

In February 25, 1963, newspapers the "Owl Hoots" column was made a special by Dr. R. W. Bingham, Dean of Technical Education. The American

Society for Engineering Education survey, of which Dr. Bingham was the consultant, was preparing a report on a study of engineering technology funded by the National Science Foundation. This, later known as the McGraw Report, established basic criteria for quality engineering technology. The committee of consultants, which included Dr. Bingham, and the editorial advisory group, which included President Purvine, all were called to special meetings by the sponsors of the National Science Foundation study.

At the end of February, 1963, it was possible to publish a photo in the local Herald and News of the graded and graveled road to be called "Campus Drive." Paving was to await compacting of the graveled surface by traffic to and from the construction on the new campus.

In early March, the State Board of Higher Education, in regular session, approved the plans for a \$46,000 radioactive isotopes laboratory. The publicity mentioned the possibility of having a small reactor, but it was later modified to include a neutron howitzer and radioactive isotopes control device for cobalt "60."

The legislative Ways and Means Subcommittee on Education for Buildings conducted a hearing on March 20, at which the various public college heads appealed, asking for, among other things, \$3,515,000 at OTI for six buildings. On March 21, the subcommittee recommended \$3,500,000 to allow OTI to move to the new campus in the fall of 1964. Immediately this recommendation was taken to the Joint Ways and Means Committee which introduced the bill for 3.5 million dollars for the six buildings at OTI.

In early April, the Ways and Means toured Southern Oregon College, Oregon Technical Institute and Central Oregon Community College.

The invitation for bids went out on Phase II of Oregon Tech construction, including the shops building, the physical education building, the library-commons, the physical plant warehouse, and the administration building. Bids were opened on May 3 for this Phase II work.

On direction of the legislature, the State Board of Higher Education on April 24, 1963, raised tuition so that OTI non-resident would be \$690 for the first year and \$900 for the second year, with residents changed to \$330 per year.

The headline in the Oregon Journal stated that "The OTI Director Raps the Board's Pay Plan." The Herald and News, and the Medford Mail Tribune printed the headline, "OTI Chief Denies Quote." It also appeared in the Corvallis Gazette Times, the Ashland Tidings and the Bend Bulletin. Knowing the administrative responsibilities involved, it is evident that the president would not make any such remark about the State Board's pay plan.

The full Ways and Means Committee approved the college buildings appropriation and, in due time, when it appeared before the House on May 30, the representatives sent the bill back to the Ways and Means for further clarification.

On June 2, both Klamath Falls legislators reported that both the House and Senate had passed the bill for college housing, including the OTI buildings with the proviso that OTI was to move to the new campus in the fall of 1964.

On May 19, 1963, the Presbyterian Intercommunity Hospital dedication, next door to OTI, occurred with Senator Barry Goldwater the principal speaker. The burden of locating the Presbyterian Hospital adjacent to

the Oregon Tech campus had been assumed by the committee sponsoring the fund raising. One of the principle reasons was the utilization of externship students from the college by the hospital.

Chapter XI, 1963-65

The State Board of Higher Education sold bonds to finance various dormitories and other self-supporting buildings, including the OTI dorm's first phase in early July. The interest rate successful in the bidding was 3.05942%.

August, 1963, a one-week planning conference to look at the long-range implications of evolution and development at Oregon Technical Institute was held at Diamond Lake. The administrative personnel, including department chairmen, were included. The meeting was chaired by President Purvine, and Chancellor R. E. Lieuallen attended, making a presentation concerning the desirability of this type of planning.

In mid-August, the Oregon Tech Institute laboratory and the residence hall bids were received. The total of \$1,021,393 was above the estimate. However, by the cancellation of alternates, it was possible to award the bid.

Harold A. Peterson, pioneer supervisor of instruction, passed away on September 9, 1963, having retired in August of 1959. He was the first administrative officer to be assigned to the Marine Barracks campus in May of 1947.

One of the highlights of September, 1963, was the announcement of invitations to bid put out for an 89,000 square foot facility at the Presbyterian Intercommunity Hospital adjacent to the campus.

On August 16, a picture of the well-drilling rig test pump and President Purvine at Well #5 was titled by the Herald and News, "Better Than Oil." Steaming water was shown pumped from the well and running through

ditching toward Kit Carson Way where, on this hot summer day, the steaming water produced a considerable amount of attention. The well tested at 442 gallons per minute with a high temperature of 192°. It had been drilled to a depth of just over 1,700 feet by Eldon E. Storey. This well assured an adequate hot supply.

ECPD notified the institution in early October, 1963, that two new programs, Drafting Engineering Technology and Mechanical Engineering Technology, had been given accreditation in Engineering Technology. The notification also stated re-accreditation for the Structural Engineering Technology and Surveying Engineering Technology programs. Two programs that were already ECPD-accredited, but not visited in 1963, were Electronics Engineering Technology and Highway Engineering Technology.

Enrollment at the institution was a total of 906, up only 4 from the preceding year's 902. This produced 74 students below the total estimated in the budget thus requiring a budget reduction.

At this time, O. I. Paulson, Director of Vocational Education and former general supervisor of the work at Oregon Tech, retired effective August 10, 1963.

There was considerable publicity eruption over the purchasing of a president's residence at OSU for the new president, Dr. Jensen, at a cost of \$62,000. The circumstances concerning all other presidents then was sought out by the media. President Purvine's location on the old campus, where the house was furnished as a part of the requirement of the position, was noted.

A voters' defeat of a referred tax bill in mid-October brought the State Board of Higher Education in late October to a decision to tell its

colleges and universities to slice budgets. A special meeting was called as a result of failure of the referendum.

November 15, the Board of Higher Education reduced budgets, generally, keeping a budget of \$370,000 for completion of the campus development at OTI. In the total system picture, there was a reduction of 479 jobs, which included 275 vacant salaried positions, for a total cut of \$8,270,583 for the system. This reduction was made from a two-year budget total of \$82,074,652.

The session of the legislature gave Governor Hatfield budget cut authority which was the same as recommended by the Governor from the Department of Finance. As a result of this, Oregon Tech lost some sidewalks.

January, 1964, Columbia University Teachers College negotiated an arrangement with Oregon Technical Institute to supply personnel for its project in Peru. Dean of Instruction, Paul Meier, was sent to Peru to make a study of survey elements and survey procedures for the Teachers College. He was followed, in June that year, by Ray Garrison and wife who went to Peru on an original leave of absence for two years. Mr. Garrison's appointment was then twice renewed for one year so that return to the Oregon Tech campus occurred July, 1968.

The State Board of Higher Education directed all of its institutions to draw up a set of guidelines. Those for Oregon Tech were worked up from the grassroots--faculty, department chairmen, assistant deans, and deans--and presented to Dr. Romney's office. It turned out that the guidelines required a great deal of negotiation to reach acceptable form, and, in the final form, appeared as follows:

A SPECIAL KIND OF EDUCATION

Oregon Technical Institute is an institution moving into new and developing areas. The Oregon State Board of Higher Education has responded to the needs of Oregon business, industry, science, and engineering enterprises by approving "guide-lines" to define new areas and evolving extensions of older areas. The following "Statement of Guidelines for Oregon Technical Institute" was approved by the Board at its regular meeting July 28, 1964.

"There is an especially urgent need for college level training of technicians to assist scientists, engineers, and doctors. Although ideally one scientist or engineer should have the backing of two or three technicians, our institutions today are not producing even one technician for each three science and engineering graduates. This shortage results in an inefficient use of professional manpower--the occupation of critically needed time and talent to perform tasks which could be performed by others--an extravagancy which cannot be tolerated when the Nation's demand for scientists, engineers, and doctors continues to grow. Failure to give attention to this matter will impede the objectives of the graduate and post-graduate training programs mentioned below."

(President John F. Kennedy's message
on education to the 88th Congress)

The Oregon Technical Institute, the co-educational polytechnic college in the Oregon State System of Higher Education, is dedicated to meeting the needs identified above. Specifically, it has as its objectives the following:

I. To provide college-level programs designed to meet the current and emerging needs of science, business, and industry.

Of six or more terms in length, these programs are more specialized in scope than required to prepare students for entrance into a profession. OTI programs are designed to prepare the student for a technical position or for other lines of activity within the occupational spectrum of a professional field.

The areas of employment for which the curricula at OTI prepare students are those which, on the spectrum extending from the unskilled or semi-skilled on the one hand to a profession on the other, lie nearest the profession. The relationship of the medical technician to the medical doctor and of the mechanical engineering technician to the mechanical engineer are illustrative of the relationship of the OTI-trained personnel to members of the recognized professions.

II. To provide the quality of technical and applied science programs which will enable its graduates to be immediately employable and to be advanced within the occupation.

The primary objectives of the technical and applied science programs are to insure that the graduate shall possess:

- A. The knowledge and skills essential for immediate employment in his selected technological area,
- B. A sufficient understanding of the basic principles underlying his technology to permit his advancement on the job to supervisory and managerial position; and
- C. The qualities of intellectual curiosity and individual initiative which will enable him to maintain his employable status through the inevitable changes which accompany technological advancement.

III. To provide its students with requisite non-technical education to contribute toward their ability to participate as responsible members of a democratic society.

IV. To develop and administer adjunct programs and activities related to the major programs of the Institute.

Adjunct programs shall be interpreted to mean such programs as: refresher programs, including workshops and conferences, for those in the field; foreign extension programs; contract services to business [sic], industry, education or government; student services, etc.

V. To provide cultural, social, and recreational activities for its student body, and within limits, to the community.

VI. To cooperate with other educational agencies in the integration of offerings where such integration seems desirable and feasible.

The emergency of the community college in Oregon, with its interest in occupational training, suggests the need for exploring possible potentially useful relationships between selected programs in community colleges and OTI programs to facilitate transfer of students to OTI.

VII. To maintain a continuing evaluation of the curricula at OTI in recognition of the rapidly changing technologies to which they relate.

Nowhere is the phenomenon of change more evident than in the technological fields for which OTI prepares its students.

Preparation programs, if they would be effective, must be abreast of the developments in the technology into which their students will move. Major attention will therefore be given at OTI to a continuing evaluation of curricula to insure that they reflect these developments. The following are illustrative of the means to be employed in the evaluation: (1) use of advisory committees from business, industry, and government and other appropriate agencies, (2) interviews of industrial recruiting teams, (3) visits to business and industry for "on the spot" inspection of manpower and technical needs, (4) followup of OTI graduates, (5) inspection of institutions having comparable objectives.

VIII. To maintain a program of staff improvement which reflects the necessity for staff members to keep abreast of rapidly changing technologies to which their teaching or other professional assignment relates.

The faculty at OTI must have characteristics of an effective college teacher. These include: skill in the basic teaching-learning process, a capacity for effective communication, a thorough knowledge of the subjects to be taught and knowledge of supporting subjects, interest in the over-all development of the student, and personal and professional integrity. Important, too, is that faculty members have an employment background in the pertinent technical fields in which they teach, or, in the case of those in the arts and sciences, a thorough understanding of the application of their subject matter to the objectives of OTI.

Faculty members must be encouraged to follow a regimen which will insure that they keep abreast of rapidly moving developments in business and industry. Summer employment in the technology, attendance at appropriate summer institutes or college sessions; performance of consultative services for business, industry, or in technical education; research in the appropriate fields; development of contributions to technical literature--these are all illustrative of the kinds of activities in which faculty must be encouraged to participate on a continuing and planned basis.

IX. To maintain a continuing program of research which shall include inquiry into the use of new media and other potential improvements in the teaching process in technical fields.

X. To provide a program of continuing education to the extent such a program is seen to be necessary.

The provision of continuing education opportunities for citizens of Oregon is an important function of the State System. OTI will, in cooperation with the Division of

Continuing Education, make such use of its resources available for this purpose as seems feasible and desirable.

In preparation for the move to the new campus planned for the fall of 1964, retired staff member, A. V. McVey, returned to collaborate with Bud Blanchard on inventory of the physical properties of the school. Various newspaper reports were given concerning the move; it was widely published that OTI would move to the laboratory and classroom buildings between June 15 and July 3rd; other buildings could be occupied later on.

In March, Pacific Power and Light committed its sign board at the north entrance of town to a large arrow pointing in the general direction of the campus with Oregon Technical Institute inscribed in the arrow, "Training for Tomorrow's World" above, and Pacific Power and Light below.

G. Ross Henninger, Director of Institutional Research, was appointed United States Coordinator in an international survey of training facilities for non-university engineers and engineering technicians. This appointment was under the OECD of the United Nations.

The National Association of Intercollegiate Athletics (NAIA) accepted OTI into District II membership.

Spring vacation, from March 21 to March 29, 1964, was a highlight in the development of the Oregon Tech baccalaureate program. For some three to four years, a general pattern had been developing in the presentation of such programs to recruiters visiting the campus. From their responses, the program was refined and developed enough that the proper kinds of questions emerged for a survey of industry. By having arranged in advance with Chancellor Lieuellen and the State System budget office, a special one-time allocation of out-of-state travel funds was provided for this

period. Fifty-seven staff members volunteered to give over their spring vacation to this survey activity. Of these, 28 went out of state, and 29 stayed in Oregon. The 28 who went out of state covered the area north to Seattle, east to Pocatello, Idaho, south to Las Vegas and Phoenix, and Los Angeles in the California area. The distribution of the faculty personnel was coordinated by the President's Office, and the grouping of survey personnel to provide the most encompassing membership was carried out well in advance of the spring vacation. The results were brought back in the form of memorandum reports from all of the 57 staff members who went on the survey.

At about the same time, Purdue University was considering the possibility of extending its school of technology to encompass baccalaureate training in the engineering technologies field. It was to be used throughout the state in the various branches of Purdue University and in the evening programs as well as the day programs.

This survey was reported briefly and published in January of 1965. The element of commonality between the determinations of this survey and those reported by faculty members at Oregon Tech was surprising and gratifying. There was demonstration that the highly industrialized state of Indiana and the relatively growing industrialization of the western states provided industrial management, business management and governmental management people with similar wants and needs in the area of personnel.

Sample determinations of the industrial survey at Purdue University for Indiana are as follows:

DETERMINATIONS OF THE INDUSTRIAL SURVEY - 201*

Purpose of the Study

Although industrialists had not been reticent about expressing themselves volubly as to the type of baccalaureate graduates needed for their work, there was no known body of statistics which supported these opinions and the often somewhat vague statements. The purpose of the Industrial Survey-201 was to gather, tabulate and present a consensus of industrial opinions concerning the specifications for a baccalaureate graduate to serve the current and future needs of the bulk of Indiana industry.

Conclusions Derived from the Study

The results of this study forces [sic] a reassessment of commonly accepted educational goals for the technical trained student. Into this reassessment must be factored the interest and bias of the student as well as the actual manpower needs of industry.

In this study, industry has recorded that it not only needs man-power in its production work, but is willing to list and rank first, shop laboratories and manufacturing processes as the basic engineering application subjects believed necessary for its work. Further, industry has ranked such personal factors as tolerance, positive attitude towards employers, good management of personal finances and proficiency in social contacts as traits which are the top indicators of probable company success. It is to be noted that answerers mentioned that these traits are taught in a climate as well as a class. Industrial opinion, of course, demanded proficiency in engineering theory but also felt that these other items were important in an almost equal ratio.

It is therefore felt that the faculty of the School of Technology must undertake to build curricula in which a degree of specialization is present, but which will mainly recognize that all work activity springs from a common body of knowledge. These curricula must also recognize that a man is being educated, that he must be able to communicate, both orally and in written form with fellow men, that he is a part of a world that is in being and he must be able to orient himself in this world. Finally, but not least, there is dignity in labor with hands as well as mind.

Recommendations to the Faculty (at Purdue U.)

On the basis of the several phases of this study and the data collected by the Industrial Survey-201, it is recommended

*Reproduced with permission from Purdue University.

that all four year curricula to be developed by the faculty of the School of Technology should:

A. Generally

1. Dovetail into the curricula of the present Associate in Applied Science degrees.
2. Minimize specialization.
3. Preserve the interest and the ability of students throughout the four years.
4. Build-on and not add-to the present programs.

B. Specifically

1. Be constructed so as to utilize 35% of total student time for engineering theory and those sciences basic thereto, 35% for engineering application and 30% for communication and living skills.
2. Include those basic theoretical engineering subjects to a level commensurate, in the opinion of faculty, with the needs of industry.
3. Include those subjects generally accepted by faculties as communications and living skills in such a manner so as to provide:
 - (a) a continuing study and application of Speech.
 - (b) a continuing study and application of English.
 - (c) a means for a graduate to orient himself to man and his environment.
 - (d) a means for a graduate to psychologically and economically orient himself to an industrial climate.
4. Institute an educational method which will provide the student with an understanding of the physical industrial climate.
5. Be flexible enough to adapt to the changing needs of industry.

Some formal testimony concerning the Oregon Tech survey was included in the publication, "An Analysis and Discussion of the Oregon Technical Institute Program," January 13, 1966. (OSSHE, Office of Academic Affairs p.p. 65-67)

OTI Asserts That there Is a Significant and Growing Demand in Business and Industry for Technicians Having Four Years' Preparation

OTI takes the position that there is a significant and a growing demand in business and industry for individuals who are well trained as technicians in the various engineering technologies, and who at the same time have a good breadth of general education and knowledge that will permit them to function effectively in sales and service, supervisory, and middle management positions.

OTI holds that this demand points clearly to the need for providing further study opportunities for those well-trained technicians (graduates of the present two- and three-year programs) who have the interest and the capacities for preparing themselves for these middle management positions. This added training, OTI holds, should lead to a baccalaureate degree (Bachelor of Science in Technology or Bachelor of Technology). It is also OTI's view that the demand for the baccalaureate-trained technician or technologist has grown out of the changing characteristics of the preparation of the members of the "engineering team". (Henninger defines the engineering team as including "the engineer, plus the technician, plus the craftsman".) OTI holds that as the engineering schools have tended during the past decade to emphasize what might be termed the preparation of engineering scientists, there has been less attention, not surprisingly, to the preparation of persons at the level of preparation characterized by the engineering graduate of 10-15 years ago. A gap therefore exists.

It is OTI's contention that not only does the gap exist, but that OTI is eminently qualified to fill this demand for trained persons at this level, provided the Board of Higher Education authorizes OTI to offer the baccalaureate degree programs it proposes to offer. OTI's assertion as to the need for technicians with baccalaureate degrees is based in part upon an analysis made of responses of industrial and business representatives interviewed during the spring of 1964, and since, by OTI staff members. Some 57 staff members spent their spring vacations in 1964 on this interview study - approximately half of them interviewing out-of-state. These interviews, according to OTI, confirmed judgments earlier made as a result of numerous interviews with recruiters as they came to the OTI campus. The OTI findings are not unlike those of some other studies done elsewhere. We cite one here as illustrative.

The Purdue University Study. On July 1, 1964, the Board of Trustees of Purdue University created the School of Technology and charged it with the building of a curriculum for training of Indiana high school graduates "whose interest in industry was centered on manufacturing, technical sales and machinery service". In the development of curricular plans, the Purdue staff turned to the potential users of their graduates (business and industry) to ascertain from them the characteristics of the kinds of individuals they were prepared to employ.

"Although," according to Purdue, "knowledgeable and successful men in industry expressed themselves differently, it was the common threads of manpower needs which directed this investigation."¹ They then quote from several of their interviews to indicate the common thread running through all of their interviews.

From a personnel manager of a medium sized heavy equipment manufacturer, ". . . We look for a fellow who can verbalize - I don't mean make speeches, but can talk - he will be out on the promotion floor . . . and he will have to be talking to Joe Blow on the machine or to Chauncey DePew at the Board of Directors meeting - he must be a good personal salesman. I will be looking for a record of accomplishment in school . . . a fellow who supplemented his technical work with some courses in the humanities - so that he can have some perception - some understanding of how people act and react."

Again from the Manager of Salaried Personnel of an international corporation, ". . . [I am] speaking about [our company], basically, but I think that is true in many other industries because we are probably typical of manufacturing concerns, our big need, I would say, 80% of our needs, are for the more practical . . . I envision that type of person being very interested in production . . . and that is where we actually need the bulk of our . . . people. I think what we need in industry today is a specialist, but an individual who can think as a generalist . . . first of all we would expect the individual to be self-motivating . . . to be able to develop himself . . . under this industrial climate in which we would put him."

And finally, from a Vice-President of Engineering of a large engine manufacturing firm, ". . . exactly what has happened over the last several years

¹School of Technology, Industrial Survey (Lafayette, Indiana: Purdue University, 1965), p. 1.

[is that] the physicists have moved out of the area of classical physics into nuclear and solid state physics, leaving a void in what I would term as applied classical physics - the engineering schools have moved into this area and are now filling the void that is left by the physicists - there is no one moving into the area that has been left void . . . I think the universities have found themselves . . . under a real time pressure, feeling that they have to get more and more and more into the curriculum because of the increasing amount of knowledge . . . as a result they have taken out things that, in my opinion, are absolutely essential . . . the universities . . . are not providing now the type of education that is really needed by industry . . . [Education] is a matter of emphasis, attitude and philosophy that I'm really talking about. I think that a person can't really understand technology intellectually unless he understands it in his hands."

These few examples will serve to indicate a general trend of opinions of industrialists as to the measure of their future employees. Whether the reader agrees or disagrees with the sample thoughts expressed, make no mistake, these are the men who will decide not only the employability of a person but his future in industry.

The Purdue study was based upon personal interviews within some 26 industries based in Indiana or having large installations there, and a questionnaire survey of a sampling of the members of the Indiana Manufacturers Association (1,386 questionnaires mailed out, approximately 10% returned).

The Oregon Tech survey included a random sampling of employers, some of whom had Oregon Tech graduates and some of whom did not. One finding in the survey was that the employers of Oregon Tech graduates were usually ready and able to comment upon the need for more than two-year associate degree training, whereas the non-employers found it difficult to visualize what the associate degree person could do and felt reluctant to contribute any suggestions to any possible program extension. The effort to formulate a four-year program spanned the period 1961-1967.

On April 14, the KUHS board, considering the initiation of a pre-tech program, asked a representative from Oregon Tech to attend the meeting. Ray Garrison, the person sent, pledged all the help that the program would ask from Oregon Tech. The plan involved OTI faculty to be helpful, but in no way to intrude or to attempt tactics that could be described as dominating.

In the latter part of April, it was announced that the Chancellor, college and university presidents, and deans would receive no pay increase; in the same meeting of the Board of Higher Education, a listing was given of the attendance and cost-per-student at the various institutions. PSU with 7,600 students was listed at \$720 per capita; UO Dental School, 390 students at \$4,400 per capita; OTI, 980 students at \$1,700 per capita; OSU with 11,000 students, \$1,500 per capita; University of Oregon with 10,500 students, \$1,400 per capita; OCE with 1,500 students at \$1,100 per capita; Eastern Oregon College with 1,200 students, \$970 per capita; and Southern Oregon College with 2,500 students, \$760 per capita.

There was to be a special election in May of 1964 on educational bonds; included in this was the possibility for OTI campus development of \$342,000. The symbol of the campaign, the torch of learning, was carried from city to city by students running in relays along the highway. This support of the bond issue provided a great deal of attention to the needs. On May 16, the Portland Oregonian recorded the fact that the college program had been approved by a 7-5 margin in the statewide vote. May 19, it was announced that the former OTI dean, Jack E. Brookins, had been appointed as the new Southwestern Oregon Community College dean at North Bend.

At this same time, the automotive club of Oregon Tech presented to the school a sign at Kit Carson Way. The automotive club, under the direction of Ben Morrison as advisor, raised funds and had exchanged work with a sign painter in order to get the sign art work done.

June, 1964, the Oregon Tech president was quoted as drawing attention of the city to the need for student housing. It was especially emphasized that married students were having difficulty in securing adequate housing.

As a follow-up of the publicity over acquisition of the president's residence at OSU, the media called on President Purvine to provide an explanation of the house lease. The residence on Melrose, owned by William Sweetland, had been rented at \$275 per month following an appraisal made by local qualified real estate appraisers.

At the same time, publicity was given to the fact that Oregon Tech was ready to start the moving chore from the old campus to the new, and the State Board of Higher Education approved a plan whereby ownership of the Marine Barracks campus would revert to federal ownership when OTI occupied its new campus in autumn, 1964. As a result, the Herald and News shortly displayed pictures of the campus captioning the page, "For Sale, One Small Empty Town."

The American Society for Engineering Education met at Bangor, Maine, in June of 1964, with two officials of Oregon Tech in attendance--President Purvine and Institutional Research Director Henninger. During the session, G. Ross Henninger was presented with the Aruthur L. Williston Award which included a citation and a financial grant based upon outstanding publication in the field of engineering technology. A regular

committee of the American Society for Engineering Education had carried out the screening of publication as preliminary to awarding the Williston certificate.

On July 7, the State Board of Higher Education asked for bids for the radioactive isotope laboratory and landscaping. August 9, the landscape job was bid in at the lowest figure by Baker's Nursery of Klamath Falls. On August 20, Eldon Alt of Klamath Falls, was low bidder on the radioactive isotope laboratory project.

Joe F. Caraher, relatively new as editor and publisher of the Herald and News, arranged for a special OTI edition of the paper for September 13. Over 1,500 copies were distributed throughout the West's prospective students and student applicants who had been admitted. Two sections of the paper contained a good deal of emphasis on a preview of a "great" new campus.

During September, the process of moving to the new campus was in full swing. There had been numerous attempts to develop a quotation concerning the cost of moving, but private companies available for such service were reluctant to give such a figure and, as a matter of fact, did not supply such a figure. In the meanwhile, the sensitive equipment was being moved in a private pickup owned by Walter DuWan, assisted by students from electronics. The Physical Plant crews were moving other elements of the material. The low-boy trailer, with assistance from the forklift, was used to move heavier items of equipment. In the long pull, then, little contract moving was necessary, under general supervision by A. V. McVey.

A labor dispute halted the OTI construction activity on September 22 as non-union landscape and lawnsprinkler personnel were on the campus. As a result of this, inside work on the physical education building and Cornett Hall came to a stop, and the laborers who were installing sidewalks and outdoor stairs were at first pulled from the campus. They

returned shortly after an appeal by President Purvine to build sidewalks and one stair area that had the forms in place. The reason they accepted the plea was that both parties realized the forms would be damaged by non-use so that replacement would be necessary.

Part of the dispute over the lawn sprinkler installation was the claim by the local Building Trades Council that the work was a plumber's job. On October 1, 1964, Attorney General Robert Y. Thornton ruled that installation of landscape sprinkling system at OTI was not plumbing work as defined by Oregon Statutes. The Plumber's Union claimed that by law, only a licensed plumber could install it. A local official, Herb Waite, said the ruling wouldn't end the dispute inasmuch as the wage scale was a major contention, and the licenses for plumbers was, in reality, a minor one.

As a result of the work stoppage, emergency action was undertaken to provide some kind of sidewalks between buildings. Oregon Tech became the boardwalk college. The walks were constructed of "duck boards" ten feet long and ten feet wide made of two-by-four and two-by-six material and put in place by a forklift. These substitutes for sidewalks were made possible by students and faculty volunteers who turned out in force to nail the boards together.

With a need for additional dormitory space to serve the new campus, the Klamath Falls City Council approved temporary utilization of the old Hillside Hospital building as a men's dormitory. It was possible to lodge 94 students in this structure after a very moderate amount of remodeling.

October 14, the picketing at OTI was stopped. The Associated General Contractors charged that the pickets were there as a result of a secondary

boycott so the union withdrew the pickets. Following that, the AGC withdrew their charges; and the contractor was able to proceed, then, with the gravel fill of the parking area which became areas #1 and #2 south of the administration building. Had this fill not been completed, there would have been no safe parking area. During construction, the building contractors had experienced considerable difficulty with the cars of their personnel. The ground would be perfectly dry and solid in the morning but, if it rained during the day, by evening an automobile would be resting on the frame with the wheels sunk to the axle. As a result, the various contractors had gone together to finance a "cherry-picker" that was used to pull their personnel and suppliers' vehicles out of the muck.

October 15, the headline in the Herald and News read, "Workmen Back On OTI Job Pending Results of Meet." One of the things that happened was that contractors turned on the sprinkling system and Baker withdrew their personnel from the campus so finishing work inside the PE building and Cornett Hall could again resume.

On October 18, 1964, the Herald and News captioned a very large article with the headline, "New Campus Open, OTI Enrollment Jumps." It pointed out that the student total enrollment was over 1,040 students. It quoted the president of Oregon Tech as saying, "Isn't this a beauty?" The article went on to say, "He is proud of the 7.7 million dollar campus and equally pleased with the rising prestige accorded OTI from industrialists, businessmen, and technical education authorities throughout the nation. He has every right to be proud because were it not for the insistence of Purvine that OTI belonged in Klamath Falls, it

doubtless would not be there. Purvine and his supporters, the late Representative Henry Semon, the late State Senator Marshall Cornett, and present Senator Harry Boivin were all instrumental in the fight to retain Oregon Tech at its present location."

The news headline on October 21, 1964, read "Pact Ends Fight Over OTI Labor." The elements of the agreement were, 1) Baker's Nursery and J. W. Kerns were to stay away from the campus until the buildings were completed, 2) all unions were to release men to return to work on finishing of buildings and sidewalks, 3) a committee to iron out differences between the unions and Baker and Kerns was to work with the Conciliation Division of the State Bureau of Labor.

Shortly thereafter, on October 26, the formal dedication of the nation's newest college campus was conducted by Governor Mark Hatfield. Speakers included Governor Hatfield; Chancellor R. E. Lieuallen; President of the State Board of Higher Education, Charles R. Holloway; Mayor of Klamath Falls, Robert Veatch; and OTI President, Winston Purvine. Dedicating buildings were Senator Harry Boivin who dedicated Snell Hall, the administration building; Representative Carroll Howe who dedicated Semon Hall, the laboratory building; and Representative George Flitcraft, who dedicated Cornett Hall, the instructional shops building. There were over 2,000 people in attendance, according to the newspaper article.

On the same day, the State Board of Higher Education meeting at Klamath Falls approved plans for the auditorium to seat 420 persons instead of the originally planned 320.

A few days later, the Oregon Tech students and faculty were donors of 145 pints in the Red Cross blood drive held on the Oregon Tech campus.

The "Owl Hoots" column heading prepared by Almon Geiss, Director of Public Information at Oregon Tech, noted that crews were back constructing in the buildings that were still unfinished, that sidewalks were being laid and that the wooden flats which were used for temporary sidewalks were being moved to other places where they were needed, but where concrete was not scheduled at this time. It was estimated that the physical education building would be done in about six weeks.

The General Services Administration announced that the former OTI campus was up for sale.

In those three days before Thanksgiving in November of 1964, a car loaded with five members of the administration and faculty from Oregon Technical Institute went to Cal-Poly at San Luis Obispo. There the group was treated to a three-day seminar conducted by current and emeritus staff members from Cal-Poly. The purpose was the formation of general guidelines for the Oregon Tech request for bachelor of science degrees to the State Board of Higher Education. The visit was extremely valuable.

Following the Cal-Poly trip, President Purvine initiated a series of meetings which ran for nine nights spanning two weeks. Each night some new and different faculty members were involved in an evening meeting at the president's residence. Some members of the group returned for more than one night. *At the end of nine evenings, the discussion had been very general, many salient points had been observed, but the move to present a request had not been written or outlined in detail.* This work fell to the desk of President Purvine who utilized the information from Cal-Poly and the material from the spring vacation survey by 57 staff members, plus the discussions of the nine evenings, to consolidate a proposal to be

presented to Dr. Miles Romney, Vice Chancellor for Academic Affairs for the State System of Higher Education.

The basic request was submitted on December 19, 1964, to Dr. Romney's office. [(From "An Analysis and Discussion of the Oregon Technical Institute Program", January 13, 1966 (OSSHE, Office of Academic Affairs).]

December 19, 1964
(Revised Feb. 6, 1965)
(Revised Dec. 20, 1965)

Supporting Statement
of the
Oregon Technical Institute
for Authorization to Grant BST and BT degree

The Request

The request is made that the Oregon Technical Institute be authorized to offer a program of study leading to a degree "Bachelor of Science in Technology" through the Civil Technology, Mechanical Technology, and Electrical Technology departments; and a degree of "Bachelor of Technology" through the Auto-Diesel Technology and Metals Technology departments; each with the substantial subject support in the Arts and Sciences department. The proposal is submitted as implementation of State Board and Institute policy expressed in the approved Guidelines with emphasis on polytechnic college stature. Each degree is related to a curriculum designed to meet the needs for middle management personnel in science, business, and industry.

The Objective

The objective of each degree curriculum is to prepare students for careers in middle management lying between the functional technician and the policy makers in industry and government. . .

The chief purpose of these visits was to obtain a current and enlarged fund of information and to validate the testimony of the many recruiters that have been interviewed on the campus. The results were revealing as to the present needs and trends of business, industry, and scientific operations.

One major finding of the survey was that employers of OTI graduates found that the base provided by the two-year technologies was valuable. The graduate must prove himself in the application of a technology before he can be considered for supervisory positions. A frequent comment was, "Your programs are now good enough to qualify your graduates technically. You are doing well at OTI, but you are not going far enough." Spokesmen for firms indicated that certain graduates had been promoted into supervision or were considered for promotion. Even though they were pleased with the performance of the two-year technician, each representative expressed his dissatisfaction in the limits of the technician education which are imposed by the need to acquire the requisite specific information in two years. They would draw on experience to suggest needs of the graduate for additional preparation.

In every instance, they emphasized the need for more training in written and oral communication. They also expressed an interest in the graduate having a better understanding of practical economics, such as the effects of business cycles in the industry and community. In addition, they suggested that the graduate have "more understanding of people." These spokesmen said that not only must a supervisor understand basic principles of management but, because of contact with local officials, he must also understand the operation of local government. It was stated that the graduates needed more mathematics to serve as a means of communication. There was stress placed on the graduate's need for an understanding of such basic tools of management as the perpetual inventory, the analysis and interpretation of financial statements and other fiscal controls in common use.

February 9, 1965, the State Advisory Council held its annual meeting at Oregon Technical Institute, and the proposal to Dr. Romney was the chief matter of discussion. New members of the Council were Miss Frances McGill, Director of Counseling and Guidance for the Portland Public Schools, and Claude Haggard of Pacific Power and Light Company of Medford. At this meeting Mrs. Leigh Gustison was elected chairman.

Immediately thereafter, Governor Mark Hatfield recommended a million dollar expansion of the OTI residence hall (from 324 students to a 564 student capacity) to the legislature for approval.

On March 8 and 9, the State Board of Higher Education received the revised request from Oregon Technical Institute. Vice Chancellor Romney had assisted in much revision of the material and it is as follows:

OTI Requested Authorizations to the
Standing Committee on Academic Affairs

Dr. Winston Purvine then presented the following requests from Oregon Technical Institute:

1. Authorization to offer bachelor's degree programs leading to the degrees of Bachelor of Science in Technology (BST) and Bachelor of Technology (BT). The BST degree programs would be offered through the Civil, Mechanical and Electrical Technology Departments, and the BT degree programs through the Auto-Diesel and Metals Technology Departments.
2. Authorization to offer bachelor's degree program leading to the degree Bachelor of Science in Technology in the curriculum in Medical Technology.
3. Authorization to offer an Associate Degree in Applied Science in a new Nursing curriculum (24 month).
4. Authorization to offer an Associate Degree in Applied Science in a new two-year curriculum in Physical Science Technology.
5. Authorization to bestow the rank of Professor.
6. Authorization for summer sessions during 1965 and 1966, as steps toward a four-term year.
7. Authorization to increase the requirements for the Associate Degree in Medical X-Ray Technology.

The foregoing requests are explained in detail by Oregon Technical Institute in the document entitled 'Oregon Technical Institute Request for Authorization to Offer Baccalaureate Degrees in Technology, Two-Year Curriculums in Nursing and Physical Science Technology, and Summer Sessions Beginning with the Summer 1965, to Award the Rank of Professor; and to Extend the Curriculum in X-Ray Technology from 10 to 11 Terms.' The document, prepared by OTI was distributed by the Office of Academic Affairs under date of February 17, 1965.

Dr. Purvine stated that for a variety of reasons he was not now asking the Board's committee to take action on the

request for authorizations listed in items 3 and 4 (new programs in nursing and physical science).

He then discussed in some detail the basis of OTI's request for the BST and BT degrees (item 1 above). He noted that extensive interviews with business and industrial representatives made it abundantly clear that there is a need for the preparation of well prepared persons with a sound technical training such as the two-year programs now provide, but with a breadth of understanding and knowledge in management and the underlying disciplines that the proposed junior and senior years would provide. He stated that OTI would be in the vanguard in this field, if the committee and the Board would approve OTI's moving ahead on these programs. He stated that these programs, if authorized, would be considered experimental by Oregon Technical Institute, but that authorization was needed in order to permit the OTI staff to get the experimental programs underway. He observed that he would envision these programs being kept within reasonable bounds as to numbers of students involved. He said that inquiry among the students at Oregon Technical Institute indicated a very real interest in the BST and BT programs and that sufficient students would wish to enroll in these programs to make the programs successful. One hundred sixty-three freshmen and 103 sophomores at Oregon Technical Institute have indicated an interest in entering these programs.

Moreover, he said, he has funds available both for library resources and for employing needed additional staff. One position in air conditioning and refrigeration will become vacant in June 1965, and one position in auto-diesel is not now filled. Both of these vacancies could be filled by persons employed specifically to meet the needs of the junior and senior year programs in the BST and BT programs.

As for the BST in Medical Technology, Dr. Purvine stated that he needed this authorization to: (1) make it possible for OTI students to qualify for the licensing examination in California (Beginning January 1965, no individual not having a bachelor's degree can qualify for the licensing examination in California); (2) make it possible for OTI to move a step nearer meeting the qualifications required for approval by ASCP and the Registry of Medical Technologists.

Dr. Purvine pointed out that OTI students in medical technology are well received in California, but that without a bachelor's degree they will be unable, after January 1965, to meet California's new requirements for certification as a medical technologist. When asked what proportion of his medical technology students normally go to California, Dr. Purvine indicated that it is a relatively small percentage. Dr. Purvine stated that he had assurances in writing that if

authorized a BST degree by the Board, providing for three years of work at OTI and one in an approved hospital, OTI students would be accepted for the licensing examination in California.

There was then an extended discussion of the request for BST and BT degree programs at OTI. Mr. Forrester expressed appreciation for the efforts of the OTI administration and staff in planning for the future. He spoke of the success of OTI's graduates as evidence of the quality of the work taken at OTI. He asked Dr. Purvine how he would differentiate the kind of work offered at OTI from that offered in the community colleges. In the discussion which ensued, Dr. Purvine indicated that it is true that in some large community colleges, such as are found in California, and perhaps New York, technical programs of a very high level of sophistication are offered, and are accredited by the Engineering Council for Professional Development. In Oregon, Dr. Purvine indicated that he would expect OTI to raise its standards for entrance to insure the admission of persons having the qualities of experience and ability needed to succeed in the sophisticated technical programs which Oregon Technical Institute wishes to offer. Moreover, he said he felt that the authorization of bachelor's degrees to OTI would further differentiate the work at OTI from that offered at community colleges.

Mrs. Johnson observed that the request from Oregon Technical Institute for bachelor's degree authorization is a very far-reaching one involving questions as to admissions standards, relationships among institutions, and many other complex issues. She expressed appreciation for the efforts of Oregon Technical Institute in developing plans for OTI's future, but expressed the feeling that such a far-reaching step as is here proposed should be examined very carefully by the committee and the Board before taking formal action to authorize it.

Mr. Layman asked several questions designed to get at the relationship of the OTI program to the community college programs. He also sought and secured clarification as to the differentiation to be made between the BST and the BT programs as proposed by OTI.

Dr. Romney stated to the committee that the Office of Academic Affairs had had insufficient opportunity properly to bring together the requisite analysis of the OTI request for bachelor's degree programs, and that it would be his recommendation that the Board postpone the request until a later meeting, allowing time for a careful review of the OTI request in all its ramifications. He stated that the Office of Academic Affairs had not been in a position, because of its involvement in the Post-High School Study

activities, to devote time required to prepare for the Board the kind of analysis that it customarily does for all such important requests as the one under discussion.

Dr. Lieuallen recommended to the committee that it not take formal action on OTI's request for the BST and BT degrees, but that it ask the Board's office to prepare a thoroughgoing review and evaluation of alternative roles for OTI in the years just ahead. He said that Dr. Romney is now heavily involved in the Post-High School Study in the State, but that when that is completed, the Office of Academic Affairs will prepare the kind of analytical and detailed reports that are traditional in this office.

The committee accepted the foregoing recommendations from the Chancellor and Vice Chancellor.

There was then an extended discussion of the requested authorization for a BST in Medical Technology. In the course of the discussion, Dr. Purvine state that: (1) other states, including Oregon, will likely soon follow California's lead in requiring a bachelor's degree of those seeking a license as a medical technologist; (2) he considers the BST degree in medical technology as a necessary first step in securing the approval of ASCP and the Registry of Medical Technologists of the OTI program.

Dr. Romney pointed out that it has been the continuing desire of the Board that professional programs offered by the institutions of the State System shall fully comply with the requirements for accreditation by the agency accrediting such programs. He noted that, as he understands it, ASCP insists upon a bachelor's degree program based upon three years of general education-basic science in an accredited institution, followed by a year in an approved hospital school, as a basis for accreditation. How, then, he asked, would the authorization of a BST in Medical Technology move OTI any nearer accreditation than its present program, since OTI is not authorized the general education-basic science type courses required by ASCP?

Dr. Purvine responded that Oregon Technical Institute could not be considered for accreditation by ASCP until it has a bachelor's degree, and that even though the BST program being requested is not the kind of program the ASCP seems willing to accredit, he nonetheless believes that having a bachelor's degree program would move OTI a step nearer accreditation of its program. He noted that the X-ray program at Oregon Technical Institute is now fully accredited, whereas at one time it was not. The change that has occurred in views on the training of X-ray technicians he feels will

occur with respect to medical technology, and that in time the OTI-type program will be accepted by ASCP.

In his discussion of programs at the California Polytechnic College in California which offers four-year programs, Dr. Purvine made it clear that he did not favor altering OTI's general nature by making of OTI another four-year liberal arts school. He seemed to feel that to take such a tack as would be to endanger seriously the technical programs which he feels OTI is uniquely qualified to provide and for which he feels there is a very great need in Oregon. Specifically, he expressed the feeling that if ASCP continued to insist upon a three-year liberal arts general education-basic science program, coupled with a year's hospital schooling, as a basis for accreditation of programs preparing medical technologists, then he saw no possibility for OTI ever to have an accredited program in medical technology.

After some further discussion, it was agreed by the committee that the committee would take the following action with respect to the OTI requests:

1. Defer action on the request for BST and BT degrees at OTI until the Office of Academic Affairs, with the assistance of Dr. Purvine and his staff, has an opportunity to make a thoroughgoing analysis of the proposals as they relate to alternative roles which OTI might be expected to play in the years ahead. The committee recognized that with the Office of Academic Affairs heavily involved in the Post-High School Study for the Governor's Coordinating Council, it would be some months before the office could turn its attention to the OTI request.
2. Ask the Office of Academic Affairs to review the request for a BST in Medical Technology to see whether it is feasible to consider favorable action on this request before the completion of the aforementioned study of OTI. The committee stated that further consideration might be given the BST in Medical Technology at the March meeting of the Board, if the Board's office felt that it would be wise to do so.
3. Recommend to the Board approval of the request for authorization to award the rank of Professor at OTI.
4. Recommend to the Board approval of the request for authorization to offer summer sessions at Oregon Technical Institute. The committee expressed its interest in having Dr. Purvine examine critically the possibility of operating OTI on a 12-month basis. The two summer sessions which the committee agreed to recommend to the Board for approval will provide OTI with some

experience, which it is hoped will be useful in connection with planning of a 12-month operation.

5. Recommend to the Board for approval increased requirements for the Associate Degree in Medical X-Ray Technology. The externship period in Medical X-Ray Technology is to be extended, under this authorization, to comply with the American College of Radiology standards. The new stipulation is for 2,400 hours or 15 months minimum of practical experience and "didactic" training in an approved hospital school. This is the equivalent of five terms, an increase of one term over the four presently required.
6. Defer consideration of the OTI request for an Associate Degree and new curriculum in Nursing.
7. Defer consideration of the request for an Associate Degree and new curriculum (six term) in Physical Science Technology.

These latter two requests will be considered after the completion of the report on OTI to be prepared by the Office of Academic Affairs with the assistance of Dr. Purvine and his staff.

The old Oregon Tech campus was sold following approval by the General Services Administration which accepted a bid of \$201,600 from a group of Richmond, California, investors. Included among them were attorney Nathan Engeberg, Dr. Jerome Kaufman, Morris Stark, and Jacob Feinstein, who announced plans to develop an industrial park and a recreational facility.

On May 7, 1965, Oregon Tech's president, W. D. Purvine, returned from a meeting at the Massachusetts Institute of Technology. This was a planning meeting to effect the utilization of a large grant from the U.S. Office of Education, Department of HEW, to give a thoroughgoing new look review to education--a no-limit, wide-open type of discussion. It was from this meeting that four members of the Oregon Tech staff were selected to serve on the final seminar committee of 40.

About the same time, it was discovered that recruiters were inviting near-grads to IBM west coast operations; there was great competition for the electronics graduate from Oregon Tech.

On May 23, 1965, the Lions' State Convention was hosted at Klamath Falls with President Purvine serving as Assistant General Chairman and Master of Ceremonies at the annual banquet.

On June 30, the East Oregonian, Pendleton, quoted the fact that Ralph E. Moon, an Oregon Technical Institute graduate in Medical Technology, had received an exceptional merit award which made him one of five most outstanding technicians being called to Chicago to receive a citation and a cash award.

Chapter XII, 1965-66

On July 15, 1965, Jack E. Brookins was chosen president of Southwestern Oregon Community College becoming the third Oregon Tech dean to reach the presidency of such an institution.

On July 25, 1965, President Purvine was off to an IBM computer school at San Jose for a two-week period. The team in which Dr. Purvine was a leading member won the business simulation contest.

On July 25, Senator Boivin announced he had a promise from the State Highway Department that Campus Drive would soon have a blinker light. This was the result of some accidents at the intersection, including one in which Iraqi student Yaha Omar Alnawam, a student at OTI, was being sued by an Auburn, Washington, couple. This suit, entered June 9 by Ray W. Bolton and his wife, called for \$40,000 general damages, \$554 exemplary damages and, for the wife, \$65,000 general damages and \$349 special damages.

On October 22, 1965, Yaha Alnawam made public protest of the Oregon Technical Institute housing policy that required first-year native or foreign students to live on campus and eat at the cafeteria. The student continuously agitated during this fall quarter when he was not enrolled in school, but was attempting to enroll with special privileges.

In the Oregonian of November 17, 1965, the headline read, "Arab Foreign Student Insists That OTI is Discriminatory in Housing Orders." This, again, was Mr. Alnawam. He stated publicly that he was taking his case to state education and governmental officials throughout any part of Oregon and this was to include Governor Mark Hatfield. He visited Governor Hatfield's office on November 19 and, after staying there, he found himself late for a meeting with Chancellor Lieuellen in Eugene. He was

arrested in a borrowed car, driving in excess of 90 miles an hour on the freeway, in his hurry to reach Eugene.

The Herald and News of November 19 headlined, "OTI Faces Investigation." The article indicated that Governor Mark Hatfield's Administrative Assistant Warne Nunn, had said he was planning to order an investigation of charges of discrimination made against Oregon Technical Institute. Yaha Omar Alnawam, Iraq, charged that the rules to live on campus were unfair. Yaha stated that he was thirty-four. (There were other documentary indications where he claimed to be 35 and also 37.)

He secured headlines in various papers around the state saying that he was going to push the complaint. On November 19, the Herald and News headlined, "Dr. Purvine Won't Talk." This was on the basis that President Purvine declined to comment on the report that the Governor's office investigation was to be made.

On November 20, the headlines, again, read "Check Due Into Complaint of Discrimination at OTI." Warne Nunn was quoted as saying an investigation had been ordered. As a result of the meeting with Yaha Alnawam, we are going to investigate the complaint.

On November 18, the Chancellor had declined to intervene in the Alnawam complaint at Oregon Tech. The Chancellor advised President Purvine that an investigation was a tedious matter and usually a number of extraneous complaints appeared after the central one had been aired. He advised that we take steps to settle the matter with Alnawam.

In order to do this, the President called upon two members of the faculty who had Mid-East experience. These individuals advised the President that seeming tolerance and willingness to discuss could be interpreted as weakness or fear by the Arab student; firmness was necessary on such occasions.

There was an early season basketball game occurring on November 22, 1965, at which President Purvine observed the Arab student in a highly intoxicated state. He further observed that the student had in his company a young white female reputed to be living with the Arab.

In order to follow the advice that a firm stance should be taken, the following morning the president telephoned Alnawam and, after long telephone ringing, he answered in a thick voice. He was ordered to immediately present himself to President Purvine for discussion on the charge that he had violated promises made to the president. When he arrived at the President's Office unshaven and shaky, he was met with firm charges of violation of promises he had made. It was determined during that discussion that Alnawam would sign waivers admitting that all charges were settled.

On November 24, 1965, the headline read, "Dr. Purvine, Arab Agreed in Dispute." "We have reached a complete understanding on a professional counseling basis," Dr. Purvine told Herald and News reporter, "but no details." "Dr. Purvine has been true to his word," said Alnawam, "he has taken charge of this whole matter and we reached a solution to the complete satisfaction of the two of us." A part of the settlement included the attempt on the part of President Purvine to secure admission to another institution where he would have made plain the disagreement between the Arab student and the president from the institution. This was done and, according to later follow-up, the Arab stayed one quarter at the next institution before finding it not to his liking. Governor Mark Hatfield's office reported ^{through} A Travis Cross, Administrative Assistant, that an announced agreement between OTI President Winston Purvine and Iraqi student Yaha Omar Alnawam ". . .has alleviated the need for an investigation."

The Massachusetts Institute of Technology conducted a "Summer Study on Occupational, Vocational, and Technical Education." Central emphasis was on the question, "What patterns of education will best prepare American youth for useful, satisfying and gainful work at the termination of formal schooling?" Four OTI people, William King, Harold Young, George Miller, and Russell Madsen were participants throughout the entire period. President Purvine attended as a resource person for one week of the seminar.

The student office began issuing information concerning the problems of finding sufficient student housing so that the Herald and News, on August 22, carried a headline, "OTI Mulls Problems in Housing." In this it was pointed out that Dean Jack Churchill was attempting to find quarters for about 650 students who would have to live off-campus since the capacity of the institution's residence hall had been exceeded.

A Klamath Falls firm, Asphalt Paving, Inc., won the contract at Oregon Tech for paving of three parking lots and the access road. The bid was for \$123,424.

The success of the first annual edition concerned with OTI at the Herald and News local newspaper, made the second edition a certainty; it was issued on September 12, 1965.

Donald D. Miller was named Coordinator of Campus Activities at Oregon Tech in September of 1965, and President Purvine was named as chairman of the Red Cross, Klamath County Chapter.

Donald S. Bryant was named as Dean of Special Services to do numerous things for the institution internally and to be manager of extension education. It was a joint appointment with one-half support coming from the Division of Continuing Education and one-half from Oregon Tech.

Dr. Bryant and other new faculty were entertained at an open house at the President Purvine residence on October 3, in which the new faculty were guests of honor and the balance of the faculty came in two contingents throughout the afternoon.

The 1965 legislature had approved a plan sponsored by John Mosser, State Representative from Multnomah County, for a bonus. The intent of the plan was to reward undergraduate instruction by the issuing of \$1,000 prizes to individuals selected from the teaching faculty with input from students. The plan would give eight such \$1,000 prizes to Oregon Tech. Much doubt was expressed by various State System college and university presidents at the academic affairs meeting of the State Board of Higher Education on October 14.

The meeting of the Academic Affairs Committee also took under consideration a proposed three-year program for Electro-Mechanical Engineering Technology which was being proposed to produce computer customer engineers. It was pointed out that Oregon Tech was one of six schools selected by IBM for being a recipient of a computer system, with the program to start in the fall of 1966. The Academic Affairs Committee made recommendation to the Board that the program be approved.

In the fall of 1965, there was a very large increase in college enrollment statewide. Public and private total enrollment was up 18.7% at 60,772. In the State System of Higher Education, total enrollment reached 42,097, up 16.5% in total and, at OTI, up 12.6%.

The State Board of Higher Education, in its regular meeting October 25-26, 1965, approved a basic study to be made for \$995,000 for an OTI dorm completion. The Board instructed the architects to complete preliminary and final plans to increase the capacity by 234 beds, for a total of 558 students. This would represent 40% of OTI's total enrollment.

The State Board of Higher Education also took up the Electro-Mechanical Engineering Technology program for OTI; its action is shown below:

Electro-Mechanical Engineering Technology Program, OTI

Dean Paul Meier, Dean of Instruction, introduced the request for a nine-term program in electro-mechanical engineering technology at Oregon Technical Institute. He described the program as follows.

1. The proposed program is a nine-term program designed to prepare qualified technicians.
2. Oregon Technical Institute is one of six institutions in the nation invited by International Business Machines to participate in this program, for which IBM will furnish all of the needed basic teaching equipment. Oregon Technical Institute is the only institution on the West Coast in the program.
3. The federal government has expressed interest in the program and a request for federal funds in the amount of \$137,000 has been submitted in behalf of the consortium of six participating institutions to provide the funds necessary to the training of the instructors for the program.

The first students for the electro-mechanical engineering technology program will be recruited from students who are completing their fifth term in the present electronics technology curriculum during the winter term of 1966. The first four terms of these two programs are identical and the fifth term differs in only a single specialized course in mechanical drawing. Consequently, these students can move into the sixth term of the new electro-mechanical engineering technology program in the spring term of 1966 and graduate one year later.

The Board's Committee on Academic Affairs recommended that the Board:

1. Approve for Oregon Technical Institute the proposed three-year curriculum in electro-mechanical engineering technology, and

2. Authorize Oregon Technical Institute to offer the sixth term of the program beginning spring term 1966.

The Board approved the recommendations as presented.

November 4 saw the new workshop conducted at Oregon Tech for high school counselors. The Chamber of Commerce supported the invitations financially so that state tax funds were not used for hospitality for the counselors.

William B. Johnson, Vice Principal at South Umpqua High School, Myrtle Creek, made a statement to the newspaper as follows: "Having been given the opportunity to visit the campus, I can honestly say that I was most amazed both at the facilities and the programs offered at OTI. My pre-conceived notions about it were greatly changed."

The concerted program to bring high school counselors to the Oregon Tech campus continued in mid-November with representatives from high schools in Mollala, Centennial, Eagle Point, Lake Oswego, Sandy, and others.

After considerable discussion, the Faculty Senate reported the Mosser merit plan to the faculty with recommendations to vote against participation for the school year 1965-66. The plan was rejected with a single negative vote in a secret ballot. The person voting "no" arose immediately to say the reason he voted against the motion was that it should have included rejection for both years of the biennium, instead of only the first year.

Almon Geiss, Oregon Tech's Director of Information, discussed the Mosser plan rejection and was quoted in the Gazette Times of Corvallis,

as saying, "It was rejected because faculty members believed the method of selection for the cash award would disturb, rather than enhance, the merit program already in effect at OTI." The Oregon Journal went on to quote Mr. Geiss as saying, "The faculty recommendation was that the funds go to OTI for use in one of these plans: (1) defrayment of cost of selected faculty self-improvement programs which members believe to be the key to continued effectiveness of technical curricula, (2) restoration to the faculty salary budget for staff raises under the existing merit salary plan, or (3) development or acquisition of additional specialized instructional materials." Dr. Winston Purvine, OTI President said, "The statements reflect accurately the attitude of the faculty" at OTI and that he concurred with the action taken by the faculty.

In the meanwhile, shortly after Oregon Tech had rejected the plan, the University of Oregon faculty voted likewise. In the following year, then, other institutions joined the list of those not willing to operate the plan.

January 14, 1966, the Committee on Academic Affairs recommended some Board approvals of the Oregon Tech request originally presented in December of 1964. The specific approval recommended was that the Bachelor of Technology (not the BST) in Medical Technology be approved by the State Board of Higher Education. The move met varied reaction among newspapers. The Oregon Journal headlined the academic affairs report with "Oregon Technical Institute Gets BS Degree Program from the Committee on Academic Affairs" and went on to describe how the committee had recommended authorization to grant one bachelor's degree.

On January 26, the Eugene Register-Guard headlined the story, "OTI Status Given Boost." The story by Dan Wyant read as follows: "For the first time Oregon Technical Institute will be able to grant bachelors degrees to graduates as its status was increased here Tuesday to that of a four-year degree granting polytechnic college." It went on to say that Oregon Technical Institute, started after World War II as a vocational school, was authorized to give a Bachelor of Technology degree in Medical Laboratory Technology with the new program to start next fall. "The Board deferred action on several other baccalaureate degree programs, but left little doubt that it would approve additional offerings when it is convinced the staff and library facilities are adequate to teach them. Winston Purvine, President of OTI, said that some 18 faculty members will be recruited this year. He said the Board's action starting the institution on four year programs will enable him to recruit faculty with higher academic ratings and that he will come back to the Board by the fall of 1967 for approval of more four year programs."

The Board minutes for January 24-25, 1966, covering this section follow:

Curricular Requests for 1966-67, OTI

Dr. Romney then discussed for the Board the Oregon Technical Institute curricular requests which were as follows:

1. Authorization to offer, effective in 1966-67, programs leading to baccalaureate degrees as follows:
 - a. Bachelor of Science in Technology in: Civil Technology, Mechanical Technology, and Electrical Technology.
 - b. Bachelor of Technology in: Auto-Diesel Technology and Metals Technology

- c. Bachelor of Science in Technology in Medical Laboratory Technology.
- 2. Contingent upon being authorized the Bachelor of Science in Technology and Bachelor of Technology degree programs requested above, authorization to offer lower-division science, social science, and humanities courses for students whose educational goal is a baccalaureate degree from one of the multipurpose four-year institutions to which the student would transfer following his lower-division work at Oregon Technical Institute. This requested authorization is not for 1966-67, but for three or four years hence. Meanwhile, lower-division transfer courses would be available under the aegis of the Division of Continuing Education.
- 3. Authorization to offer vocational courses as may be needed "as a community service." Timing of the introduction of this service would coincide with that of the college transfer program.

Dr. Romney cited for the Board the salient points in the development of Oregon Technical Institute from its inception to the present.

- 1. Oregon Technical Institute came into being in 1947 under the jurisdiction of the State Board of Education. It was initially a vocational-trade school, but as time went by Oregon Technical Institute was encouraged by the State Board of Education to transform itself from a vocational-trade school into a technical institution.
- 2. In 1958, the State Board of Education authorized a survey of vocational and technical education in Oregon and employed a team from Ohio State University, headed by Dr. William Flescher, to make the survey. The Flescher Report (1958) recommended, among other things, that.
 - a. All programs of a technical institute type should be offered in the State System of Higher Education;
 - b. Preparation programs for technicians should be made available through those institutions in which the professional personnel with whom and under whom the technician would be employed were prepared. This meant, in Flescher's opinion, that the training of engineering technologists

should be provided by Oregon State University; the training of medical and dental technicians at the Medical and Dental Schools,

- c. When second technical programs are needed they should be provided at Portland State College.
3. In response to the Flescher Report recommendations, an Oregon State University faculty committee appeared before the Board of Higher Education on December 16, 1958, and testified in part as follows:
- a. Oregon State University had studied technical institutes carefully some ten years before and would have proposed a program at that time had facilities been available or if they could have done so without handicapping the engineering programs at Oregon State University.
 - b. Oregon State University was not anxious to have a technical institute on its campus but would accept one if that was the decision of the Board and Legislature.
4. At its December 1958 meeting, the State Board of Higher Education responded, at the request of then-Governor Holmes, to the Flescher Report. The Board took the position that there was a place and need for technical education at the college level, but that they saw no reason for the transfer of the technical institute type of education from the State Board of Education to the State Board of Higher Education. The State Board of Higher Education reported also that it had received from Oregon State University a report as to Oregon State University's views and that OSU "wishes no infringement or limitation upon the development of such four-year programs [in technology]." *The Board of Higher Education stated that it concurred with the OSU position as expressed in the OSU report.*

If the legislature should decide, the Board said, to transfer Oregon Technical Institute to the State Board of Higher Education, the Board recommended that such transfer take place no earlier than July 1, 1961, in order to provide for an orderly transition.

5. In 1959 the Legislature did transfer OTI from the Oregon State Board of Education to the Oregon State Board of Higher Education, effective July 1, 1960.
6. Since Oregon Technical Institute has been a part of the State System of Higher Education, the Board has

continuously stressed the importance of the upgrading of OTI -- the elimination of the vocational-trade type program and the addition of technical programs.

Dr. Romney observed that an examination of the number of curricular programs dropped and the nature and the number added by Oregon Technical Institute since 1960, and an examination of the qualifications of the staff, indicated that substantial steps have been taken toward upgrading Oregon Technical Institute.

He said that the Board's Committee on Academic Affairs, having reviewed Oregon Technical Institute's requested curricular authorizations as presented in this report, had concluded that there were sound reasons for encouraging the continued upgrading of OTI's programs. He said that the Committee felt that it was critical that the Board determine at this juncture just what they felt the future role of Oregon Technical Institute is to be. He cited as illustrative of the reasons why the Committee feels it important that the Board assess at this time Oregon Technical Institute's role in the future, the following:

1. There appears to be a demand in business and industry for the kind of trained personnel which could be prepared by the proposed OTI baccalaureate degree programs;
2. There is a need now to establish for OTI an identity vis-a-vis the community colleges which are rapidly moving into preparation programs that have to the present been pretty largely the exclusive province of OTI;
3. Oregon Technical Institute is at a critical point because they [sic] have [sic] been authorized by the Board to add 18.3 FTE faculty for 1966-67, as a result of their [sic] overrealized enrollments in 1965-66. The calibre of personnel they seek and the kind they will be able to attract will depend a great deal upon the decision the Board now makes as to the future role of OTI;
4. In the field of medical laboratory technology, the situation is particularly critical. Oregon Technical Institute graduates in this field are no longer admissible to the licensing examinations in California for medical technologists because they do not have a baccalaureate degree. Dr. Romney stated that he had been in touch with the officials of the California Board of Health and had received assurances that if OTI were authorized to grant a Bachelor of Technology

degree, OTI medical technology students would be welcomed in California, as they have been until the new California regulations went into effect (1965), this fact would be used by OTI in an effort to get a favorable review of its programs by the Board of Schools of American Society of Clinical Pathologists, and by the American Medical Association, the accrediting agency for medical technologists programs.

Dr. Romney then presented to the Board the recommendations with some discussion of the Committee relative to the Oregon Technical Institute curricular requests, as follows:

The Board's Committee on Academic Affairs recommended to the Board that:

1. The Board acknowledge the need to offer to technically-oriented students access to baccalaureate programs suited to their interests and needs just as the academically-oriented students have access to baccalaureate programs geared to their interests and needs.

To the technically-oriented youth, completion of a baccalaureate program in technology is becoming increasingly essential to his gaining ready access to supervisory and managerial opportunities in his field of interest. Denied this opportunity in public institutions, he must search, through other sources, for access to training leading to these higher paying positions of greater responsibility. Such training opportunities, if not available in the public institutions, are not, in any meaningful sense, available at all to many of these young people.

2. The Board affirm that it intends that OTI, as the "co-educational polytechnic college in the Oregon State System of Higher Education," shall develop a limited number of high-quality, four-year baccalaureate degree programs, leading to the Bachelor of Technology degree for technically-oriented youth in selected technical areas.

It is the expectation of the Committee that OTI would continue to offer two- and three-year programs for the preparation of technicians. These programs would be expected to continue to serve the interests of, among others, that large group of youngsters who are largely forgotten in American post-high school education, namely those who, though they lack high verbal skill, yet are possessed of other abilities which permit them to excel in technical education and as technicians in industry.

The baccalaureate programs that would be developed at OTI would prove attractive to only the most able of the students completing the associate degree for technicians, and who would be interested in further education with a view to preparing for opportunities of a supervisory character in industry.

The Bachelor of Technology degree is recommended to distinguish the technically oriented baccalaureate degree programs contemplated for Oregon Technical Institute from technically oriented programs offered by liberal arts institutions.

3. That the Board authorize Oregon Technical Institute to offer a Bachelor of Technology degree in Medical Laboratory Technology with the 1966-67 school year.

The medical laboratory technology program as now offered at OTI, is a four-year program consisting of three years on campus and one year in an AMA-approved hospital school.

4. The Board defer approval of Oregon Technical Institute's request for authorization to offer baccalaureate degree programs in the engineering technologies (civil, electrical, and mechanical) until such time as there can be an appropriate strengthening of the staff essential to the needs of a baccalaureate program.

It is envisioned that with the Board's authorization to OTI to add 18.3 FTE staff members for 1966-67 as a result of the overrealized enrollment in 1965-66, important steps can be taken in strengthening staff where it is most needed. A judicious, selective concentration of attention to upgrading staff in selected areas should permit significant strengthening in a limited number of areas. The Board would expect to consider on their merits, requests for authorization to offer baccalaureate degrees in specific technologies, at such time as the staff and library resources appear adequate to the program.

5. The Board defer consideration of the request for authorization to offer baccalaureate degree programs in the auto-diesel and metals areas.

The Committee has serious question as to the need for the offering of Bachelor of Technology degree programs in the auto-diesel and metals fields.

6. The Board take no action on the suggested request for authorization of Oregon Technical Institute to offer, at some point in the future, lower-division courses in the

humanities, social science, and sciences, for those students desiring to earn a baccalaureate degree in a multi-purpose institution.

Oregon Technical Institute's mission in the Oregon State System of Higher Education - its reason for being - is to offer high-quality technical programs. The ultimate test in determining what courses should be offered at OTI is this: can the proposed offering be justified in terms of its essential contribution to the offering of one or more technical curricula?

President Flemming expressed himself as "tremendously enthusiastic" about the proposal for Oregon Technical Institute presented to the Board by its Committee on Academic Affairs. He spoke of the Committee's recommendations as representing "pioneering at its best" and as providing the means whereby in an important area of education Oregon "can help provide national leadership."

President Jensen stated that he was hopeful that the Board would approve the recommendations of its Committee vis-a-vis Oregon Technical Institute. He said that if the Board, having given authorization for Oregon State University to offer four-year baccalaureate degree programs in technology, were now to authorize Oregon Technical Institute to offer four-year programs in technology as outlined in the report of the Committee, there would be available in Oregon, through proprietary, independent or public institutions, programs of vocational, technical, and engineering education which would for the first time in Oregon represent to the people of the state the "broadest possible and most sensible opportunities that could be brought together in any kind of formal agency."

In commending the scope of the Analysis and Discussion of the Oregon Technical Institute Program, several individual Board members and others mentioned areas in which the proposed programs and related discussion would prove to be helpful:

1. The nation has moved in the direction of retraining programs for persons thrown out of work because of technical development, but it has been difficult to accomplish the objectives because the people who were to be helped frequently did not have the necessary foundation on which to develop a retraining program. The Oregon Technical Institute programs as outlined would provide adequate foundations.
2. The document defines very clearly the relationship of the State System institutions to the vocational and technical programs in the community colleges. The Oregon Technical Institute program will provide

training for students with different interests from those which have been cared for in the community colleges and the State System institutions. Opportunities are available in the proprietary schools and community colleges for students who wish purely vocational work. The next step would be the two-year program at Oregon Technical Institute, followed by the four-year program at that institution to care for students with outstanding ability. Other levels would be the programs at Oregon State University, including four-year technical programs, the regular engineering curricula, and finally the graduate program in engineering.

The Board then approved the recommendations of the Committee as to the Oregon Technical Institute curricular requests.

Headlined article indicated that Merrill High School had won the first OTI speech contest, a competition coordinated by Catherine Lake and James Boyle, both professors in the school of allied arts and sciences.

February 16, State Representative Morris Carothers, M.D. R-Salem, sharply criticized the State Board of Higher Education January, 1966, action extending medical tech to a bachelor of technology. He characterized this as "Mickey Mouse."

Of 186 graduates surveyed, said Winston Purvine, President, 131 are employed in Oregon. Immediately, Chancellor R. E. Lieuallen stated Dr. Carothers is confused, "Students at OTI spend three years in technical training, then a year of work-study under a pathologist at a hospital. This differs from the medical technology training offered at the UO Medical School in Portland," Lieuallen said, "in that the first three years in Portland are devoted to general studies rather than technical courses."

"In a way, it could be argued that students at OTI are better prepared as technicians," Lieuallen commented.

The Oregonian, on March 1, then quoted Salem State Representative Morris K. Carothers,"Friday backtracked from charges he made earlier this month against Oregon Technical Institute. I'm afraid the news media quoted me a little out of context." The state legislator called Purvine "an empire builder" and praised the college's internship training program with the new nearby Presbyterian Intercommunity Hospital. Carothers said he was not aware of the program when he made his initial remarks February 14 in Salem. "But such an interchange could only serve to improve Oregon Tech's position as an educational institution."

On March 14, 1966, the Capitol Journal published a statement by the Chancellor who studied state college spending records as follows:

	<u># Students</u>	<u>\$ Per Student</u>
University of Oregon	12,976	\$ 1,089
Oregon State University	12,705	1,242
Portland State College	10,553	789
Oregon College of Education	2,338	932
Southern Oregon College	3,745	770
Eastern Oregon College	1,447	1,000
Oregon Technical Institute	1,272	1,557
U of O Medical School	800	4,164
U of O Dental School	383	3,735

Dean of Administration, Jack Douglass, was handed double honors at the United Fund dinner on February 22, 1966. He was presented a certificate as "Mr. United Fund of 1965" and elected president of the United Fund Board of Directors for 1966.

Frank Stanko issued a statement on March 20, 1966, that led to the headline, "Industrial Recruiters Beat Path to OTI Placement Office." "Seventy-five visits of industrial firms and employers this year, up from 62 last year."

The campus community was saddened by the announcement on March 23, that ex-OTI dean, R. W. Bingham and his wife Ruth, had died in Sudan. He, after two years leave, had resigned in order to complete a project under the direction of the William Hood Dunwoody Institute in a contract with USAID, called the Khartoum Technical Institute.

The Faculty Wives held a benefit tea, hosted by Mrs. W. D. Purvine, for contributions to the piano fund for the new campus auditorium.

The Klamath Falls City survey crew on April 18, were surveying Campus Drive preparatory to a blacktop paving. Three thousand vehicles were found to be using the drive daily, including traffic to the Presbyterian Intercommunity Hospital as well as to Oregon Tech.

In the first part of May, the second annual Klamath Basin shooting sports show was put on at the OTI gym with cooperation between the gunsmithing class, the Rifle Club, and the Herald and News.

In response to concerns of the city dwellers about the pumping of hot water on the campus, Gene Culver, Mechanical Engineering Technology professor reported his four-year study failed to show any correlation between spillage of hot water from the campus wells in either depth or temperature of private wells. The report was made to a Chamber of Commerce committee.

At this time, Donald P. Theriault was appointed Registrar from the Office of Director of Admissions; and the last institution in the State System, Portland State College committee, recommended junking of the Mosser merit award plan.

Bruno Marchese, former assistant, became Business Manager June 9, 1966.

Dr. Roy E. Lieuallen was commencement speaker at the annual exercises held in the physical education building.

The State Board of Higher Education Committee on Finance and Buildings on July 11, 1966, recommended 1967-69 budgeting for a residence hall addition of \$1,230,000; two wells and a loop for the hot water at \$105,000; commons and auditorium addition, \$575,000; a laboratory building addition at \$1,815,000; a parking lot and two roads at \$130,000; and PE facilities at \$100,000; sidewalks and landscaping at \$135,000.

Part Four--THE POLYTECHNIC COLLEGE
Chapter XIII, 1966-69

A private developer suggested developing a residence hall for OTI students. The proposal was to use an odd-shaped piece of real property, in the possession of Don Sloan, at the end of Dahlia Street with Eldorado running on the northern side. It was proposed to the Klamath Falls City Council that the zone be changed from R-6 residential to R-5A residential, which is multi-family. The OTI president and others supported the change in view of the need for in excess of 600 capacity student housing off-campus. The City Council took the request under advisement on September 6 and at its September 23 meeting approved the re-zoning for Mr. G. Robert Craig. It was his announced plan to build two residence halls with the capacity of 208 students. He indicated it would cost \$203,800 for sanitary sewers, storm sewers, and paving, as well as grading.

The September 13 and 14 meeting of the State Board of Higher Education received a report on the inspection and proposed acceptance of the parking lot paving at OTI. Rogue River Paving Company of Medford had completed the contract at a total cost of \$102,059.

The Board meeting also reviewed preliminary plans for the isotope laboratory. Originally planned to be located at the northeast corner of the campus, road and utilities were installed at that location. Due to a change in the regulations governing radioactive materials by an agency of the Federal government, it was now found to be possible to build the facility adjacent to and connected with the northeast corner of Cornett Hall. Since the bids in August 1964 had exceeded the funds, the delay had resulted in a favorable change in regulations. Now with \$102,500 available

for construction of the laboratory, the Board approved preliminary plans as a part of Cornett Hall.

A break in the trend of upward enrollments in colleges in 1966 indicated that 15.3% reduction in enrollment was likely to occur. Enrollment did come in at a lower total than previously, so that Oregon Tech enrollment was reduced from a total of 1,040 in 1965 to 968 in the fall of 1966.

October 12, 1966, the Committee on Academic Affairs of the State Board of Higher Education passed a motion to recommend approval of granting the BT degree in engineering technology at Oregon Tech. The program would allow seven curricula to be included in the degree change. This would include granting of the associate degree, as previously done, and the addition of the BT degree, if approved by the Board at its regular meeting.

The State Board of Higher Education in its regular meeting on October 24-25, 1966, appointed Skidmore, Owings & Merrill, Portland office, as architects for the planning of construction for the addition to laboratory building Semon Hall. The request was to go to the 1967 legislature, and the proposed award called for architectural fees of 5.45% of direct construction cost.

In a historic action, the Board approved the recommendation of the Academic Affairs Committee to issue the Bachelor of Technology for seven engineering technology programs. Minutes of the Board meeting read as follows:

Request for Authorization to Offer Bachelor of Technology Degree Programs in Engineering Technologies, OTI

At its meeting on October 11, 1966, the Committee considered the request of Oregon Technical Institute for authorization to offer Bachelor of Technology degree programs in the engineering technologies (civil, electrical and mechanical).

Dr. Romney stated that in January 1966 the Board, acting upon the Committee's recommendations, had taken the following action which pertained to the request before the Board:

1. The Board stated that it intended that Oregon Technical Institute should develop a limited number of high-quality, four-year baccalaureate degree programs, leading to the Bachelor of Technology degree, for technically-oriented youth in selected technical areas.
2. The Board deferred action on a request from Oregon Technical Institute for authorization to offer, effective 1966-67, Bachelor of Technology degree programs in civil, electrical, and mechanical engineering technologies.

Dr. Romney said that deferral of action on the request for 1966-67 had been recommended because of the Committee's feeling that Oregon Technical Institute needed time to strengthen its staff before offering these programs. Since the January 1966 meeting of the Board, Oregon Technical Institute has added 14 staff members to its staff, specifically with a view to qualifying for authorization to offer these baccalaureate degree programs.

Dr. Romney stated that the Bachelor of Technology degree programs in the three engineering technologies would be based upon the Associate Degree programs which have been in existence at Oregon Technical Institute for a number of years and which have been accredited by the Engineer's Council for Professional Development. Admission to the Bachelor of Technology degree programs would be based upon a demonstrated competency in technology as evidenced by the ability of the individual to complete with some reasonable distinction the Associate Degree program or its equivalent. No freshmen would be admitted to Oregon Technical Institute with the specific stipulation that the admission was to the Bachelor of Technology degree program, but they would be admitted to the Associate Degree program and in completing that program would demonstrate the capacity to complete the additional work for the bachelor's degree program. It was indicated that President Purvine estimated that approximately 75 people would be enrolled in the upper-division years of the proposed programs if they were approved by the Board.

Dr. Romney said that the Committee had explored in detail the relationships between the proposed programs and the other technical programs in the state. It was expected that the community colleges would offer to the people in their districts an opportunity for occupational training, and in the larger metropolitan areas the community colleges would probably offer Associate Degree programs in Technology. He said

the Committee had considered the proposed program at Oregon Technical Institute as it related to the Bachelor of Science degree program in Technology at Oregon State University and concluded that the needs met by each were significantly different. It was the opinion of the Committee that the addition of these programs would provide the state with technology programs which would not be unduly overlapping but would meet the needs of varying groups of students within the total state picture. Ultimately there would be two-year Associate Degree programs in the engineering technologies at Oregon Technical Institute and at some of the community colleges, and four-year programs in technology would be offered at Oregon Technical Institute and Oregon State University that would have different requirements as to the qualifications of students and would meet different occupational needs.

Dr. Romney said that the committee had requested the development of a policy statement which would present the transfer possibilities between the various technology programs at the community colleges, Oregon State University, and Oregon Technical Institute in the field of technical education.

Dr. Romney stated that it was the recommendation of the Committee on Academic Affairs that the Board approve the request of Oregon Technical Institute for authorization to offer Bachelor of Technology programs in the engineering technologies (civil, electrical, and mechanical) with the understanding that the titles given these three programs would be consistent with the terminology of the Engineers' Council for Professional Development, the accrediting agency for such programs.

Mrs. Johnson said that the Board's Committee had discussed the differences between the Bachelor of Technology Degrees and the Bachelor of Science in Technology offered by Oregon State University and that in recommending approval of the proposed programs at Oregon Technical Institute, the Committee recognized the distinction between the degrees offered by the two institutions.

The Board approved the recommendation as presented.

At this time it was announced that Wally Palmberg, earlier athletic director and coach at Oregon Tech, had been elected president of Central Wyoming College in Riverton, Wyoming. He became the fourth such appointment for Oregon Tech staff members.

The beginnings of the Interinstitutional Faculty Senate (IFS) occurred on the campus of Oregon Tech in October 1966. George Miller, faculty senator, made the motion that the Oregon Tech Faculty Senate investigate the possibility of forming such a body. The kinds of difficulty in communication between the faculties of the various campuses growing out of the negotiations on the Mosser plan were the catalysts for this action. It was to take several months for the faculties of the various campuses to develop an IFS.

Credit Transfer Development

The transfer of Oregon Tech credits to other colleges and the universities was a problem. The philosophy at the Institute did not include transfer as an objective. Instead, courses were provided in a curriculum to meet the requirements and expectations of the employers who engaged the Oregon Tech product. In the search for textbooks, the faculty reviewed available publications and usually found college-level texts meeting their needs. More often than not, the teacher supplied supplementary material to bring the text material into focus for course objectives. This process had an incidental effect of supplying motivation for the practical minded student. As developments later indicated, the student competency resulting from these factors was basic to credit transfer.

Chico State College (now University) was the first to have the transfer problem. There the registrar adopted a policy of recording the credits and deferring the transfer decision until the transfer student had completed a year's work. If successful, applicable credits were used to meet requirements of the major and other credits became electives. After some years, the experiences led to granting of credit at matriculation into Chico State. Other colleges followed the precedent.

Developments within the State System were gradual too. Vice Chancellor for Academic Affairs, Miles C. Romney, was instrumental in encouraging an evolution leading to equitable treatment for the Oregon Tech transfer.

In early November the institution, with continuing support from the Klamath County Chamber of Commerce, hosted its second annual high school counselors' workshop. The workshop lasted from Friday noon to Saturday afternoon and provided get-acquainted discussions, tours, and question-answering sessions.

In early December approximately 200 students protested the food being served at the cafeteria. This perennial problem was discussed by members of the administration and the student leadership. As a result, in mid-January, a student-faculty committee was formed to make recommendations on OTI food service and menus.

The second annual speech tourney for high school students was held on the OTI campus February 1. Again, Catherine Lake and James Boyle were the coordinators. Several high schools were represented with Merrill winning the championship for the second time.

The January 23-24, 1967, State Board of Higher Education Meeting

#353-8 reported the following:

CURRICULAR
REQUESTS FOR
1967-68, OTI

Request for
Authorization
to Discontinue
Associate
Degree in
Medical
Technology, OTI

Oregon Technical Institute requested authorization to discontinue offering, with the 1967-68 entering class, the associate degree in medical technology. It was explained that initially the medical technology program was two years in length, but was raised to a three-year program in 1962-63. The three-year program has recently been accepted as meeting the collegiate requirements of the Council on Medical Education of the American Medical Association for admission to AMA-approved schools of medical technology. At the conclusion of the three year program at Oregon Technical Institute and a 12-month program in an AMA-approved school of medical technology, the student will be eligible to receive a bachelor of technology degree in medical technology from Oregon Technical Institute and will be eligible to take the National Registry Examination of the American Society of Clinical Pathologists.

Dr. Romney stated that with the achievement by Oregon Technical Institute of this new status for its medical technology program, it ought no longer to offer an associate degree program in medical technology. Such a degree has no relevance, for there is no ASCP certification for those completing it.

The Board's Committee on Academic Affairs recommended that the Board approve the Oregon Technical Institute request.

The Board approved the recommendation as presented.

Requirements
for Bachelor
of Technology
Degree Programs, OTI

Dr. Romney presented for informational purposes the requirements of the program for the Bachelor of Technology degree in the engineering technologies at Oregon Technical Institute. He called attention to the fact that a student would be admitted to the Bachelor of Technology degree program in engineering technology if he has:

1. Completed an associate degree program in an eligible field of technology studies;

2. An accumulative grade-point-average of 2.25 during the associate degree program; and
3. An accumulative GPA of 2.25 for 28 term hours in the arts and sciences course work.

He said these requirements were established to assure the admission of students at the junior year who would be able to succeed in the liberal arts-based course work which will comprise a major portion of his studies during the junior and senior years.

The Board accepted the report as presented.

It was announced in the February 23 Herald and News that G. Robert Craig would begin construction on Craig Hall in March as soon as weather permitted.

February 24, the Capitol Journal reported that the legislative House Planning and Development Committee had held a hearing on Oregon metals industries. One of the persons invited to describe developments was Steven M. Shelton of the Oregon Metallurgical Company of Albany. He testified concerning the apparent boom tendencies of the metallurgical industry, especially in Albany and Portland. Mr. Shelton praised the Oregon labor force which is available in this state and he referred to the Oregon Technical Institute graduate as, "cream of the crop."

March 17, the Morse-Green Higher Education Act resulted in a grant of \$30,000 to OTI for covering matching loan funds to 86 students. This was a definite assist to some students who were unable to attend the college exclusively on their own resources.

In April, Ada Matthews established a perpetual scholarship-loan fund in honor of Oscar D. Matthews, her deceased husband. The estimated annual income from this fund was stated as \$2,500.

On April 17, the Klamath County Chamber of Commerce during a surprise reception, presented a plaque for 20 years of service to President Winston Purvine.

May 2, 1967, State Senator Ross Morgan, member of the Joint Ways and Means Committee, urged the State System of Higher Education to provide more publicity for Oregon Technical Institute. He was underscoring the importance that he felt Oregon Tech had in contributing to employment in Oregon.

In June the Ways and Means approved \$1,230,000 appropriation for an additional section of the dormitory at Oregon Tech. This appropriation was designed to change the U-shape into a quadrangle building. Also, the Ways and Means Committee approved an appropriation of \$105,000 to equip Wells 4 and 6 and provide a circulation loop for hot water. The House and Senate approved both recommendations.

September 3, the fourth annual special edition of the Herald and News covering Oregon Technical Institute was sent to prospective and admitted students of Oregon Tech by the Herald and News without cost to the Institute.

An article in the Herald and News commented on the fact that the Craig Hall private residence hall was nearing completion. A brochure had been enclosed free of charge by the student office at Oregon Tech to all prospective freshmen and returning students. This brochure set forth the availability of Craig Hall single student rooms.

At this time the International Business Machines Corporation gave a 1401 IBM computer, worth in excess of \$100,000, to the institution. The grant was to serve as a stimulus to a new three-year electro-mechanical course based on the application to hardware of computers. This course began with fifth-term electronics students and was a spin-off from the electronics engineering technology curriculum. The curriculum had been approved by the State Board in October 1965.

The state law allowing bargaining by public employees came into effect in June 1967 as the OSEA campaigned to become bargaining agent for the classified service employees at Oregon Tech. Ninety-seven eligible voters in July designated the Oregon State Employees Association as bargaining agent.

In July 1967, a very unusual occurrence was carried out by the Central Oregon Community College and Oregon Technical Institute. OTI cancelled its office equipment repair technology course and COCC agreed to take the instructor, some of the equipment, and the second-year students on its campus in a similar offering.

August 4, bids were received on Phase IV of the Oregon Tech campus projects. This provided for the residence hall addition, an isotopes laboratory, and utilities, including well houses, pumps, and water lines. The residence hall addition and utilities were accepted and construction was carried out. The isotopes lab bid was far over the funds available and was not, therefore, constructed.

August 25, the State Emergency Board approved the addition to the residence hall at the level of \$1,230,000.

In September a study of education in Deschutes, Crook, Jefferson, Harney and Lake Counties by Dr. Hiram Hunt, science professor, was issued. In it he stressed the need for secondary school additions in vocational-technical education.

An announcement was made September 17, as published in the Herald and News that Craig Hall would be ready on September 25. As a matter of fact, various matters delayed the completion of Craig Hall so its first rooms were not available until in the second week of October. In the time between school start and the occupancy of Craig Hall rooms, Oregon Tech's faculty members offered bed accommodations to the students signed up for Craig Hall. The late completion of this private residence hall was unfortunate in that many students who could not be accommodated at the OTI residence hall scattered to various rooms and facilities throughout the city.

It was announced on September 28 that the Oregon Tech residence hall expansion could be completed on August 15, 1968.

Mrs. Lucile O'Neill, a long-time supporter and member of the State Board of Education during the years when Oregon Tech was within its jurisdiction, died in Klamath Falls, at the age of 79, on September 25, 1967.

A special session of the State Legislature was convened in late October of 1967 to deal with a reduction in the total state budget. The budget reductions charged to the State Board of Higher Education were applied equally among the nine higher education institutions based upon total budget. The reduction amounted to \$3,290,000.

It was in October of 1967 that the initiative was taken by members of the Oregon Tech faculty toward the establishment of an interinstitutional faculty senate. Professor Arthur LeCours became Senate president in the fall of 1967 and called a meeting on the Oregon Tech campus of representatives from the schools in the State System of Higher Education who might be interested in the formation of an interinstitutional faculty senate. This meeting was followed up in January of 1968 with a session on the University of Oregon campus where Mr. Cohen, President of the California Academic Senate, was featured as speaker and consultant. This was followed up by a constitutional convention in the fall of 1969, also in Eugene, where steps were taken to form the IFS. The first formal meeting of the group was held in the spring of 1970 at Eastern Oregon College in LaGrande.

In 1972 Arthur LeCours was voted chairman of the Interinstitutional Faculty Senate.

On November 10, 1967, Chancellor R. E. Lieuallen was the featured speaker at the Klamath Falls Kiwanis weekly meeting. One statement he made was this: "Other states are going to have to come up with something similar to Oregon Technical Institute if they want to keep up." He said, "OTI, by design, is moving toward technical training." "This does not solve the area's need for vocational-technical training or lower division college credit courses," the Chancellor said.

In December, a two-year study was reported by Chairman Bert Y. Kersh, Dean of Faculty at Oregon College of Education, from the State System Computer Committee. This report urged that a computer network be established for state colleges in Oregon. The intent was to propose use of the center at OSU and UO with satellites at other state colleges.

The Northwest Association of Secondary and Higher Schools met December 14, 1967, to take action upon the extension of accreditation at three public colleges in Oregon. Five-year extension was granted to Oregon Technical Institute, Portland State University, and Southern Oregon College.

At its meeting in early December, the State Board of Higher Education Academic Affairs Committee heard a request from the State Board of Dental Examiners to begin a Dental Hygiene program at Oregon Tech. This is quoted as follows:

Report of Presentation by State Board of Dental Examiners
of Need for Dental Hygiene Program at OTI December 12, 1967

(Considered by Committee on Academic Affairs, Personnel,
and Public Affairs, November 21, 1967)

Mrs. Johnson, Chairman of the Committee on Academic Affairs, Personnel and Public Affairs, stated that representatives of the Oregon State Board of Dental Examiners had requested an opportunity to appear before the committee with reference to the proposal for a dental hygiene program at Oregon Technical Institute to be brought to the Board for consideration in January of 1968. She introduced Dr. Donald P. Noel, a member of the Oregon State Board of Dental Examiners, who made the presentation to the Board Committee.

Dr. Noel said that in May of 1966 representatives of the Oregon State Board of Dental Examiners had presented to Dean Noyes and President Purvine the original proposal for a dental hygiene program at Oregon Technical Institute. The Chancellor's Office was also contacted regarding the protocol of presenting the program. - - - There are not enough hygienists in the state to serve the existing demands, and the situation is expected to become increasingly more acute due

to the dental manpower shortage and federal Medicare and Medicaid programs. He pointed out that each year the demand increases, the supply remains constant, and attrition takes its toll. Of the 33 graduates of the University of Oregon Dental School each year, 20 percent are gone from the profession by the end of the first year, 30 percent more leave after the second year, and 50 percent are gone by the end of three years, with approximately 10 to 12 remaining in practice three years after graduation. He cited statistics showing the large number of openings available in Oregon at the present time and said that a telephone survey in the Klamath Falls, Bend-Redmond, Pendleton-LaGrande, and McMinnville-Newberg communities indicated that there was only one practicing dental hygienist in these seven communities. - - -

After presenting his statement, Dr. Noel asked Mr. Alex Parks, Executive Secretary of the Oregon State Board of Dental Examiners and a nationally recognized authority on utilization of dental auxiliary personnel, to discuss the influence that Medicare and Medicaid would have on the dental profession and the State of Oregon in the next three years.

Mr. Parks said that the State of Oregon, as well as the other 49 states, faced a very grave situation in providing adequate dental care. He said a 1963 American Dental Association survey of dental manpower showed that over 70 percent of the people in the nation were not presently receiving any dental care or had inadequate care. - - -

In the discussion by Board members, it was indicated that the Dental School planned to continue to train people for instructional and supervisory positions in dental hygiene and would probably move toward a four-year program resulting in a baccalaureate degree. Two community colleges are also investigating the dental hygienist program, and it was suggested that the proposal for a program at Oregon Technical Institute should be considered in consultation with the community colleges. The program would have to be evaluated also in terms of the financial situation in the State System and the overall state-wide needs for all types of programs.

Dr. Noel said that the reason for bringing the presentation to the Committee on an emergency basis was the availability of federal grants prior to January 1, 1968. Grants which are not submitted before that time could not be submitted until the following year.

The Chancellor responded that acceptance of federal grants to start a new program which would require continuing state support would place the legislature in the position of either discontinuing an existing program or providing support for it, which is not an appropriate procedure for the

Board to follow. He said the appropriate procedure, if the Board approved the establishment of the program, would be for the Board to present the program to the 1969 Legislature for its approval. - - -

The Board accepted the report as presented.

OTI Joins U. S. Naval Reserve Officers Program January 8, 1968

The announcement was a part of the reserve officer recruiting program of the Navy. The four-year graduate could qualify, after successful testing into the reserve. Announcement was made by L. E. Furber, Lieutenant Commander for the local unit.

January 20, Oregon Technical Institute was an invited member school of the state public and private colleges for Engineers' Week to be held February 18-24 in Portland. Wayne R. Rawson of Oregon Tech was made a chairman for one phase of preparation.

January 21, two Oregon Tech students, Beulah Carver and Carl Kliever, were featured in a Herald and News article showing the institution's new tellurometer. The exhibit was to help indicate that Oregon Tech was in possession of the newest form of distance measuring equipment for its surveying engineering technology course.

The State Board of Higher Education met January 23, 1968, to hear, among other things, the request for baccalaureate degrees in technology for auto-diesel. This is shown by a quotation from the minutes of the #363 meeting of the State Board of Higher Education:

B.T. Degree in Auto-Diesel Technology, OTI

(Considered by the Board's Committee on Academic Affairs, Personnel, and Public Affairs, January 3, 1968.)

Oregon Technical Institute requests authorization to offer a bachelor of technology degree program in auto-diesel technology.

The complete statement of the Oregon Technical Institute request, and the analysis of the request by the Board's Office of Academic Affairs, are presented in the document, The Oregon Technical Institute Request for Authorization to Offer a Bachelor of Technology Degree Program in Auto-Diesel Technology, prepared for the Board's Committee on Academic Affairs for its January 3, 1968, meeting. The document referred to is bound in a separate volume and is considered an integral part of these minutes.

Office of Academic Affairs Presentation of the Request

Since January 1966, when the Board's Office and the Board's Committee on Academic Affairs recommended that the Board not approve Oregon Technical Institute's request for authorization to offer a baccalaureate degree program in auto-diesel technology, a number of circumstances have changed, suggesting a need to consider this matter again.

1. There appears to be a clear need for the program.
 - a. Business and industry have indicated their desire and their need to employ substantial numbers of persons having a baccalaureate degree of the character Oregon Technical Institute is uniquely fitted to offer.
 - b. There exist in Oregon technically-oriented youth with special talents and interest in the auto-diesel technology field whose access to supervisory and managerial opportunities is largely dependent upon their being able to complete a program at a baccalaureate level of the character of the proposed OTI program.
 - c. There is no other similar program available in the State System of Higher Education, or in Oregon.
2. The auto-diesel technology staff has been strengthened.
 - a. Auto-diesel technology faculty members have continued their education. Since 1964 five auto-diesel technology faculty members with excellent experiential backgrounds in technology have completed the requirements for and been awarded bachelor's degrees. Two others are well along toward the same goal.
 - b. Recent additions to the auto-diesel faculty (effective 1967-68) have brought to Oregon Technical Institute two faculty members with bachelor's degrees in mechanical engineering and two with bachelor's degrees in industrial education.

Although none of the auto-diesel faculty have master's degrees, a number have, in addition to a bachelor's degree, extensive industrial experience particularly relevant to their teaching assignments.

The upper-division work in the liberal arts, which constitutes the bulk of the final two years of the proposed bachelor of technology degree program in auto-diesel technology, would be taught by the same staff as is presently teaching the upper-division courses in arts and sciences for the bachelor of technology degree programs in engineering technology.

The physical and library resources are reported to be adequate to the needs of the program, though additions are being made to the library collections supporting this program, and Oregon Technical Institute will continue annually to add to its holdings.

Curriculum. The bachelor of technology program in auto-diesel would follow the inverted curricular pattern exemplified in Oregon Technical Institute's bachelor of technology programs in the engineering technologies. The freshmen and sophomore years of the proposed auto-diesel bachelor of technology program, like the B.T. program in engineering technology, would be made up of the two-year associate degree program, which Oregon Technical Institute has offered for a number of years past.

The junior and senior years' requirements for auto-diesel would be similar to the requirements for these upper-division years in the engineering technology program.

Admission. Admission requirements in the proposed auto-diesel baccalaureate degree program would be the same as those presently applicable to the baccalaureate program in the engineering technologies with the exception of the requirements in mathematics:

1. An associate degree in an eligible field of study (in this instance, auto-diesel technology).
2. An associate degree accumulative GPA of 2.25.
3. Completion of the following prerequisites:
 - a. Accumulative GPA of 2.25 for 28 term hours (engineering technologies) or 24 term hours (auto-diesel technologies) in arts and sciences course work which includes English composition, 9 term hours; mathematics, 12 term hours (engineering technologies), 8 term hours (auto-diesel technologies); science, 4 term hours; psychology, 3 term hours.

- b. A minimum of 52 term hours in auto-diesel technology or related courses.

Summary. Dr. Romney stated that the proposed program is needed to fill an identifiable need; that it can be launched and sustained within Oregon Technical Institute's regular budget allotments since it makes use of two Oregon Technical Institute programs already in being (the lower-division program in auto-diesel technology and the upper-division liberal arts courses being offered presently for the engineering technology baccalaureate programs); that it provides an additional important career opportunity for the technically oriented person with an interest in auto-diesel technology.

Board's Office Recommendation

The Board's Office recommended that the Committee on Academic Affairs recommend Board approval of the Oregon Technical Institute proposal to offer the bachelor of technology degree in auto-diesel technology.

Discussion by the Board's Committee on Academic Affairs

President Purvine introduced representatives of industry, all members of Oregon Technical Institute's advisory committee on the bachelor of technology program in auto-diesel technology, who appeared before the Committee on Academic Affairs on behalf of the auto-diesel technology program:

Mr. Dean S. Papé, owner, Papé Brothers, Eugene and other cities, chairman of the advisory committee.

Mr. W. J. Fessler, director of dealer development, International Harvester Company, Portland regional office

Mr. Roy L. Houck, Jr., partner, Roy Houck and Sons Corporation, Salem.

Mr. Hans Skacel, general service manager, Riviera Motors, Beaverton and Portland

Mr. Frank S. Parker, vice president, Howard Cooper Corporation, Portland and other cities

Mr. Deryl Richter, engineer, Hyster Company, Portland

Mr. Don Potter, owner, Don Potter Machinery Company, Klamath Falls

Mr. Howard H. Read, manager, equipment division, Oregon State Highway Department

Each of those present spoke briefly describing the need of his organization for the type of employee who would be developed by the proposed bachelor of technology program in auto-diesel technology. Employment would be at the middle-management level at salaries which would be attractive to baccalaureate degree graduates.- - - -

Recommended Board Action

The Board's Committee on Academic Affairs recommended that the Board approve the proposal by Oregon Technical Institute to offer a bachelor of technology degree program in auto-diesel technology, effective with the 1968-69 academic year.

The Board approved the curricular recommendation for Oregon Technical Institute as presented.

February 28, publicity was given to the fact that the drive to secure the new campus paid for by the community was still in the mind of local citizens. The Herald and News printed a picture of Charles Riley, who was credited with presenting the \$500 check that started the campaign for this community purchase.

In early March of 1968, the announcement of a National Science Foundation grant of \$454,000 to OSU was made. The high-powered computer on the OSU campus was to serve six Oregon colleges via telephone line connection. This provided for a shared facilities network, and OTI was one of the connected schools.

The February 28 issue of the Herald and News was headlined, "OTI Begins Role as Oregon's Polytechnic College." A large write-up occurred. Emphasis was placed upon the fact that there were now 11 bachelor of technology degrees and a full page of pictures was shown, part of which highlighted the IBM 1401 received from International Business Machines Company.

The March 12 meeting of the State Board of Higher Education received a request to offer a curriculum in environmental health:

OTI Request for Associate and Bachelor of Technology Degrees
in Environmental Health Technology

(Considered by Committee on Academic Affairs, Personnel,
and Public Affairs, February 21, 1968.)

A regular meeting of the Board's Committee on Academic Affairs was held on February 21, 1968, in the College Center, Portland State College, to consider the request of Oregon Technical Institute for authorization to offer two-year associate degree and four-year bachelor of technology degree programs in environmental health technology effective with the 1968-69 academic year. Members of the Board present were: Mrs. Elizabeth H. Johnson, chairman; Mr. J. W. Forrester, Jr., and Mr. George Layman, members of the Committee; Mr. Chas. R. Holloway, Jr., and Mr. John W. Snider. Complete minutes of this meeting, titled "Report of the Meeting of the Board's Committee on Academic Affairs, February 21, 1968," and the presentation of the Oregon Technical Institute request, titled "OTI Request for Authorization to Offer Programs in Environmental Health Technology Leading to an Associate Degree and to a Bachelor of Technology Degree," are submitted to the Board for designation as an integral part of the minutes of its March 12 meeting. - - - -

Recommended Board Action--In view of these facts, and in view of the fact that the junior and senior years of the proposed bachelor's program in environmental health technology (unlike the junior and senior years of the engineering technology program or the first two years of the environmental health program) would require the addition to Oregon Technical Institute's offerings of a considerable body of courses of use to this single group of students, the Board's Committee on Academic Affairs recommended: (1) that the Board approve the Oregon Technical Institute request for authorization to offer an associate degree program in environmental health technology effective with the 1968-69 academic year; (2) that the Board not approve the bachelor of technology degree program in environmental health technology at this time.

If, as the associate degree program in environmental health takes hold, and experience is gained in the field, it subsequently appears that a bachelor of technology program in environmental health is needed, authorization can be sought at the time for its establishment.

The Board approved the recommendation as presented.

April 23, the regular meeting of the State Board of Higher Education was presented with two curriculum requests from Oregon Technical Institute, each of which depended upon special funding by the 1969 state legislature when approved by the State Board of Higher Education. The first of these

is applications engineering and plant engineering technology, and the information for that comes from the minutes of the April 23 meeting:

Request for Option in Application Engineering Technology
and Plant Engineering Technology, OTI

(Considered by Committee on Academic Affairs, Personnel,
and Public Affairs, April 3, 1968.)

A regular meeting of the Board's Committee on Academic, Personnel and Public Affairs was held on April 3, 1968, in the College Center, Portland State College. The document prepared for the Committee's consideration titled "Request of Oregon Technical Institute to Offer Programs in Application Engineering Technology and Plant Engineering Technology as Options for Students Completing a BT Degree in Mechanical Engineering Technology" is submitted to the Board for designation as an integral part of the minutes of its April 23 meeting. - - -

Oregon Technical Institute offers a strong program of course work in the design area and at the present time most of the mechanical engineering graduates go into this field. Oregon Technical Institute sees several advantages now to opening up additional options emphasizing application and plant engineering technologies.

1. Job opportunities in the Northwest are more numerous in application than in either design or manufacture, because this section of the country is more a user of industrial equipment than a manufacturer.
2. The Bachelor of Technology program, emphasizing preparation for supervisory and management positions, is more often useful to an individual with a product application orientation than to one whose orientation is product design, for:
 - (a) supervisory and management opportunities are more numerous in the product application field than they are in the product design field.
 - (b) the product design technologist is often limited in his opportunities for advancement by lack of a baccalaureate degree in engineering. This is less often true in the area of product application technology. - - -

- - - These needs have been brought to Oregon Technical Institute's attention by representatives of timber products companies, but employment opportunities would not be limited to this industry. - - -

Recommended Board Action - The Board's Committee on Academic Affairs recommended that the Board authorize Oregon Technical Institute to offer the proposed programs in application engineering technology and plant engineering technology, effective 1969-70, as options to the Bachelor of Technology degree program in mechanical engineering technology, provided necessary funds to inaugurate the programs are provided by special legislative appropriation.

The Board approved the recommendations as presented.

The second offering requested from the State Board of Higher Education was a BT degree program in dental hygiene. The minutes of the Board's meeting #365 outline this request:

Request for BT Degree Program in Dental Hygiene, OTI

(Considered by Committee on Academic Affairs, Personnel, and Public Affairs, April 3, 1968.)

A regular meeting of the Board's Committee on Academic Affairs, Personnel, and Public Affairs was held on April 3, 1968, in the College Center, Portland State College. The document prepared for the Committee's consideration titled "Dental Hygiene Education in Oregon" is submitted to the Board for designation as an integral part of the minutes of its April 23 meeting.

The Request. Oregon Technical Institute request authorization to offer a four-year program in dental hygiene leading to the Bachelor of Technology degree beginning with the 1969-70 school year, provided funds to support the program are made available by the 1969 Legislature.

The proposed program in dental hygiene is an integrated four-year program combining professional courses, general education, and basic science course work during each year of the program.

The first year of the program would be essentially a preparatory year, with general education courses in English composition, psychology, and health and physical education and basic science course work in mathematics and zoology. Only two professional courses would be completed during the freshman year, two credit hours in dental assisting and five credit hours in dental anatomy.

Course work during the first five terms of the dental hygiene program would parallel in large part Oregon Technical Institute's two-year (five terms plus one term of externship) program in dental assistantship, facilitating transfer of students between the two programs.

Students would be admitted to the dental hygiene program at the end of the first three terms of work. Students whose academic record indicated that they would have difficulty with the dental hygiene program, or who preferred a less rigorous program and one offering more immediate employment, would be counseled into the dental assistantship program. Students enrolled in the dental assistantship program whose academic work indicated a probability of success in dental hygiene could transfer as much as five terms of work into the dental hygiene program without loss of time.- - - -

Because the dental hygiene work is integrated throughout the program, students would not be qualified to take the licensure examination until they had completed the entire four-year program. - - - -

Board's Office Recommendation to the Board's Committee.
The Board's Office reported to the Board's Committee on Academic Affairs:

1. That the Board's Office does not recommend approval of the proposed four-year program;
2. That a two-year program with an admission requirement of one year of college-level work would speak more directly to the most pressing needs in the dental hygiene field;
3. That the Board's Office believes that a two-year program in dental hygiene at Oregon Technical Institute would be a sound program, but that the Board's Office has reservations as to Oregon Technical Institute's ability to attract a sufficient number of qualified students to make the program economical in operation without drawing away from the four-year medical laboratory program already in being at Oregon Technical Institute the qualified students the latter program requires to make it economically sound.

The Board's Office presented certain factual data relating to the proposed program.

Recommended Board Action. The Committee recognizes the careful planning that has been done by Oregon Technical Institute and by Don [sic] Noel, D.M.D., a member of the Oregon State Board of Dental Examiners, in the preparation of the Oregon Technical Institute proposal for a four-year program in dental hygiene at Oregon Technical Institute.

However, in view of the fact that the most pressing need in the field is for clinical dental hygienists for dental offices, it would appear that a program at Oregon Technical Institute, intended to serve this need, particularly for southern Oregon dentists, might more appropriately be a two-year program, having an admission requirement of one year of college-level work, than one of four years. In this, the Oregon Technical Institute program would be comparable to the Dental School program. Such an action would not foreclose development at a future time of a fourth year leading to a Bachelor of Technology degree should need for such a program become evident. Oregon Technical Institute states that they can easily modify their proposed program so as to permit students to earn an associate degree at the end of a two-year dental hygiene program, and to qualify to take the licensure examination.

The Committee was reassured by testimony of Dr. Terkla, Dr. Noel, Dr. Bryant, and Mr. Parks as to the ability of Oregon Technical Institute to attract a sufficient number of qualified dental hygiene students to make a two-year program fiscally defensible without an adverse effect upon the four-year medical laboratory technology program.

In view of the urgent need expressed by the dental profession for qualified dental hygienists, and in view of the fact that there are several times more applicants for admission to existing dental hygiene programs than they can accommodate, the Board's Committee on Academic Affairs recommended that the Board approve a two-year program in dental hygiene for Oregon Technical Institute, with an admission requirement of one year of college-level work, effective with the 1969-1971 biennium, provided funds to inaugurate the program are made available by special legislative appropriation.

The Board approved the recommendation as presented.

On May 26, publicity was given to the fact that U. S. Presidential candidate, Richard Nixon, spoke at Oregon Tech to a meeting made up of the public as well as faculty and students from Oregon Tech.

April 29, 1968, the President appointed an ad hoc subcommittee for establishing an upper-division honor society. The subcommittee was to submit a report on criteria, standards, and general recommendations for such an honor society stressing scholarship. The committee was composed of Dr. John Lund, Associate Professor in Civil Engineering Technology, Chairman; Dr. Dwight Safar, Dean of Men; and students Beulah Carver and Liston Purvine. The major recommendations of the committee were that a honor society featuring scholarship should be established; that the proposed society be a local organization; that the local society's membership be limited to the upper 10 percent of the junior and senior class; and that the society be given a local name without reference to any existing national society. The name selected was Omega Pi. Fifteen initiates were inducted to membership on June 5, 1968.

An election was held for naming the regularly constituted officers and faculty advisors were named. Throughout the society's operation, Professor Gene Culver was the advisor for the years 1967-68 and 1968-69; Mr. Culver and Russell Madsen served together in 1969-70. Mr. Madsen was society advisor in 1970-71; Mr. Madsen and Mr. Culver jointly advised in 1971-72; and Mr. Culver advised from 1972-73 to 1975-76.

At least one initiation has been held annually and over the society's operation, a total of 171 students have been honored by membership.

June 16, the annual commencement featured the principal speaker Dr. Miles Romney, Vice Chancellor for Academic Affairs from the State System of Higher Education in Oregon. The annual reception followed, with members of the Faculty Wives Club serving as hostesses for the event.

August 5, 1968, the Klamath Falls City Council created an industrial development commission with membership Jack Douglass, OTI; Ed Bell, Bell's Hardware; Joe F. Caraher, Herald and News; Brooks Dickerman, Pacific Northwest Bell; Glen W. Spicer, Pacific Power and Light Company; and as ex-officio, the mayor; and the chairman of the county commissioner's board. The Advisory Council was appointed as the Industrial Park Commission and funds were appropriated from cigarette tax rebates for use by the Commission.

The Commission requested W. M. "Jack" Douglass to conduct a telephone survey throughout the United States to find the relationship between Industrial Park Development and colleges in their geographic area. Conclusive results of this survey indicated that all industrial parks surveyed had direct ties to existing colleges in the geographic area, or the college was developed adjacent or reasonably close to the industrial parks. Most respondents indicated the location of Klamath Falls was excellent for industrial park development, especially for distributive services and/or assembly of industrial goods and that the unique location of Oregon Tech in Klamath Falls could be a significant benefiting factor.

In October, 1968, the college representative and Ned Kirschbaum, with Skidmore, Owings, and Merrill, researched several industrial parks in the south and southeast states. Among those parks visited was the Atlanta Industrial Park; Industrial Parks in Tampa and Clearwater, Florida; Connolly Park in Waco, Texas; and the Walker Air Base Industrial Park in Roswell, New Mexico. The conclusion reached during this research was primarily that the parks should be located within close proximity to the college for the following reasons:

1. The college should be a source of training opportunity for upgrading plant personnel.
2. Student placement should be enhanced.
3. Part-time work for students and faculty could result.
4. Plants occupying the park could utilize the expertise of faculty members.

September 10, the Herald and News of Klamath Falls carried a front page headline, "Craig Hall in Jeopardy." "Creditors Threaten Craig Hall."

Future of Craig Hall as a privately-owned and operated off-campus housing facility for Oregon Technical Institute appeared in jeopardy today. Monday the State Board of Higher Education meeting in Monmouth heard a request to take over management or ownership of the 200-student capacity dormitory.

In September of 1968, the Herald and News published a very large Oregon Technical Institute special edition. This edition was again sent to accepted students and prospective students with addresses supplied by the OTI student office.

Ray Garrison ended his four-year obligation in Peru, where he had served as advisor to the Director of Education in the Ministry of Education. This was a part of an Oregon Tech participation with Teachers College of Columbia University as the contracting agency under USAID.

Ray G. Prevost was appointed Assistant Dean to serve with Paul Meier, Dean of Instruction.

Class scheduling was changed to run classes from 30 minutes after each hour. Purpose was to obtain better classroom use in the noon hour

by having periods of 11:30 to 12:20 and 12:30 to 1:20, and to add an extra hour, half before 8 a.m. and half after 5 p.m.

October 22, 1968, saw a notification that the OTI private dorm builder, G. Robert Craig, had entered suit for \$770,000 against the State Board of Higher Education and school president, Winston Purvine, in the Lane County Circuit Court.

The Herald and News carried a front page story on December 5, 1968, headed, "OTI Asks for New Moniker." The story stated that a bill would be introduced into the next session of the legislature to change the name of Oregon Technical Institute to include the words, Polytechnic College. Members of the delegation had indicated willingness to support such legislation. The Klamath-Lake County delegation was State Senator Harry Boivin, Representative Carroll Howe, and Representative-elect Fred Heard. The bill appeared as HB 1146 and was slated for a February 25th vote. The bill passed the House on a 40 affirmative and 4 negative vote, with the proposed name of Oregon Polytechnic State College, and carried on the floor by Representative Frank Roberts.

March 11, the State Board of Higher Education indicated disfavor with school names being presented by local delegations without clearance with the Board. The OTI move had been made in imitation of the process by which Portland State College had its name changed to Portland State University. The Board took a stand and passed a motion that the State Board of Higher Education be advised about proposed name changes before they were submitted to the Legislature.

This information was presented to the Senate Education Committee and on March 27, Senator Boivin reported that the OTI name change was

stalled in committee by the State Board of Higher Education non-approval. On April 10, Representative Carroll Howe reported that the name-change bill was dead for the session.

In early December, the nuclear lab was under construction and nearing completion. The location was at the northeast corner of Cornett Hall, and a majority of the construction was underground to meet Atomic Energy Commission requirements for the type radiation units to be used in this laboratory.

December 12, 1968, the State Board of Higher Education received a presentation from the Office of Academic Affairs regarding two new technologies for the Oregon Tech curriculum:

The Physical Science Technology Curriculum

Physical science technicians work as assistants in research, development, testing, and processing laboratories, both in government service and in private industry. Opportunities for placement of persons specifically prepared for this kind of employment appear excellent, especially so because laboratories most usually must train their own technicians from the ranks of the good high school science student or the student who leaves a four-year college short of the baccalaureate degree. Oregon Technical Institute has discussed its proposed program with representatives of industry, and is confident its graduates will have good placement. Opportunities for women appear excellent. - - - -

The Radiologic Electronics Technology Curriculum

Oregon Technical Institute has recognized that resources developed for programs in electrical and mechanical engineering technologies, medical radiologic technology, and bachelor of technology programs could be combined into a new curricular pattern which would prepare students for employment in the radiologic industry as service representatives for the manufacturers of industrial and medical X-Ray equipment. - - - -

Board's Office Recommendations

The Board's Office recommended to the Board's Committee on Academic Affairs approval of the proposed associate degree programs, effective with the 1968-69 academic year. - - - -

The Board's Committee on Academic Affairs expressed itself as confident that the proposed programs were based upon a careful investigation of industrial needs and would continue Oregon Technical Institute's reputation for identifying and providing sound, current technological preparation offering excellent placement opportunities. The Committee assured itself that expected enrollments could be handled in already organized classes, and, in the event that enrollments in these classes increased to the point that additional sections were necessary, that the additional scheduling could be accomplished in existing classroom and laboratory facilities. - - - -

The Committee expressed itself as unwilling to approve new curricula for Oregon Technical Institute without examination of two issues of policy:

1. Should the Board approve new programs for Oregon Technical Institute, expected to attract very limited enrollment, or should emphasis be placed on improving programs already authorized? Mr. Forrester asked if authorization of new programs attracting only a handful of students would not be a reversal of Board policy. He said he felt the Board must resist temptation to splinter Oregon Technical Institute's curriculum into many segments, each enrolling only a few students, thereby weakening the institution's ability to offer already authorized programs.
2. Should the Board investigate the possibility of providing vocational education in the Klamath Falls area? Mrs. Kahananui noted that under policies of the Board adopted at the time Oregon Technical Institute became a member of the State System, the number of curricula at the institution have been reduced and programs and courses have been strengthened and consolidated. Meanwhile enrollments at Oregon Technical Institute have gradually increased, providing better utilization of the institution's resources. She said that the Board's Office did not feel the proposed two new technologies represented a reversal of Board policy to strengthen Oregon Technical Institute curricula. Rather, the Board's Office believes the programs, composed as they are entirely of course work already offered in other curricula, provide an opportunity for Oregon Technical Institute to improve utilization of these courses and facilities by increasing

class size while at the same time permitting OTI to offer additional educational opportunities to students and needed services to northwest industry. - - -

The Board's Committee on Academic Affairs believes the proposed new programs at Oregon Technical Institute would provide desirable additional career opportunities for Oregon young people as well as a needed service to industry.

Since the programs represent an improved utilization of resources already available, rather than a development of new resources, the Committee recommends that the Board approve the curricula, as designated below, effective with the 1968-69 academic year:

1. Two-year associate degree program in Physical Science Technology
2. Three-year associate degree program in Radiologic Electronics Technology.

At about the time of the State Board meeting, the Klamath Union High School board and the Klamath Falls elementary board authorized Dr. Earl Ferguson, Superintendent, to create a group investigating the feasibility and need for a community college district in the Klamath Falls area. The group was formed and had good representation from OTI. The committee met several times over a period of months before it gradually ceased functioning.

The Office of Education, Department of Health, Education and Welfare provided certification on January 22, 1969, that Oregon Technical Institute met the requirements for participating in a series of federally-sponsored assistance programs as set forth in certain covering laws. These included grants for construction of undergraduate facilities, loans for construction of academic facilities, community service and continuing education, educational opportunity grants, insured loans to students in institutions of higher education, college work-study, national defense

student loans, improvement of undergraduate instruction, college library resources, and support of developing institutions.

The certification letter was signed by Teresa Wilkins, Chief, Institutional Eligibility Unit, Higher Education, in the Bureau of Higher Education.

In February, the State Board of Higher Education approved item #2 on the construction list, the Library-Commons extension, at \$758,000 and, as number 10 on the construction list, the Laboratory Building at 1.5 million dollars.

In the 1969 Oregon Tech Speech Festival for high schools, Malin won first place with a comprehensive team of participants.

In early March, Mrs. W. D. Purvine was named as the Quota Club 1969 Woman of Achievement. This was, in part, a result of her activities as hostess for the President of Oregon Technical Institute.

The Ways and Means Committee of the Legislature visited Oregon Tech on Saturday, March 29. The meeting was routine, except for one incident. A member of the committee asked President Purvine what about the 800 limit that the institution had supposedly been directed to operate. The representative from Umatilla County, Stafford Hansell, immediately answered the implication of the question.

Stafford Hansell pointed out there never had been an 800 limitation so far as the Joint Ways and Means Committee was concerned. He recalled that the 800 figure was utilized as a base for the planning of new campus facilities, using the then-current class schedule. It was intended to be a guide as to the size of facilities that the Joint Ways and Means preferred to see used for new campus planning.

The faculty at Oregon Tech at a dinner at Reames Country Club honored the old-timers who were still active on the faculty or who had recently retired. Present, as honored guests, were Charles Martin, Medical Laboratory Technology; Jess Crabtree, Civil Engineering Technology; Harold Rotrock, Auto-Diesel Technology, and W. D. Purvine, President.

In early May, Oregon Tech was fortunate in receiving an allied health professions basic improvement grant of \$40,233 to cover the period from April 15, 1969, to April 15, 1971.

The Joint Ways and Means Committee approved the Oregon Tech campus building items in the State Board of Higher Education's priority list by funding the lecture hall and auditorium addition as an educational facility construction at \$315,000 and the commons addition as an auxiliary bonding construction at \$470,000 for a total of \$785,000.

This year a retirement dinner was given for three retirees: Bernice Andrews, teacher in Communications; Lawrence French, teacher in Metals; and Paul T. Meier, Dean of Instruction.

The institution's public information officer, Dr. Almon L. Geiss, was elected Governor of Rotary District 511, to take office July 1, 1970. The district that he covered was southwestern and central Oregon, ranging from Benton and Linn Counties, including all southwestern Oregon counties, and as far in central Oregon as the city of Burns.

Chapter XIV, 1969-71

Winston Purvine was awarded the 20th annual James H. McGraw Award in Technical Institute Education at University Park, Pennsylvania, June of 1969. This award, sponsored by the American Society for Engineering Education, is given to a single individual annually who has made outstanding contribution to technical institute and engineering technology education.

The institution mourned the death of James W. Pinninger, Physical Plant Engineer, who passed away late in June of 1969.

The State Emergency Board approved plans for \$150,000 new dental hygiene remodeling project at Oregon Tech on August 22. Harry Boivin, on the Emergency Board, and Dr. Donald Noel were instrumental in the campaign to secure Emergency Board approval.

The first bachelor's graduate from Oregon Tech to secure a Master in Business Administration was Liston N. Purvine. The degree was issued by the University of Oregon August 18, 1969, as a part of the summer commencement exercises.

The city secured a land purchase option for the forming college industrial park. This was reported in the August 18 Herald and News.

The city of Klamath Falls secured a deed on October 28, 1969, to 80 acres of land from Klamath County. This was a conditional deed adding the area to the College Industrial Park adjacent to the Oregon Technical Institute campus.

At about the same time, the Oregon Tech placement office reported that for the year ending June 1969, there had been a surplus of jobs for graduates, often three times as many vacancies as there were students available to refer.

The Klamath County Citizens' Committee on Community College Study indicated a new role for OTI as it submitted petitions with 566 signatures to the State Board of Education in support of establishing an area educational district. This action was never followed up, so that the subsequent approval of the Board of Education merely placed the petition on file.

At the end of August, the Herald and News issued the large special edition that had become traditional to feature OTI.

A seismograph was installed providing triangulation with Corvallis, Oregon, and Reno, Nevada. The study of earth movements was being conducted by Oregon State University with the cooperation of Oregon Technical Institute and the University of Nevada-Reno.

A new associate program was inaugurated at Oregon Tech providing for both air and water pollution majors in environmental health technology.

The Herald and News of October 7, 1969, contained a special article featuring Mark Rawlins, a student at OTI, recounting experiences at the University of California in Berkeley. He displayed knowledge concerning the drug scene and student unrest at the Berkeley location. He later became a leader in the attempt to use KTEC for activist propaganda. The attempt was frustrated by academic course status of the station.

On October 18, 1969, a scheduled national moratorium to voice opposition to the Vietnam war was proposed by activist students. The executive committee of the Associated Students of Oregon Technical Institute recommended that students attend classes and not participate. The student council followed up this activity by a vote of 13-1 to support the executive committee. Oregon Tech thus became the only public college in Oregon where the student body had taken an official stand of non-participation in the moratorium.

The State Board of Higher Education held its regular meeting October 26-27, 1969, on the Oregon Tech campus. The Board did not have presented to it any significant items of business for Oregon Tech.

Student interest in establishing a record to surpass that of OSU for showering 366 consecutive hours, and the earlier University of Oregon showering record of 205 hours, began on October 30. This bit of student nonsense resulted in a record of 673 hours.

In mid-November, the Oregon Interinstitutional Union of Students was established, with Oregon Tech supplying two student representatives. The formal approval of participation in the Union of Students was made by the student council on April 18, 1970.

Max H. Hull, associate graduate of surveying engineering technology at Oregon Tech, was reported as passing the test for the state land surveyor license. This test was taken by Mr. Hull after several months experience in the field. The news notice of his achievement came out December 23, 1969.

In late January, Ronald Young, billed as an anti-Vietnam speaker had been scheduled by the Oregon Technical Institute student union for a speech on campus. After investigation, Jack Churchill, Dean of

Students, cancelled the speech on the basis that it was highly incendiary and had resulted in incidents at other campuses. This speaker was sponsored by the Fellowship of Reconciliation. The institution withstood the outcry that was raised and assisted Mr. Young in securing the banquet room at the Winema Hotel for his presentation. The presentation was attended by various members of the administration and several students, townspeople, and high school students made up the audience. The speech reportedly included a call for student revolt against teachers and administrations in high schools and colleges.

In early February Dr. M. R. "Pete" Lohman was present on the Oregon Technical Institute campus, carrying out his part of the National Science Foundation survey of engineering technology education. The survey, sponsored by the American Society for Engineering Education, with funding from the National Science Foundation, was to secure detailed information concerning the present operation of engineering technology education and the possible trend that leaders in the field could forecast. President Purvine was a member of the directing committee headed by Dr. L. E. Grinter. President Purvine's assignments included two major committee chairmanships.

The State Emergency Board released \$114,016 for the dental hygiene facility construction as a remodeling project in Semon Hall in late February. The project had been approved by the 1969 state legislature with the proviso that the Emergency Board would first approve the plans for each capital construction project and later approve the release of funds for the actual construction.

The Craig Hall resident facility had suffered from low student attraction and had become insolvent. On March 8, 1970, the announcement

was made that it would be sold at an auction on the Courthouse steps in an attempt to satisfy a judgment of \$831,465.

SBHE Meeting March 10, 1970

Associate Degree in Nursing, OTI

(Considered by Committee on Academic Affairs, Personnel, and Public Affairs, February 24, 1970.)

The complete statement of the Oregon Technical Institute request and the analysis of the request by the Board's Office of Academic Affairs are presented in the document Nursing Education in Oregon, prepared for the Board's Committee on Academic Affairs for its February 24, 1970, meeting. The document referred to is bound in a separate volume and is considered an integral part of these minutes.

Oregon Technical Institute requests authorization to offer an associate degree program in nursing effective 1971-72 provided funding is made available by the 1971 Legislature.

The program would be offered by Oregon Technical Institute in cooperation with the Presbyterian Intercommunity Hospital, Klamath County Public Health Department, and selected other health facilities of the area. Oregon Technical Institute reports that it anticipates no budget will be required for clinical facility contracts.

The program is to be planned to accommodate approximately 25 students in each of two years, a total of 50 students.---

Committee Discussion. In the Committee discussion, the Committee sought to inform itself as to whether there were special circumstances in the Klamath Falls area that would warrant establishment of a modest associate degree program in nursing to serve local needs. The Committee asked whether production of 600 new registered nurses per year by 1972 would provide sufficient new nurses to enable Klamath and Lake counties to recruit nurses they need from outside the area.

Mr. David R. Arnold, administrator of the Presbyterian Intercommunity Hospital at Klamath Falls, said the geography of Oregon provides no perfect template in the distribution of nurses. He said even though production of nurses may be increased to equate demand when measured for the state as a whole, he saw no prospect for isolated areas such as Klamath Falls to obtain the numbers of nurses it needs except through operation of its own training program.

He pointed out that only two of the registered nurses working in the Klamath-Lake area were unmarried, a far lower percentage than is found in more metropolitan areas. The majority of nurses, thus, are working in Klamath-Lake counties because their husbands are there. Many are wives of students at Oregon Technical Institute or men stationed at Kingsley Field, thus turnover is high as husbands graduate or are transferred.--- He said he felt that expanding medical services in Klamath Falls and Lakeview would be able to absorb all graduates of the program who wished to remain in the area. He said that it had been found that when technical training was concentrated in metropolitan centers, students were reluctant to return to the small towns from which many came, but when training was dispersed into isolated geographic regions, at least some of the graduates remained to work in their home areas. President Purvine confirmed this observation, saying that Oregon Technical Institute had long experience in training medical auxiliary personnel. He said that if one sought medical work in small upstate communities in Oregon, the technician performing the services would often be a graduate of Oregon Technical Institute. He said the history of placement in the paramedical fields at Oregon Technical Institute has been that the student from an upstate community, trained at an upstate institution, is likely to accept employment in a similar community.

Mr. Layman emphasized the continuing need for nurses and the increasing recognition of the importance of health care by the people of Oregon. He said he felt the program would have strong support in the legislature.

Mrs. Johnson observed that in view of the great need for baccalaureate degree nurses, counselors should endeavor to be sure prospective students understand that an ADN program is not the first two years of a baccalaureate program to direct students into the kind of nursing program that would best serve their needs. Beyond this, however, she emphasized that continuing efforts should be made to facilitate transfer of ADN and diploma graduates into baccalaureate degree programs.---

Mrs. Eleanor Ehlers, member of the board of Presbyterian Intercommunity Hospital, testified concerning support of the community for the proposed program. She said she had no doubt that enrollments in the program would be maintained, and that community organizations were prepared to assist in informing prospective students concerning opportunities in nursing and in providing scholarship assistance.

Committee Recommendation. The Committee voted unanimously to recommend that the Board authorize Oregon Technical Institute to offer an associate degree program in nursing contingent upon funding of the program by the 1971 Legislature.

The Board approved the recommendation as presented.

Also, in April, Dr. Eldon Schafer, President of Lane Community College, made a survey at the request of the State Board of Education. This activity was based upon the presentation of a petition by the local committee to study the need for a community college. One of Dr. Schafer's major recommendations was that Klamath County needed a community college to be constructed for 1,000 students.

In late April, Oregon Tech initiated five civil engineering technology short courses with members of the staff in civil engineering technology serving as lead teachers. These short courses were for employed personnel of the U. S. Forest Service and the U. S. Bonneville Power Administration attending. The courses were designed for upgrading employed personnel who were released from duty and sent, expenses paid, to Klamath Falls by the employing agencies.

As a follow-up of the activity in regard to community college needs in Klamath County, the State Board of Higher Education authorized Chancellor Roy Lieuallen to consult with representatives of the State Board of Education regarding the possibilities of a community college at Klamath Falls.

The annual retirees' dinner in May, 1970, honored Merle Jackson, Wallace Uerlings, Cecil Barkdoll, Daron Dierks, Julian Ager, and Imogene Ralston.

SBHE Meeting June 9, 1970

Option in Plant Engineering Technology, OTI

(Considered by Committee on Academic Affairs, Personnel, and Public Affairs, May 18, 1970.)

Oregon Technical Institute is requesting authorization to offer an option to its curricula in mechanical engineering technology which will give students completing the Bachelor of Technology degree program opportunity to elect specialization in plant engineering technology. The program will require a special appropriation by the 1971 Legislature of \$58,050 to get the program underway in the 1971-73 biennium.

The complete statement of the Oregon Technical Institute request and the analysis of the request by the Board's Office of Academic Affairs are presented in the document Request of Oregon Technical Institute to Offer an Option in Plant Engineering Technology for Students Completing a BT Degree in Mechanical Engineering Technology, prepared for the Board's Committee on Academic Affairs for its May 18, 1970, meeting. The document referred to is bound in a separate volume and is considered an integral part of these minutes.

The three principal areas of employment for graduates in mechanical engineering technology are product design, product manufacture, and product application.

Oregon Technical Institute offers a strong program of course work in the design area and at the present time most of the mechanical engineering graduates go into this field. Oregon Technical Institute notes three disadvantages in this emphasis in design:

1. Job opportunities in the Northwest are more numerous in application than in either design or manufacture, because this section of the country is more a user of industrial equipment than a manufacturer.
2. The Bachelor of Technology program, ephasizing [sic] preparation for supervisory and management positions, is more often useful to an individual with a product application orientation than to one whose orientation is product design, for:
 - (a) supervisory and management opportunities are more numerous in the product application field than they are in the product design field,

- (b) the designer is often limited in his opportunities for advancement by lack of a baccalaureate degree in engineering, whereas this situation is less likely to occur in the area of production application.

By offering a strong option in plant engineering technology, Oregon Technical Institute believes it can direct its mechanical engineering students into areas of employment in which there are many job opportunities in Oregon and the Northwest and for which the Bachelor of Technology degree program is particularly well suited.---

COSTS TO INAUGURATE OPTION IN PLANT
ENGINEERING TECHNOLOGY IN THE 1971-1973 BIENNIUM

Budget	1971-72	1972-73	Total for Biennium
1	2	3	4
Instruction	\$12,095	\$12,095	\$24,190
Equipment	32,200	--	32,200
Materials and Expense	430	430	860
Library	800	--	800
Totals	\$45,525	\$12,525	\$58,050

Board's Office Recommendation. The Board's Office recommended that the Board's Committee on Academic Affairs recommend approval of the proposed program in plant engineering technology as an option to the Bachelor of Technology degree program in mechanical engineering technology, provided necessary funds to inaugurate the program during the 1971-1973 biennium are provided by the 1971 Legislature.---

Dr. Purvine said the program had considerable support among Northwest industries who would employ graduates of the program, but that the minimum state investment proposed was essential to getting the program underway.

Recommended Board Action. The Committee recommended that the Board authorize Oregon Technical Institute to offer a program in plant engineering technology as an option to the Bachelor of Technology program in mechanical engineering technology, provided funds to inaugurate the program are made available by the 1971 Legislature.

The Board approved the recommendation as presented.

At the June regular meeting of the State Emergency Board, approval was given to the \$845,000 Commons-Auditorium Addition at Klamath Falls.

In the meanwhile, a proposal had been made to the Klamath Union High School board that students be permitted to enroll at OTI from the KU student body. The idea was to permit students with advanced interest to take college-level courses as a part of their total program in their senior year. The proposal was taken under advisement and later was approved.

At the beginning of the year, the new Assistant Dean of Students, Dr. Terrance R. Brown, was appointed, having served on the Southern Oregon College staff for some years.

G. Robert Craig, on August 1, 1970, re-filed the suit against the State Board of Higher Education and President Winston D. Purvine in the Klamath County Circuit Court, thus transferring the case from Lane County. The new figure was \$1,070,915. This re-filed suit was not being pressed as late as June 30, 1976.

In early September, Oregon Tech announced a block transfer program for community college transfer. Under this program, an individual student who had completed two years of work in a relevant technology was to be admitted into a bachelor's degree program at Oregon Tech. The program had considerable flexibility which allowed the individual to take up to 20 credits of sophomore courses so as to make sure the junior transfer student had the equivalent background as a student who pursued his first two years at Oregon Tech. This provision was to be very popular with students, but was frequently misunderstood and resented by student personnel officers in the community colleges.

The year of 1970 saw a national recession in the offering of positions for the general college graduate. However, Paul Huston, Placement Director for Oregon Tech, was quoted as saying, "My job's pretty easy. The market is holding up well for technically-trained people."

A number of graduates of Oregon Tech were discovered to be teaching in post-high school institutions throughout the United States. Ben Owens was instructor in auto at Central Oregon Community College. Richard LaChance and Robert Spinney were teaching in a post-high school vocational

school in Vermont. Fred Mestrich was employed by the Clatsop Intermediate Educational District at Astoria in auto technology; Robert C. Rea was teacher and Carol E. Toney, Director of the Vocational Division at the Yakima Valley Community College.

The Herald and News printed a story summarizing the history, to date, for Oregon Tech on September 7, 1970:

OTI History Not Always Placid

Oregon Technical Institute: A college born of need, nurtured by desire, matured by dedication and a realization that change is permanent.

The college, unique among Oregon institutions of higher education, has made a place for itself nationally, among business, industry and governmental agencies.

It was conceived in 1947 to fill a need for homecoming World War II veterans to improve their minds and skills, and to meet the growing demand for skilled workers and technicians to service Oregon's increasing industrialization.- - -

The 13-year history has not been placid. There have been stormy sessions as OTI sought to break from its vocational status -- a name which students maintained called to mind first-time offender prisons -- and later as upstage areas looked with jealous eyes on the burgeoning new institution of learning.

OTI has won consistent support in the Oregon Legislature which in 1960 placed it under the State Board of Higher Education, with the stipulation that the objective would be to contribute to the scientific, technical, industrial, agricultural and economical welfare of the entire state through provisions of technical institute-type education. Awarding of state scholarships was permitted in the same statute.

Growth has been substantial since that time. The library has been expanded, new buildings constructed, new courses and degrees added. The college's new status prompted a new perspective by industry, and firms frequently donate expensive equipment for OTI laboratories.

Standards of qualifications for instructors have been established, a guidance program implemented and new emphasis placed on educational growth by faculty members.

In early September, Miss Carolyn Spahn arrived on the campus to serve as nurse director in preparation for opening the course in 1971.

In the meanwhile, the Collegiate Veterans Association had engaged in a number of projects for fund raising, including sponsoring the professional wrestling events in Klamath Falls. They were able to pay for the installation of three ramps for wheelchair use at different buildings on campus.

In early October, 1970, the matter of Oregon Tech receiving approval of college preparatory blocks of courses in the lower division was backed by the local community college committee. Dr. Earl Ferguson, Superintendent of the Klamath Public Schools and committee member, urged expansion, including the increase of lower division college transfer courses.

October 26, 1970, the State Board of Higher Education considered the question of lower division work at Oregon Tech. Minutes of that meeting are quoted as follows:

Addition of Transfer Program, OTI

(Considered by Committee on Academic Affairs, Personnel, and Public Affairs, October 8, 1970.)

At its October 8, 1970, meeting, the Committee on Academic Affairs considered a report titled, Oregon Technical Institute in the 1970's, dated October 8, 1970. This report is submitted to the Board for designation as an integral part of the minutes of the October 26, 1970, meeting.

Summary of the Report

The fundamental purpose of the present report to the Board is to provide background information in terms of which the Board may consider what role or roles Oregon Technical Institute might desirably be asked to fill in the 1970's, as one element in a total pattern of post-high school education, which encompasses the State System of Higher Education, the community colleges, the independent colleges and universities, the proprietary schools, and a miscellaneous group of other educational resources which provide post-high school education in Oregon.

The report is divided into a number of sections:

1. A background statement on technical education, including a discussion of (a) the nature of technical occupations in the United States, (b) the present and potential demands for technicians, (c) the avenues through which technicians get their training.
2. A review of post-high school vocational-technical programs in Oregon, as offered by (a) proprietary (private) vocational schools, (b) apprentice-training programs, (c) community colleges, (d) independent colleges and universities, and (e) institutions of the State System of Higher Education.
3. Oregon Technical Institute's development under the aegis of the State Board of Education, 1946-59, and under the State Board of Higher Education, 1960-1970.
4. Selected characteristics of Oregon Technical Institute's operations, fall term 1969-70, including (a) enrollment statistics, (b) measures of scholastic aptitude of entering freshmen 1962-63 and 1969-70, (c) attrition among Oregon Technical Institute students, (d) placement of Oregon Technical Institute graduates.
5. Oregon Technical Institute and the community college issue in Klamath County.
6. Recommendations as to Oregon Technical Institute's role in the 1970's.

- - - -

Interest in the creation of an area education district to serve the Klamath County or Klamath-Lake counties area has been expressed both by statewide bodies, and by a local citizens' group in Klamath County, established to study the need for post-secondary educational opportunities in Klamath Falls.

The Educational Coordinating Council recommended in 1969 that an area education district be created to provide comprehensive community college services to the Klamath-Lake area. The Coordinating Council, in an earlier report, had observed that the proportion of young people in the age range 18-24 from the Klamath-Lake counties area going on to post-baccalaureate education was substantially below the proportion

going on from other regions of the state in which community college services were available within a reasonable commuting distance.

At the same time, a Klamath County citizens committee was studying the post-secondary educational services required to serve the area, and it, too, concluded that an area education district should be established. The committee petitioned the State Board of Education to take the steps necessary to the creation of a district, but subsequently (May 1970) asked that the matter be set in abeyance while further studies are made as to the alternative means for providing community college services to the region.

A report commissioned and published by the State Board of Education in March 1970 recommended that "an area education district (community college) be formed in Klamath County." Recognizing the possibility of unwise duplication of effort if the area education district were to establish a community college in Klamath County without fully considering the fact of Oregon Technical Institute's present service to the area, the report also recommended that "prior to the formation of a community college which may very well duplicate current or future Oregon Technical Institute programs," there should be a review of the future of Oregon Technical Institute. - - - -

1. Create an area education district to serve the region.

Three principal alternatives have been suggested for providing a comprehensive community college program through an area education district:

- a. Through its own administrative staff, and facility resources. This is the pattern which characterizes all existing community colleges in Oregon. They are independent institutions providing the full comprehensive community college program through their own resources.

Although a defensible approach in other regions of the state, considerable question has been raised as to the feasibility of such an arrangement in Klamath County where the likelihood of uneconomical duplication of offerings already available at Oregon Technical Institute is great, and where the density of population is low.

It should not go unremarked that one alternative suggested at one time or another for providing a comprehensive community college for Klamath County without the danger of unnecessary duplication of services between the community college and Oregon Technical Institute is to make Oregon Technical Institute a community college to serve the region and to establish a technical institute in the Willamette Valley near the center of Oregon's population. Strong resistance in Klamath Falls to this alternative is to be anticipated.

- b. Through an area education district contract with Oregon Technical Institute, or Oregon Technical Institute and the Division of Continuing Education, or Oregon Technical Institute, the Division of Continuing Education and the high school for the full array of community college services.

This would create a unique institution in the State System having dual admission standards and dual tuition rates.

This alternative would be opposed by some of the leading citizens of Klamath County who are concerned such an arrangement would have upon Oregon Technical Institute's future as a high level technical institute.

- c. Through a combination of alternatives (a) and (b) above, with the community college contracting with Oregon Technical Institute, or Oregon Technical Institute and the Division of Continuing Education, and perhaps the high school, for only limited services to avoid uneconomical duplication of services already available through Oregon Technical Institute or the Division of Continuing Education or to secure services more conveniently or effectively made available through Oregon Technical Institute, the Division of Continuing Education, or the high school.
- 2. Expand Oregon Technical Institute's role under the State Board of Higher Education so as to add to Oregon Technical Institute's present offerings some of the other programs and services that in other regions of the state are being provided by area education districts through community colleges (e.g., college transfer programs, lower-level and short-term vocational programs, general adult education, counseling services).
- a. College Transfer Program. Oregon Technical Institute presently offers an array of liberal arts courses that permits a student to meet lower-division college

transfer requirements as outlined by the State System Committee on Community Colleges in 12 areas.

With the addition of a minimum of four staff positions in the general areas of art, history and social science, English, and psychology-sociology, Oregon Technical Institute could offer an additional 13 transfer curricula.

- b. Lower-Level or Short-Term Vocational-Trade Courses. Oregon Technical Institute has deliberately sought, during almost a quarter of a century, to upgrade its offerings by dropping the vocational-trade courses it once offered and by adding courses and programs at the technical end of the vocational-technical continuum. To add vocational-trade courses to Oregon Technical Institute's offerings as a regional service now would be a reversal of policies that have shaped Oregon Technical Institute's development since its establishment. - - - -

Oregon Technical Institute asserts that it could offer a very limited number of lower-level vocational courses (e.g., machine shop, welding) in the late afternoons and evenings on its campus and other similar programs off-campus in rented quarters, were there a request for it to do so under contract with some agency (such as an area education district).

But Oregon Technical Institute would resist offering such courses on anything other than a contract basis for some other agency. For to offer them as a regular part of Oregon Technical Institute's programs would be to reverse a long-standing trend which has seen Oregon Technical Institute, with the encouragement of the legislature and the State Board of Higher Education, drop such courses and programs in favor of more rigorous technical programs. - - - -

Oregon Technical Institute in the 1970's

As a member institution in the State System of Higher Education, Oregon Technical Institute has a major state and an adjunct regional function.

As the state's co-educational polytechnic college, Oregon Technical Institute offers: (1) Associate and baccalaureate programs in a variety of vocational-technical fields, and (2) a limited offering of liberal arts courses that meet the lower-division requirements of 12 college transfer programs.

Associate degree (primarily two-year) programs in vocational-technical curricula were Oregon Technical Institute's only

programs until 1966, when Oregon Technical Institute was authorized some bachelor of technology programs. The associate degree programs remain today the predominant programs in terms of numbers enrolled. Fall term, 1969-70, of the total OTI enrollment of 1,353, 965 (71.3 percent) were lower-division (associate-degree) students; 388 (28.7 percent) were upper-division students, almost all of whom were baccalaureate degree aspirants.

Associate degree programs should continue to be a significant aspect of Oregon Technical Institute's offerings during the 1970's. In those subject matter fields in which Oregon Technical Institute is authorized baccalaureate programs, the associate degree program is the necessary lower-division portion of that program. In other subject matter fields, the associate program offers entry into employment, serving both a state and regional function.

There is every indication that the importance of the baccalaureate degree in technology will increase in the 1970's. The four-year curricula in engineering technology are a contemporary development nationally. Their emergence began scarcely 15 years ago. And the forces that have influenced their development give no promise of subsiding or diminishing in their influence in the decade of the 1970's. They include: (1) The demands of industry and business for trained technologists to fill the occupational gap left when engineering scientists who are "over-trained" for many kinds of jobs that were formerly filled by engineers, and (2) the inability of the associate degree programs in technology to provide in two years all that a student needs to qualify him for positions in technology at the supervisory and administrative level.

Oregon Technical Institute's bachelor of technology programs in engineering technologies have just been accredited (September 1970) following a November 1969 accreditation visit to the Oregon Technical Institute campus by an accreditation team appointed by the Engineer's Council for Professional Development.

This represents a step forward and upward for Oregon Technical Institute, which is playing a conspicuous role in the development of engineering technology programs in the United States. Indicative of this fact is the appointment of President Purvine by the American Society for Engineering Education (ASEE) to head up a national committee to rewrite and bring up-to-date the basic document which sets forth ASEE guidelines relating to optimum levels of faculty qualifications and curriculum content in engineering technology education. The document to be prepared by President Purvine's committee will establish the guidelines for engineering

technology education for the 1970's. It will replace the present standards set forth in the ASEE document Characteristics of Excellence in Engineering Technology Education, which was published in 1962.

One may anticipate that in the 1970's there will be an increasing tie between Oregon Technical Institute and the community colleges, many of whose associate degree graduates in technology will look to Oregon Technical Institute for further training leading to a baccalaureate degree. Oregon Technical Institute already has underway an experimental program designed to encourage the transfer of community college associate degree graduates into bachelor of technology programs. - - -

Looking ahead, it seems reasonable to anticipate the addition to Oregon Technical Institute's offerings during the 1970's of a few associate degree programs, some additional options in bachelor of technology programs already authorized Oregon Technical Institute, and perhaps some new bachelor of technology programs.

The fact that Oregon Technical Institute and Oregon State University both offer programs leading to bachelor's degrees (bachelor of technology and bachelor of science, respectively) in the engineering technologies raises the question as to possible unwarranted duplication of programs. This matter was gone into with Oregon Technical Institute, Oregon State University, and the Board in 1966, when authorization of bachelor of technology programs at Oregon Technical Institute was under consideration, and it was agreed that the programs are intended to serve the needs of different kinds of students, thereby permitting Oregon to meet the post-high school educational objectives of a wider range of its citizens who have an orientation toward technical education than would otherwise be possible.

Oregon Technical Institute has developed in the general education aspect of its vocational technical programs an array of liberal arts courses sufficient in number and variety to permit students to meet the lower-division college transfer program requirements in 12 different subject matter fields. This fact is little known, although roughly 4.5 percent of the students at Oregon Technical Institute (fall term, 1969) are listed as unclassified, meaning that they are not enrolled in any of Oregon Technical Institute's vocational-technical programs. For the most part, these students are taking liberal arts courses.

It is proposed that Oregon Technical Institute be authorized to augment its liberal arts offerings so as to make available the courses necessary to meet the lower-division college transfer requirements in 13 additional fields,

bringing to 25 the number of subject matter fields in which Oregon Technical Institute offers lower-division college transfer program, that, as the need becomes apparent and the resources available, the lower-division college transfer program be further augmented.

The Board's Office believes that the provision of an expanded college transfer program would be both justifiable and desirable. The recommendation is made not as the first of a series of steps leading to a transformation of Oregon Technical Institute into the State System's seventh multipurpose institution, but rather that Oregon Technical Institute, as a polytechnic college serving a statewide function in the field of technical education, should serve also an adjunct function as regional center offering a two-year lower-division college transfer program. - - - -

It is President Purvine's best judgment that, given the addition to Oregon Technical Institute's physical plant of the auditorium-teaching facility which will be under construction in a few weeks and the laboratory-classroom building which is No. 4 on the State System's priority listing for 1971-1973, provision could be made for the lower-division college transfer program.

The Office of Institutional Research of the State System of Higher Education estimates that, based upon past and expected trends, Oregon Technical Institute will increase from 1,353 students fall term 1969-70 to 1,575 by 1979-80. - - - -

Board's Office Recommendation

The Board's Office proposes that during the 1970's Oregon Technical Institute move to expand its state and regional functions by:

1. Extending the range of vocational-technical programs it offers at the baccalaureate level.
2. Continuing to offer an array of vocation-technical associate degree programs.
3. Adding to its offerings an expanded array of lower-division college transfer courses, that it may more nearly meet the needs of the Klamath County and surrounding area for college transfer education at the lower-division level. Oregon Technical Institute should not offer as a part of its program other specialized services normally a function of a community college program (e.g., open-door counseling, lower-level, short-term vocational, and general education courses). If requested to administer these services under contractual terms by some

other agency, it should do so only to the extent that it can without impairing the full performance of its assigned functions in the State System.

Committee Discussion

Following a lengthy discussion, it was concluded that before taking action on the Board's Office recommendation vis-a-vis Oregon Technical Institute's role during the 1970's the Educational Coordinating Council and the State Board of Education ought to be asked to react to Oregon Technical Institute's projected role inasmuch as the development of a total program of post-high school education for Klamath County would involve not only Oregon Technical Institute and the Division of Continuing Education, but the public school systems in Klamath County and a possible community college, which are within the purview of the Oregon State Board of Education. - - - -

In view of the need for further consideration by the Committee, Mrs. Johnson moved that this question of development of transfer programs at Oregon Technical Institute be further considered by the Committee with the possibility that a recommendation could be made to the Board at the December meeting. She suggested that the Committee might also appropriately consider development of a licensed practical nurse program at Oregon Technical Institute in conjunction with the proposed associate degree program in nursing.

The Board approved the motion as presented.

In November, the State Board of Education reaffirmed its prior resolution calling for community college programs at the all-technical Oregon Technical Institute and instructed its sub-committee to continue discussions to that end. In its regular meeting on January 25, 1971, the State Board of Higher Education approved the granting of the associate in arts degree as the part of its general approval of the college parallel lower-division program at Oregon Tech.

Considerable point was made of the fact that at other institutions of the higher education system, the effect of being able to offer lower-division college-parallel courses was actual, although without special designation.

The first Oregon Tech international student dinner was held on February 4, 1971, in the dormitory multi-purpose room. The various students each prepared one dish from the cuisine of their country. This was the start of a long series of international dinners that became increasingly popular so that they served to a full dining room in the commons commuter section.

In mid-February, Oregon Technical Institute recieved the Golden Torch Award of the Business and Professional Women's Clubs of Oregon. This citation stressed the advancement of women at Oregon Tech and, among others, specified the new dental hygiene program as an example of the institution's concern for education in fields attractive to women.

In early March, President Purvine was named to the committee on career education of the American Association of State Colleges and Universities.

The legislature in South Dakota had specifically indicated that they wished one of the state colleges to be revised in the image of Oregon Technical Institute. As a result, on April 19, eight college and state educators from South Dakota were present at Oregon Tech to conduct studies of operation. Various members of the educational and administrative staff of the institute were responsible for a two-day presentation, including overall philosophy and the "how-to-do" nuts and bolts of technical institute operation.

Dr. Frank Wilson was named as Dental Director at this same time.

Oregon Tech received a grant of \$35,000 from the Department of Health, Education and Welfare to develop environmental health technology. The grant was given under a program calling for assistance in the health fields and a federal appropriated support.

Shortly thereafter, another HEW grant was received for \$11,858 to purchase lab equipment and other instructional materials.

The legislature was still in session, and the Joint Ways and Means Committee approved a \$100,000 budget provision for a new associate degree nursing program at Oregon Tech. This recommendation to the legislature as a whole was later passed and provided the start of the ADN program.

At this same time, Oregon Tech received a grant for \$25,000 from the Environmental Protection Agency for assistance in the environmental programs at Oregon Tech.

In late June, Catherine Puri was named as nursing director to assume leadership in the establishment of the new ADN program.

SBHE Meeting July 26, 1971

Authorization of Degrees for
Nursing and Transfer Programs, OTI

(Considered by Committee on Academic Affairs, July 6, 1971.)

Oregon Technical Institute requests authorization to award the associate in arts degree to students successfully completing two-year curricula in (a) nursing and (b) college transfer programs.

The document presenting the request, together with the analysis of the Board's Office, titled Request of Oregon Technical Institute for Authorization to Award the Associate in Arts Degree to Graduates of Nursing and Transfer Programs, dated July 6, 1971, is submitted to the Board for designation as an integral part of the minutes of the July 26 meeting.

Oregon Technical Institute will inaugurate two new associate degree programs with the opening of fall term, 1971 - (1) a two-year program to prepare graduates to take the examination for licensure in registered nursing, authorized by the Board March 10, 1970, and (2) two-year transfer programs in liberal arts and selected professional areas, authorized January 25, 1971.

Oregon Technical Institute now presents specific degree requirements for these programs for the approval of the Board.

Degree Requirements in Nursing

Oregon Technical Institute proposes to award the associate in arts degree in nursing to students successfully completing a program of study involving some 57 hours of course work in nursing and 51 hours in general education and supporting subjects. The proposed program has been developed in consultation with the State Board of Nursing and is similar to ADN programs offered elsewhere, all of which must meet requirements of registration boards. The program is almost identical to that offered at Southern Oregon College.

Oregon Technical Institute is requesting authorization to award the AA (associate in arts) degree to its ADN graduates, rather than the associate of applied science (AAS) degree awarded graduates in health science programs already offered at Oregon Technical Institute or the associate in science (AS) degree used by Oregon community colleges and Southern Oregon College.

Oregon Technical Institute has no strong preference for the AA degree designation. Oregon Technical Institute suggests it only because this is the degree awarded by institutions in California and Washington with which the consultants to the Oregon Technical Institute programs have been most familiar.

Degree Requirements for College Transfer Students

In January 1971, after several months of study including a public hearing in Klamath Falls, the Board authorized Oregon Technical Institute to enroll students in college transfer programs to the extent that it can serve these students within its budgeted capabilities and physical facilities.

The transfer programs offered by Oregon Technical Institute will be similar to the two-year transfer programs offered by the Oregon community colleges. Requirements for the associate degree will also parallel those of the community colleges' associate in arts degree. These requirements as proposed by Oregon Technical Institute, are:

General Education Requirements

English Composition: 9 hours
Physical Education: 5 hours
Health: 2 hours

Science/Mathematics: 3-term sequence (minimum, 9 hours)
Social Science: 3-term sequence (9 hours)
Literature: 3-term sequence (9 hours)
Second year major sequence in liberal arts (Western Civilization or humanities) or science/mathematics or as indicated in recommended transfer program: 9 hours
Total General Education: 52 hours

Other Requirements

Total Hours: 93
Residence: two terms, including the last one (a minimum of 24 hours)
Grade Point Average (cumulative): 2.00 ---

Board's Office Recommendation

The Board's Office recommended that Oregon Technical Institute be authorized to award the associate in science (AS) degree to students completing the two-year registered nurse program and the associate in arts (AA) degree to students completing two-year college transfer programs.---

Discussion and Recommendation by the Committee

The Committee on Academic Affairs recommended that the Board authorize Oregon Technical Institute to award the associate in science degree to students completing requirements in nursing, and the associate in arts degree to students completing requirements in college transfer programs, as proposed, effective with the 1971-72 year.

Board Discussion and Action

The Board approved the recommendation as presented.

Chapter XV, 1971-73

The year 1971 observed the 25th anniversary of the Institution. July 15, 1971, the first item in the commemorative activities was a Founder's Day fete held at the north side of the campus classroom building. Continuing members of the faculty from the early days were introduced and spoke a few words.

August 3, Governor Tom McCall appeared on the stage of the auditorium to commemorate the 25th anniversary, giving a brief talk and eulogizing the school and its president. The auditorium had just been finished, and this was the first use of that facility.

The State Board of Nursing gave state approval to the Oregon Tech associate degree nursing program on August 6. This was an important milestone, since the approval of the State Board is essential to acceptance of the graduates within the state and, also, is the basis for later application to the National League of Nursing for its accreditation.

There had been a statement reported in the press by Board member John Mosser that Oregon Tech should be moved or perhaps another one founded in Portland. A rebuttal was immediately made by Senator Harry Boivin who indicated a strong support for OTI.

The dedication of the new auditorium and commons building occurred on Sunday, October 22, 1971. Members of the Board of Higher Education attended, and dedicatory remarks were made by Board President George Layman and by Chancellor Roy E. Lieuellen.

As a part of his campaign for president, Senator Edmond Muskie visited the campus at Oregon Tech for speechmaking. The affair was held

in the physical education building, with the public invited. A good crowd was present to hear the Senator's remarks.

The issue of the Oregon Student Public Interest Research Group (OSPIRG) was being discussed throughout the State System, and among the private colleges as well, during the fall of 1971. On December 2, 1971, Oregon Tech students voted not to establish an OSPIRG group on campus. The vote was 279 no and 226 yes.

At this time, it was necessary to alert the staff to cutbacks of 2.1% in the budget due to the defeat of the cigarette tax proposal at the November election. The amount cut from the Oregon Tech budget was \$67,463. (This was a part of the State Board of Higher Education declared emergency cut of \$983,000 because of the tax defeat.) At the same time, OTI received an increase of \$13,000 due to enrollment totalling above the amount estimated for the budget.

Development of the health-related area of instruction had received general state acceptance. As a result, on December 31 it was reported that the state health officials who were checking the perils of uranium mine tailings were requesting staff members from Oregon Tech to assist in monitoring the radiation.

Dental hygiene was proposed for accreditation to the American Dental Association. An accreditation visit occurred on January 18, 1972, which was preliminary to action by the association's committee on accreditation which would occur in May of 1972.

At a time when the December cuts were translated into positions abolished, State Board of Higher Education also cut an additional \$4,000,000 based on enrollment. This reduction resulted in the abolition of 179 academic positions and 67 classified positions in the State System as

totals. At OTI, this resulted in the addition of six academic positions and a reduction of three classified positions.

The State Board of Higher Education, meeting in regular session on January 25, took action on the Oregon Tech request for lower division courses. The minutes outlining this action follow:

Development of College Transfer Program, OTI

(Considered by Committee on Academic Affairs, Personnel, and Public Affairs, November 16, 1970, and January 4, 1971.)

Information Presented to Academic Affairs Committee

At its October 26, 1970, meeting, the Board reviewed discussions conducted by the Committee on Academic Affairs at its regular October 8, 1970, meeting and at a hearing held in Klamath Falls, October 25, on the possible expansion of Oregon Technical Institute's services to include community college services. Before the Committee was a recommendation of the Board's Office that during the 1970's Oregon Technical Institute move to expand its state and regional functions by:

1. Extending the range of vocational-technical programs it offers at the baccalaureate level.
2. Continuing to offer an array of vocational-technical associate degree programs.
3. Adding to its offerings an expanded array of lower-division college transfer courses, that it may more nearly meet the needs of the Klamath County and surrounding area for college transfer education at the lower-division level. Oregon Technical Institute should not offer as a part of its program other specialized services normally a function of a community college program (e.g., open-door counseling, lower-division, short-term vocational, and general education courses). If requested to administer these services under contractual terms by some other agency, it should do so only to the extent that it can without impairing the full performance of [sic] its assigned function in the State System. - - -

Because of pressure of business of other Committees of the Board, the Committee on Academic Affairs was able to convene only briefly for the meeting scheduled for November 16, 1970, to hear Mr. Richard F. Deich, Chairman, and Mrs. George Beard,

of the Oregon Board of Education, who presented the following resolution, approved by the Board of Education, October 16, 1970:

WHEREAS, the State Board of Higher Education has been presented a recommendation relating to the addition of the curricula at OTI located in Klamath Falls; and WHEREAS the Oregon Board of Education has been requested by the State Board of Higher Education to discuss and make recommendations on the proposed additions to the curricula at OTI, THEREFORE BE IT RESOLVED that the Oregon Board of Education supports the concept that OTI offer a comprehensive open-door community college educational program for the residents of Klamath and Lake Counties, including, but not limited to lower division courses and associate degree program offerings; and RESOLVED further that the Oregon Board of Education expresses to the State Board of Higher Education its belief that the degree program at OTI should not be expanded at any time to the detriment of its community college programs.

At its January 4, 1971, meeting, the Committee considered a detailed analysis of Oregon Technical Institute's capability to enroll college transfer students during the 1971-1973 biennium. The Oregon Technical Institute presentation and the Board's Office analysis thereof is contained in the document OTI and the College Transfer Program Issue, dated January 4, 1971. The document referred to is bound in a separate volume and is considered an integral part of these minutes. - - - -

Discussion and Recommendation by Committee

The Committee recommended that the Board authorize Oregon Technical Institute to enroll students in college transfer programs to the extent that it can serve these students within its budgeted capabilities and physical facilities.

Oregon Technical Institute will not cut back the program because of lack of physical facilities until it has explored every possible alternative, including procurement of rented space off-campus, although it is recognized that if the proposed classroom-laboratory building is not funded for the 1971-1973 biennium, enrollment in the college transfer program may have to be limited during the succeeding biennium.

No recommendation is being made at this time concerning provision of other community college services such as low-level vocational, adult education courses, and counseling services. The Board's Committee believes other possibilities for both financing and provision of these services should be explored before a recommendation is made that Oregon Technical Institute assume these functions.

Board Discussion and Action

In response to a question during the Board discussion, Dr. Romney indicated that the recommendations agreed in general with those at the hearings held in Klamath Falls on the future role of Oregon Technical Institute.

The Board approved the recommendations as presented.

In the latter part of January, President Purvine was appointed to a committee on the accreditation of engineering programs which involved cooperation between the engineering education and accreditation committee and the engineering technology committee under Engineers' Council for Professional Development. A meeting was held in Washington, D.C., to conduct the work of the committee. The result was publication of national accreditation standards for engineering technology in both associate degree and baccalaureate degree programs.

A reorganization at Oregon Technical Institute was undertaken in early February of 1972. One of the problems that had been noted was the reporting direct to Dean of Instruction, Ray Prevost, of 20 different department chairmen. In an effort to reduce the number reporting to that officer, division heads (associate deans) were named: Catherine Lake for Allied Arts and Sciences, Walter Richartz for Engineering Technologies, Dr. Frank Wilson for Allied Health Technologies, Franz Wogan for Industrial Technologies and Neil Garrett, for Physical Education and Athletics.

At the same time, the students were responding to the challenge of another world record in continuous showering. They established a new world record for a shower-a-thon of 710 continuous hours.

An experimental summer school was approved in May by the State Board of Higher Education. The approval specified that the program was to be self-sustaining for the summer of 1972.

SBHE Meeting May 22, 1972

Senior Year in Medical
Laboratory Technology, OTI

(Considered by the Committee on Academic Affairs, April 28, 1972.)

Staff Report to the Committee

Oregon Technical Institute requests authorization to offer the senior year of the BT program in medical laboratory technology on the Oregon Technical Institute campus, as an option for those students who cannot find placement for professional training upon completion of three years of preprofessional work, or who prefer to enter professional training after completion of a baccalaureate degree.---

Board's Office Recommendation

The Board's Office recommended that Oregon Technical Institute be authorized to offer medical laboratory technology students the option of remaining on campus for a fourth year of work leading to the BT degree.---

Recommendation by the Committee

The Committee recommended that Oregon Technical Institute be authorized to offer a senior year on campus as an option to students enrolled in the preprofessional program in medical laboratory technology. Oregon Technical Institute proposes that students completing the program as presently designed (three years at OTI and one year at a school of medical technology) continue to receive the BT in medical laboratory technology, and those completing the four-year program on campus receive the BT in allied health technology. The Board's Office concurs in this proposal.

Board Discussion and Action

The Board approved the recommendation as presented.

The State Advisory Council meeting held at that time considered several items of business relative to Oregon Tech. Dean of Instruction, Ray Prevost, presented the proposal for a bachelor of technology in industrial technology to the committee. After considerable discussion, the committee recommended to the president and the Board of Higher Education that this proposal be approved.

In early June of 1972, Bill Clark became the new information director at Oregon Tech. In the July 29 meeting, the State Board of Higher Education agreed to the building committee recommendation that the OTI laboratory addition be placed at the number one priority for two and one-half million dollars for presentation to the 1973 Oregon State Legislature.

In early September, following the death of long-time supporter J. Vern Owens, the classroom building was re-named to Owens Hall. The name, recommended by the faculty of Oregon Technical Institute, was approved by the State Board of Higher Education.

As a matter of providing a service to the community and promoting recognition of Oregon Tech's faculty, an OTI speaker's bureau was formed and a multilithed brochure prepared showing the kinds of expertise and areas of speeches available from the Oregon Tech faculty.

The State Board of Higher Education began a plan of having a subcommittee visit various institutions in the State System for better acquaintanceship. October 12, a special committee, composed of George Layman, Board President, John Snider and Loren Stewart, accompanied by Chancellor R. E. Lieuallen, came to the campus. A comprehensive program of presenting accomplishments and needs had been arranged by a faculty committee. The Board members and chancellor expressed themselves as quite impressed with the depth that the Oregon Tech program had developed.

The final enrollment for fall term 1972 was up 11% to 1779 students. This resulted in the Board of Higher Education awarding an extra \$45,723 to the Oregon Tech budget in October.

At the fall election in 1972, Fred Heard, assistant professor in political science at OTI, was elected State Senator over Senator Gordon McKay of Bend.

The Joint Unified School District at Tulelake in Northern California undertook a college survey of its patrons to determine preference for post-high school institutions. The vote tabulated was OTI 430, or 71%; College of the Siskiyous 91, or 15%; Shasta College 75, or 12%; no junior college 7, or 1%; and Lassen Junior College 3, for less than 1%.

In December, at the organization of the state legislature, it was announced that assistant professor Fred Heard now state senator, had been appointed to the Ways and Means Committee.

In early February, Craig Hall was sold to the Waggoner Enterprises by the First National Bank. The First National Bank had bid \$550,000 at public auction on a court judgment of \$831,465.

At about this same time, President Purvine was elected by the Computer Policy Council of the State System of Higher Education to the post of chairman. This position was to be held until his retirement in 1976.

The question of proposing a name change for Oregon Tech was raised by Chancellor Lieuallen in conference with President Purvine during the year 1972. President Purvine responded that he had no plan to initiate action. He had earlier cleared with the Portland YMCA authorities on "Oregon Institute of Technology" since that organization at one time had the name in use. Discussion on campus had followed, but no consensus had been sought.

March 16, 1973, the Joint Ways and Means Committee toured the OTI campus on a swing through Eastern Oregon. News articles quoted President Purvine as stressing the need for a new \$2.5 million laboratory building, "Purvine says we have exhausted every device of manipulation of schedules and using every nook and cranny." Program evolution and status questions from the committee members could be speculated on as at least partly the result of member Senator Heard's discussions.

At the conclusion of the Eastern Oregon biennial inspection tour of the Ways and Means Committee, the name change to Oregon Institute of Technology was proposed by Senator Heard. The action was made by amending HB 2292 then in a Senate committee after House passage. The amended bill

passed the Senate and upon referral to the House was repassed with the Senate amendment. The original bill introduced by Northeastern legislators changed Eastern Oregon College to Eastern Oregon State College in a simple enactment. The amended bill included amending ORS 352.201 by the following "Oregon [Technical] Institute of Technology." The name change occurred without OTI administrators even testifying since Senator Heard handled all legislative procedures. It was rumored that Southern Oregon College was contacted relative to a change similar to EOSC. The law became Chapter 70 OL 1973 at the Governor's approval May 17, 1973.

Leaves were approved for sabbaticals for Dean of Instruction, Ray Prevost, and Dean of Students, Jack Churchill, to cover the 1973-74 school year, neither returning to the positions.

SBHE Meeting May 22, 1973

Curricular Requests, OTI

(Considered by Committee on Academic Affairs, May 3-4, 1973.)

Staff Report to the Committee

Request for Authorization to Change the Name of the BT Degree in Auto-Diesel to BT in Industrial Technology and to Admit Thereto Graduates from the Metals Curricula

Oregon Technical Institute requests authorization to increase the number of associate degree programs which qualify their graduates for the admission to the bachelor of technology degree programs. Specifically, Oregon Technical Institute requests authorization to:

1. Change the name of the bachelor of technology degree program in auto-diesel technology to industrial technology and to permit graduates of the associate degree programs in metals technologies (machining processes, small arms processes, and welding processes) to enter this re-named bachelor of technology degree program.

2. Permit the graduates of the associate degree programs in (a) dental hygiene and (b) medical radiologic technology, to be eligible for admission to the bachelor of technology degree in allied health. At present only the graduates of the medical laboratory technology program are eligible for admission into the BT program in allied health.---

The Board's Committee on Academic Affairs recommended that the Board approve the foregoing Oregon Technical Institute request for authorization to change the name of the BT degree in auto-diesel to the BT degree in industrial technology, and authorize Oregon Technical Institute to admit into the program associate degree graduates in metals technology.

Board Discussion and Action

The Board approved the recommendation as presented.

BT in Allied Health Technology--Dental Hygiene

Allied Health Technology

Oregon Technical Institute offers the following programs in allied health technologies:

BT Degree Programs

BT in Medical Laboratory Technology (3 years at OTI and 12 months AMA-approved school of medical technology)
BT in Allied Health Technology (4 years at OTI in a program in medical laboratory technology)

Three-Year Associate Degree Programs

AAS in Environmental Health Technology
AAS in Dental Assisting
AAS in Nursing
AAS in Physical Science Technology

Oregon Technical Institute now requests authorization to admit associate degree graduates of two of the three three-year associate degree programs (dental hygiene and medical radiologic technology) to the BT program in allied health technology, now reserved for students in medical laboratory technology.---

Discussion and Recommendation by the Committee

After a discussion of the proposed request, involving a series of questions from Mrs. Johnson and Mr. Corey clarifying the relationship of the proposed degree authorization to the dental

hygiene program at the University of Oregon Dental School, and to dental hygiene programs offered in the community colleges in Oregon, the Committee voted to recommend to the Board the granting of the requested authorization to Oregon Technical Institute to admit into the BT in allied health program, associate degree graduates in dental hygiene.

Board Discussion and Action

The Board approved the recommendation as presented.

BT in Allied Health Technology - Medical Radiologic Technology

BT in Allied Health Technology with a Major in Medical Radiologic Technology

The AAS program in medical radiologic technology is a three-year program comprising of two years at Oregon Technical Institute and 12 months externship in an approved hospital program. Upon completion of the program, the student is awarded the AAS degree, and is eligible to sit for examination for registration by the American Registry of Radiologic Technologists and to enter professional employment.

Students wishing to qualify for a baccalaureate degree would remain at Oregon Technical Institute for a third year of work, which, with one year's externship at a hospital, would constitute the requirements for the BT degree.---

Board's Office Recommendation

The Board's Office recommended that the Board's Committee recommend approval of the Oregon Technical Institute request to be authorized to admit medical radiologic technology students into the bachelor of technology in allied health technology.

Discussion and Recommendation by the Committee

After a brief discussion of the proposed program, the Academic Affairs Committee voted to recommend to the Board approval of the Oregon Technical Institute request to be authorized to admit associate degree graduates in medical radiologic technology into the bachelor of technology in allied health programs.

Board Discussion and Action

The Board approved the recommendation as presented.

New guidelines to reflect program growth were presented to the State Board of Higher Education. They appear below as printed in Institute catalogs following approval.

A SPECIAL KIND OF EDUCATION

"It is by education I learn to do by choice, what other men do by the constraint of fear."

--Aristotle

Oregon Institute of Technology is an institution moving into new and developing areas. The Oregon State Board of Higher Education has responded to the needs of Oregon business, industry, science, and engineering enterprises by approving "guidelines" to define new areas and evolving extensions of older areas. The following "Statement of Guidelines for Oregon Institute of Technology" was approved by the Board at its regular meeting January 22, 1973.

Oregon Institute of Technology, the State System of Higher Education's polytechnic college, is dedicated to meeting the following objectives:

1. To offer college programs in technical education which will produce the qualified technical workers required to meet the staffing needs of science, business, industry, government, and related needs.

A 1970 assessment of need made by the Bureau of Labor Statistics of the U.S. Bureau of Labor states that: "More than one million technicians will be needed by 1980 to meet employment growth and to replace technicians who will die, retire, or separate from the labor force for other reasons, or transfer to other occupations." It is this demand that OIT's programs respond to in the preparation of qualified technicians, technologists, or advanced technical specialists in a wide variety of technical fields.

Technical education programs offered in the 1970's will continue to be offered at both the associate degree and baccalaureate degree levels.

a. Associate degree programs. Until 1966, associate degree programs were to only programs available at OIT. They remain today (1975) the predominant program in terms of numbers enrolled. Sixty-five percent of OIT's student body was in lower-division courses in fall term 1971.

In the engineering and mechanical (auto-diesel-metals) technologies, OIT's associate degree programs are both preparation for direct entry into employment and supportive of upper-division technical programs leading to the Bachelor of Technology degree.

b. Baccalaureate degree programs. During the 1970's, bachelor of technology programs will become an increasingly important part of OIT's offerings.

OIT's Bachelor of Technology programs in the engineering technologies received ECPD accreditation September 1970. This represents significant recognition for OIT, which is playing a conspicuous role in the development of engineering technology programs in the United States.

OIT has also been accredited by the Northwest Association of Secondary and Higher Schools at both the associate degree and baccalaureate levels.

There is every indication that the importance of the baccalaureate degree in technology will increase in the 1970's. The four-year curricula in engineering technology are a contemporary development nationally. Their emergence began scarcely 15 years ago. The forces that have influenced their development give no promise of subsiding or of diminishing in influence in the 1970's. They include: (1) the demands of industry and business for trained technologists to fill the occupational gap left when engineering education programs were upgraded (in response to demands of science-based industries) and began turning out engineering scientists who were "overtrained" for many kinds of jobs that were formerly filled by engineers, and (2) the inability of associate degree programs in technology to provide in two years all that a student needs to qualify him for positions in technology at the supervisory and administrative level.

During the 1970's, there will be an increasing tie between OIT and the community colleges, many of whose associate degree graduates in the mechanical (auto-diesel-metals) and engineering technologies will look to OIT for further education leading to the baccalaureate degree. Graduates of community college associate degree programs in the technologies in which OIT offers baccalaureate degree programs are admitted now to OIT Bachelor of Technology programs on block transfer, which gives them full credit toward the baccalaureate degree for their associate degree work.

It is to be anticipated that during the 1970's there will be continuing modifications of OIT's curriculum, involving

some program eliminations and some additions. In the technologies, where change is so rapid, it is difficult to foretell precisely the nature of the programs that could desirably be added during the next decade, but OIT, through the kinds of activities suggested in item 9, will fit its curricula to the needs.

2. To serve an adjunct regional function for the Klamath County and surrounding region by offering lower-division college transfer courses.

OIT presently offers liberal arts courses sufficient in number and variety to permit students with a college transfer objective in mind to meet the lower-division requirements in some 25 different subject matter fields.

3. To provide the quality of technical and applied science programs which will enable its graduates to be immediately employable and to advance within the occupation.

The primary objectives of OIT's technical and applied science programs are to ensure that the graduate shall possess:

- a. The knowledge and skills essential to immediate employment in his selected technological area.
- b. A sufficient understanding of the basic principles underlying the occupational spectrum of his professional field to permit his advancement to supervisory and managerial positions.
- c. The qualities of intellectual curiosity and individual initiative which will enable him to exert leadership in the advancement of technology.
- d. The breadth of preparation essential for adjustment to technological change.

4. To provide its students with general education which will contribute to their ability to participate as responsible members of a democratic society.

5. To offer instruction of a level and content such that when course requirements have been successfully completed, credit may be transferred to appropriate degree programs at other accredited colleges and universities.

Although OIT's primary objective is to prepare students for immediate employment within an occupation for which their training fits them, the instruction should be at a level such that the credits completed could be transferred and applied towards

degree requirements in some other college and university, should the student's objectives require transfer.

6. To assist the graduate to secure employment in the occupation for which he is trained and at a level reasonably commensurate with his abilities.

This is a significant aspect of OIT's responsibility. OIT will continue its follow-up studies of its graduates that it may know how its students fare on the job. In addition, OIT will continue and expand its periodic systematic interrogation of the employers of its graduates to learn the employers' assessments of OIT graduates and their preparation. From these two sources--former students and their employers--OIT will continue to secure leads as to how its programs may be improved.

7. To cooperate with other educational institutions and agencies in efforts to integrate programs offered so that the transfer of students among and between institutions may be made readily and without loss of time for the students.

In OIT's case this is particularly crucial where the community colleges are concerned. For an increasing number of community college students with an associate degree in technology are seeking entry into OIT's Bachelor of Technology degree programs. It is also of importance to OIT's students who wish to transfer from OIT to other institutions.

OIT is presently providing ready transfer possibilities for community college students who have completed an associate degree in one of the fields of technology in which OIT offers a Bachelor of Technology degree. Begun as an experimental program in 1967-68, OIT expects to continue the program indefinitely on the basis of success thus far realized.

8. To maintain a continuing evaluation of curricula in recognition of the rapidly changing technologies to which they relate.

Nowhere is the phenomenon of change more evident than in the technological fields for which the college prepares its students. Programs must be kept abreast of the developments in the technology into which graduates will move. Major attention will, therefore, be given to a continuing evaluation of curricula to ensure that they reflect these developments. The following are illustrative of the means that will be employed: (a) use of advisory committees from science, business, industry, government, and other appropriate agencies; (b) interviews of recruiting teams who come to the OIT campus; (c) surveys of business and industry for determination of manpower and technical needs; (d) follow-up of graduates; and (e) surveys of institutions having comparable objectives.

9. To maintain a program of staff improvement which reflects the necessity for staff members to keep abreast of rapidly changing technologies to which their teaching or other professional assignment relates.

Faculty members must have the characteristics of an effective college teacher. These include skill in the basic teaching-learning process, a capacity for effective communication, a thorough knowledge of the subjects to be taught and knowledge of supporting subjects, interest in the overall development of the student, and personal and professional integrity. Important, too, is the faculty members have an employment background in the pertinent technological fields in which they teach, or, in the case of those in the arts and sciences, a thorough understanding of the application of their subject matter to the college's objectives.

Faculty members must be encouraged to follow a regimen which will ensure that they keep abreast of rapidly moving developments in business and industry. Summer employment in the technology; attendance at appropriate summer institutes or college sessions; performance of consultative services for business, industry, or education; research in the appropriate fields; development of contributions to technical literature--these all are illustrative of the kinds of activities in which the faculty participates on a continuing and planned basis.

10. Although research is not considered to be one of OIT's primary responsibilities, OIT does believe that scholarly activities related to inquiries into and experimentation with new teaching technologies and improved teaching techniques are important functions closely related to OIT's primary function--instruction. It will encourage such activities.

11. To provide cultural, social, and recreational activities for the campus community, and within limits, to the community at large.

12. In cooperation with the Division of Continuing Education to provide a program of continuing education to the extent that such programs are called for.

The May 1973 Parents' Weekend was recognized by the Herald and News with a full page of pictures showing activities from Frisbee, rafting, water-balloons, tricycle races, and assorted other activities.

Shortly after this occurrence, the Oregon Tech chapter of the Society of American Engineers won an economy and performance rally conducted in California. Some 15 colleges and universities appeared in the competition. The Oregon Tech entry was an English Ford chassis which had been purchased with a ruined motor. The motor was replaced with a Toyota engine, and a new engine hood was fabricated to accommodate the additional space needed to house the super-charger. The car was powered by propane, which turned out to be a cleanburning fuel. The tank was mounted in the trunk in order to give space in the body of the car for instrumentation and the two passengers, driver and co-pilot. The vehicle registered an economy of 23 miles per gallon and placed high in the emissions testing. *The top three places were won by first, Oregon Tech; second, California Institute of Technology, Pasadena; and third, the University of Santa Clara, Santa Clara, California.*

The commencement address on June 1, 1973, featured the principal speaker as President Purvine. The degrees awarded at that commencement were four associate in arts, 180 associate in science, 175 associate in engineering, and 198 bachelor of technology.

In July, a special class ended with a gourmet dinner. The class taught by Bert Long was entitled gourmet cooking. As part of the graduation requirements, the students were required to prepare dishes for a dinner. The lavish gourmet buffet was presented to school and local officials in the OTI commons.

Chapter XVI, 1973-76

Senator Allen Bible, Democrat of Nevada, and Senator Mark Hatfield, Republican of Oregon, were present on the Oregon Tech campus to hold a geothermal hearing for the United States Senate. This was a subcommittee of the U.S. Senate Committee on Interior and Water and Power Resources. Dr. Gerald W. Johnson, AEC, stated Oregon has 84,000 acres determined as known geothermal areas by the U.S. Geological Survey.

The September 10 Herald and News printed a box emphasizing the group of new teachers who were receiving lessons on Oregon Tech. The item read as follows:

New teachers at Oregon Tech were back in the classroom during the week of September 4 to 7, but there was a switch--they were in the students' seats and Dr. Winston Purvine, OTI president was at the teachers [sic] podium. This was all a part of the annual new teachers [sic] orientation held in Owens Hall. All together 22 new teachers attended the classes aimed at familiarizing the teachers with Oregon Tech's past history, the goals of the school, its policies, and the types of students who attend.

On October 5, 1973, the law changing Oregon Technical Institute's name to Oregon Institute of Technology went into effect. A new sign was unveiled at the Kit Carson Way intersection with Campus Drive. Fred Heard, State Senator, who guided the bill changing the name in the legislature, gave a short address. W. D. Purvine and Bill Murphy, Associated Students of OIT President, were on hand to respond. The sign was built through funds provided by Faculty Wives and the Associated Students of OTI. The location for the sign was on property of the Oregon State Highway Commission, and the erection of the sign was consented to by that agency.

Pacific Power and Light Company donated the building labeled Klamath Lake Biological Station to Oregon Institute of Technology in early October of 1973. The purpose of the gift was for Oregon Tech work in researching water quality and in making laboratory studies. The faculty leader of the program was Leroy Fisk who led a work party in cleaning and painting the building with donated materials.

In early November, the publisher of the Herald and News, Joe Caraher, commented in his column on the leadership conference held for students at Diamond Lake. The freewheeling discussion came in for notice.

November 10, Don Diver, defensive back on the football team, suffered a fractured dislocation of the fifth and sixth cervical vertebrae and injury to his spinal cord as well. He made a head-on tackle of the Eastern Washington State College fullback in a football game at Cheney. He was first taken to the hospital in Spokane where emergency surgery was performed. Later he was transferred to the Good Samaritan Hospital in Portland, where additional surgery was undertaken and then to the Rehabilitation Institute of Oregon for assistance. It was found that the OIT insurance was a maximum of \$5,000. Due to the extensive costs incurred in the treatment of Mr. Diver, drives were instituted in Klamath County to raise a \$25,000 fund. Many different activities were featured as money-raisers, including cordwood sales, donations, Valentine sales, and others.

The band, sponsored by the North American Air Defense Command, was scheduled for November 18 in the Oregon Tech gym. Admission was free. This 65-member band travelled around the country giving excellent concerts by musicians of the Canadian forces and the U.S. Army, Navy, and Air Force

personnel. The Herald and News featured a picture of the band as a part of the public notice of the concert.

The Herald and News of November 13, 1973, headlined the formation of an Alumni Council to assist OIT in achieving its objectives, to provide services to alumni, and to encourage alumni support to the Institution. Gene Stivers was chairman and other members were:

Earl Sweet	Brad McDonald
Lloyd Olson	Jan Schmidli
Merlyn Ives	Dave Fors
Charles Paulsen	Paul Huston, Secretary

Publicity was given to the need for correcting the OIT traffic hazard, which received top priority of planners from the City of Klamath Falls. In due time, representatives of Klamath County and of the Klamath County Chamber of Commerce met with the City officials and all agreed that it was the next hazard to receive attention. The problem was brought to a head by various traffic accidents at the junction of Campus Drive and Kit Carson Way.

June 6, 1974, the Herald and News featured a picture with the caption "Signals to be Activated." The picture showed workmen installing equipment on the signal support poles at Kit Carson Way and Campus Drive. The material presented in the description of the picture stated that the State Highway Department and the City of Klamath Falls had jointly financed the installation.

As a sequel to the discussion at the student leadership conference at Diamond Lake in October, a front-page headline on the November 22 Herald and News stated OIT Students Take a Hard Look at the Owls. "We are currently studying alternative funding programs for the OIT athletic

program," said Bill Murphy, President of the OIT Student Body. "There are three options which the Student Senate is currently researching," he explained. "The first option would be to keep the program as it is with minor budget changes. The second would be to scratch the Evergreen Conference and re-channel funds into on-campus practical and recreation programs such as cross-country skiing, fly-tieing, game-dressing, kayak, and canoe. This would allow expansion of intramural sports on campus, including football, baseball, basketball, etc."

"The third option would be to drop out of the Evergreen Conference, but be independent in sports," he said. The article went on to explain that the 1973-74 incidental fee budget was a total of \$27,733 for the student union, \$27,414 for the student senate, and \$64,166 for athletics, based on an enrollment of 1,929 students.

The actual enrollment of 1,790 in the fall term required that budget cuts would be made.

"During first part of winter term we will schedule a special all-student convocation so that everyone made be heard," said Murphy in further explanation of the students' concern with the athletic program.

Five days later an article was headlined, "OIT Students Seek Recall of Student Body Leader." This is a quote of the newspaper article, "Two athletes started circulating petitions for recall of Bill Murphy, OIT Student Body President here today. The action stems from recent proposals backed by Murphy to cut athletic funding for the school's incidental fee budget." The incidental fee budget was later reported as being revised downward 24% in order to meet a reduction of incidental fee income.

The discussions concerning athletics continued over a period of time and in January, the all-student body convocation was held. There were

some charges by parties interested in the athletic program that the convocation was going to be strongly oriented toward the abolition of athletic programs. This did not occur, although there was good broad discussion at the convocation. Taking notice of all this, the Faculty Senate took action as indicated by Herald and News story of February 10.

Faculty Senate Backs Program of Athletics

The Faculty Senate of Oregon Institute of Technology has gone on record opposing any action which would result in the demise of the OIT athletic program.

"The committee feels that intercollegiate athletics are an integral and important part of our education program at OIT and that any drastic alteration now or in the immediate future would be ill-advised," said Sherman Anderson, Faculty Senate President, following a recent meeting.

Last month, an all-student convocation was held on campus to hear the reaction of students concerning the spending of incidental fees, a portion of tuition paid by each student each term to finance student activities, including the OIT athletic program. Again quoting Anderson, "We have found the positive aspects of our athletic program far outweigh the negative," Anderson said.

At the end of November, news articles appeared throughout the state concerning the Oregon State higher educational institutions' efforts to curtail energy use. OIT was recorded as having cut use of electrical power 17% during the months of September and October, 1973.

In the last days of November, a sanctioned AAU amateur boxing card was promoted for December 21-22. The purpose of the event was to assist the United Good Neighbors campaign through donation of the proceeds.

At the end of November, the State Emergency Board approved the plans for OIT's laboratory II construction.

In early December, Fred Foulon, professor in civil engineering technology, was made chairman of an ECPD engineering technology subcommittee on training in college-level land surveying curricula. This national recognition of the Oregon Tech professor was a result of high rating given the Oregon Tech surveying program by ECPD.

As a sequel to the enrollment failing to meet budgeted estimates, Oregon Tech was given a budget cut of \$94,300 which was charged to under-realized enrollment. Three other institutions in the State System, Portland State University, Oregon College of Education, and Southern Oregon College were also reduced.

In early December, it was announced that collective bargaining sessions by organized civil service staff members at Oregon Institute of Technology were currently at impasse. The negotiations had been carried on by representatives of the Oregon State Employees' Association, a State System team headed by Allen McKenzie with OIT staff members, Business Manager Marchese and Dean of Administration, Douglass.

In early February, OIT became the first institution west of the Mississippi to have a student chapter of the American Society of Mechanical Engineers. The requirements for the establishment of such a student chapter in engineering technology include that the institution award a baccalaureate degree and that the curriculum be ECPD accredited.

In a speech to the Lake County Chamber of Commerce in Lakeview, Dean of Administration, Jack Douglass, pointed out that OIT's drawing power was limited to students who were interested in technology. He emphasized that the institution does not compete for students with other colleges and universities in Oregon or nearby states because of its technical nature.

Southern Oregon College president, James Sours, addressed the Klamath County United Good Neighbors banquet about the first of March in 1974. He pointed out that OIT and SOC cooperate over new programs. "Ways are being explored," said James Sours, "to bring efforts in cooperation." He noted that SOC is "moving to a baccalaureate program in nursing and hopes to harmonize efforts with OIT and others."

Wednesday, March 6, bids were opened for the laboratory II construction project. Skidmore, Owings & Merrill were architects, and the bids were opened in the President's Conference Room at Oregon Tech. The low bids were found to be higher than funds would permit, and so attempts were made to compromise the amounts in the lowest bids and reduce the amount required. These attempts were successful, and on April 9, bids were awarded as follows: DeGree Construction Company, Klamath Falls, general contractor; Patterson Plumbing, Medford, the mechanical contractor; and Howard Electric, Portland, the electrical contractor.

The March 3 editorial page of the Herald and News captioned an editorial, "New Nursing Home Near PIH Makes Sense." The editorial went on to describe the desirabilities of having the County Nursing Home constructed with connections to the Presbyterian Intercommunity Hospital and situated near Oregon Tech. The State Board of Higher Education had given the County permission to utilize the entrance road at Oregon Tech and the County had reciprocated by extending the entry road from two to four lanes to the entrance of the County Nursing Home and by making other improvements of benefit to the school.

A considerable amount of publicity was given to the Oregon Tech plan to review the wood products industry for the purpose of determining if courses could be identified that would assist wood-oriented industries.

This activity had been suggested by a group of supervisors who met with Oregon Tech staff in a three-day period to discuss the possibility of plant engineering technology courses at an earlier time. The effort in March of 1974 was to utilize an advisory committee composed of representatives of the five major Klamath Falls lumbering operations to further explore and perhaps to define areas that could be serviced. The eventual outcome of this work was that endorsement was given to the plant engineering technology hopes that Oregon Tech had formulated.

In late March, an effort to assist high school students, parents and advisors in guidance was begun. The focal point was a career week scheduled to begin April 4, which would feature demonstrations and displays of work from curricula at Oregon Tech and would provide faculty and counselors' assistance to visitors. Robert Watson, professor, explained, "It is to permit a student to obtain hands-on experience in a variety of fields prior to making a decision on a career."

The March 26 meeting of the Finance Committee of the State Board of Higher Education took note of the fall term failure of four institutions, including Oregon Tech, to meet anticipated enrollment figures. As a result, the 1975-77 budget was reduced over \$353,000 for OIT.

The March 27 meeting of the State Board of Higher Education approved new environmental studies and the minutes of that meeting are quoted here to show the action:

BT in Environmental Technology, OIT

(Considered by the Committee on Academic Affairs, February 27, 1974, present--Johnson, Corey, Maden, Westerdahl.)

Oregon Institute of Technology requests authorization to offer a bachelor of technology degree program in environmental technology, effective Fall Term 1974.

Oregon Institute of Technology presently offers an associate degree program in environmental health technology with options in air quality control and water quality control. The baccalaureate degree program would be open to graduates of these programs as well as to graduates of Oregon Institute of Technology associate degree programs in auto-diesel technologies; highway, mechanical, and structural engineering technologies; physical science technology; and welding technology. The program would also be open to graduates of similar associate degree programs of the community colleges.

Admission requirements would be similar to those for Oregon Institute of Technology's BT programs in industrial and engineering technologies.

Objectives of the program would be to prepare graduates to work in three areas of environmental control: air quality control, and automotive emission control. - - -

Board's Office Recommendation

The Board's Office believes the proposed program is soundly conceived and planned. The program would be appropriately located at Oregon Institute of Technology. It has been developed in cooperation with Oregon State University so that programs of the two institutions in environmental areas will be complementary. The Board's Office recommended that the program be approved.

Committee Discussion and Recommendation

Members of the Committee and Mr. Westerdahl said they felt the Oregon Institute of Technology proposal exemplified the kind of retooling needed to keep programs effective and up-to-date. The Committee recommended that Oregon Institute of Technology be authorized to offer a BT in environmental technology effective 1974-75.

Board Discussion and Action

The Board approved the recommendation as presented.

Following those minutes, the same meeting of the Board of Higher Education approved the proposal to sell 25 unimproved lots held by Oregon Tech in the Buena Vista Addition of Klamath Falls. These lots were an unrestricted gift from Harry R. and Norma E. Waggoner and were valued at \$37,500 at the time of the gift in 1962-63.

Local interest was aroused in the appointment of Herbert C. Behrndt, Personnel Manager for Weyerhaeuser's Klamath County operation, to the State Advisory Council. He would function under an appointment of four years to provide advice and counsel to the President of Oregon Tech for transmittal to the Board of Higher Education.

An editorial column in the Herald and News of April 2, 1974, was headed, "ROTC Got Bad Rap by OIT Senate." "A few weeks ago members of the Oregon Institute of Technology student senate voted to oppose any attempt to establish a reserve officer training corps (ROTC) program on campus." - - - "The hats of the nation should be off to ROTC." - - - "Don't knock it."

Publicity was given to a mechanical engineering technology class project in which a solar energy prototype was constructed and tested. A demonstration unit provided about 35 watts of power. It was a reflector which focused rays on a 18-inch focal point that heated water to steam: the steam was used either for power as a steam engine or for generating electricity.

This same edition of the Herald and News noted the fact that eight schools of the secondary system had joined in a speech tourney on the Oregon Tech campus: Klamath Union High School, Sacred Heart High School, Mazama Mid-High, Henley High School, Redmond High School, Bonanza High School, Lost River High School, and Redmond Junior High School. Lost River placed first, Klamath Union High School was second, and Redmond third in the contest.

Publicity began to emerge on the anticipated geothermal conference to be held at Oregon Tech October 7, 8, 9, of 1974. The title of the conference was related to space and process heating from geothermal sources.

It was stated that the meeting would be international, with at least six nations expected to gather in Klamath Falls to carry out the October conference.

Early in April, it was noted that Dr. John W. Lund, Civil Engineering Technology Professor, was invited to present a paper at the Boise, Idaho, Twelfth Annual Symposium on Engineering Geology and Soils Engineering. The title of the paper was "Erosion and Building Problems in the Ashland Watershed."

The Oregon Tech entry in the reduced emissions car rally in California placed third in 1974. The car entered in this competition was a new Toyota but some problems were encountered in metering of the fuel. The awards banquet held at Northrup Institute of Technology saw California Institute of Technology take the number one place and the University of Santa Clara, number two. These teams had placed second and third to Oregon Tech's original entry in the preceding year.

In the latter part of August, a gun show was featured under the joint sponsorship of the Oregon Tech Small Arms Processes curriculum, the Oregon Tech Gun Club, and the Herald and News. There were eighty tables of guns, ammunitions, knives, military weapons, and Indian relics presented by the show.

It was announced that Oregon Institute of Technology's auto-diesel program was testing a new synthetic oil. This oil was purported to serve adequately to 30,000 miles between changes. The claims of the manufacturer were being checked at the manufacturer's request.

On May 3, 1974, it was announced that State Representative William McCoy, who in business life was program director of Providence Child

Center in Portland, had been appointed to the OIT State Advisory Council. Representative McCoy had attended the University of Portland receiving a BS in Business Administration.

Early in May, an Elox Electro-Discharge Grinder valued at \$13,000 was donated by Omark Industries to the Industrial Processes Department at OIT. The gift was arranged for by Mike Westwood, member of the State Advisory Council.

Oregon Tech campus and Moore Park were hosts to the OIT Parents' Weekend which was publicized for May 12. Winners of the various categories were announced as a part of the entertainment features of the weekend.

At about this same time, the Oregon Tech Advisory Council met on the Oregon Tech campus to provide counsel to the president of the institution and, through him, to the State Board of Higher Education. Subjects considered were long-range limited enrollment, new curricula, attracting better qualified and oriented students, and a progress report covering the year from the preceding Council meeting.

The pinning ceremony on May 18 for the current nursing class was featured. This was the second OIT nursing class to graduate and, as usual, the ceremony was an emotional one.

May 31, it was reported that OIT and OSU coordination committee between the school of engineering and the OIT division of engineering technology had been held. Fred Burgess, Dean of Engineering at OSU, and Solon Stone, Associate Dean, were in attendance, as were representatives of the OIT engineering technology faculty, the president, and dean of instruction.

The placement office announced that virtually all OIT grads had received job offers near the time of graduation at the end of May.

Graduation plans included a reception arranged for by the Faculty Wives. This was entitled the President's Commencement Reception and was given in the afternoon of Commencement day. A picture was placed in the Herald and News showing Mrs. Eugene Wellman and Mrs. Earl Kurtz, co-chairmen of the reception decorating sugar cubes for use at the event.

The OIT commencement featured degrees for 516 graduates of which 181 were present for the ceremony. The main address was given by Dr. Roy E. Lieuallen, Chancellor of the State System of Higher Education. He said in part, "Development of skills and judgment needed to compete in today's society by students entering the job market is primary to quality control in education."

The Herald and News' eleventh annual special edition came off the press on September 13, 1974. It made a feature of geothermal energy at OIT, placing a good deal of information concerning the international conference on geothermal energy to be held October 7, 8, and 9.

September 19, publicity was given to the injured Don Diver, indicating that he had come a long way back from his serious injury. One year after his spinal injury in football, he was in a wheelchair, he had regained most of the use of arm muscles except triceps and he had feeling in all parts of his body.

The "multipurpose use of geothermal energy" conference was held on the Oregon Tech campus October 7, 8 and 9. Program persons came from New Zealand, Iceland, Alaska, Hungary, Washington D.C., Salem, Klamath Falls and OIT. The USSR representative did not arrive due to complications, but his paper was received and published with others in the proceedings. There were over 200 registrants from seven other countries and 20 of the United States. Some funding was from the Pacific Northwest Regional Commission. Other sponsoring groups were Oregon Institute of Technology, the Oregon Department of Economic Development, the Oregon Department of Geology and Mineral Industries, the Klamath County Chamber of Commerce and, the City of Klamath Falls. (Herald and News)

At about this same time, the State Board of Engineering Examiners issued its long-awaited statement concerning application and acceptance for engineer-in-training and professional engineers' examination. The policy issue stated it was effective through September 1, 1978. After an extensive study to establish the policy, the issue affected Oregon Tech by permitting accredited four-year bachelors degree in engineering technology students to be admitted to the engineer-in-training status after two years of professional engineering experience and to the examination

for professional engineer after six years of professional engineering experience. In the case of the accredited and unaccredited two year associate degrees in engineering technology, the degree and four years of professional engineering experience were required for admission to engineer-in-training and eight years of professional engineering experience for admission to the professional engineer examination.

Jesse Crabtree, Assistant Professor Civil Engineering Technology, authored an Oregon State Highway Department manual, "Materials Testing and Procedure Manual." It will be used as a standard resource manual by the Salem central laboratory and by construction engineers.

STUDENTS RATE TEACHERS The Tables are Turned at OIT This Week

"The student evaluation of instructors is seen as a means of self-improvement for the teacher," said Mike Gordon, Vice President of the OIT Student Body and a member of the committee working to revise the evaluation form. Another use, according to John Ward, Dean of Academic Affairs is that these ratings count 200 points in the 1,000-point FAME form used in teacher evaluation as an aid in setting promotions and salaries. (Herald and News')

The Klamath County Chamber of Commerce started an Oregon Tech "Student of the Month" selection in November, 1974. The tradition established has continued with one student named each month of the school year.

The Collegiate Veterans' Association is continuing to raise funds to provide facilities for handicapped students. These facilities have usually taken the form of ramps suitable for wheelchair entry into the classroom, laboratory and administration buildings. In order to raise funds for this purpose, the Collegiate Veterans' organization has sponsored professional wrestling, a Reno night, and other projects as fundraisings.

December 18, it was announced that Public Employees' Relations Board was preparing for faculty voting at various institutions, but specifically at Oregon Institute of Technology. The faculty members are to have a choice as to unionization or non-unionization at OIT. A state hearing officer cleared the way for members of the academic faculty to accept or reject union representation for collective bargaining. The hearing officer for the Public Employees Relations Board was Roy E. Edwards. The Associated Professors of OIT had filed a petition asking for a representative election. At a later time, the Oregon State Employees' Association requested permission to be listed as one of the alternatives in the voting for representation.

At about this same time, the State Board of Higher Education made an appeal to the Public Employees Relations Board to secure System-wide authorization of representation rather than campus-by-campus.

February 5, 1975, it was announced that a geo-heat utilization center had been established at OIT. It was an outgrowth of the geothermal energy conference of October 1974. Funding from the Pacific Northwest Regional Commission of Vancouver, Washington, was expected to provide for the essential expenses of the center for the next several months.

During the annual engineers' week in February, Oregon Tech representation was present in Portland. The meetings were held at the Sheraton Hotel where exhibits were presented by all interested institutions and a banquet was held as a finale.

The high school speech contest, an annual affair at Oregon Institute of Technology, was held on February 22, 1975. The winners were first, Klamath Union High School; second, Pilot Butte; and third, Redmond.

In late February, the activity of the Tulelake Joint Unified School District Board was announced as regards an OIT alignment. The purpose of the activity at Tulelake was to meet California law on junior colleges by having Oregon Tech associate degree programs certified as meeting the requirements.

Late in February, it was announced that the Oregon Tech Geothermal Center was going to seek funds at the federal level for a large proposed grant. The work on this grant continued for several weeks and reached a climax during the spring vacation. At the end of that time, the request was in suitable condition for signature and forwarding on April 4, 1975. The request was for an amount of \$2,932,000 with the proposed duration of two years. It was suggested that June 1, 1975, would be the starting date in this "unsolicited research proposal submitted to the Energy Research and Development Administration (ERDA)." The title of the proposal was "Applied Research for the Extraction, Exchange and Transmission of Geothermally-Heated Water for Multi-State Utilization." The principal investigators were listed as John W. Lund and Gordon G. Culver, with the project manager to be Paul J. Lienau. Besides these three individuals, persons participating in the preparation of the grant request were Charles Higbee, Don Karr, Ray Prevost, and W. D. Purvine. Dr. Karr was heavily involved in the composition of the basic draft.

March 30, the Joint Ways and Means Committee granted approval for the forwarding of the OIT fund request for the geothermal project to federal authorities. It was not until May 17 that the matter could be brought to the State Board of Higher Education meeting in LaGrande. The project was authorized by the Board.

Meanwhile, rapid progress on construction of the Semon II laboratory-classroom building was noted with publication of pictures showing the foundation work and other physical progress.

February 28, Gary Wilhelms, Representative from Klamath County, introduced legislation to create a department of geothermal technology at OIT. Senator Fred Heard was co-sponsor. Upon consultation with representatives of the State System of Higher Education, it became known that action in developing such a department was already under way at the campus without the necessity of a law being passed.

March 16, the Industrial Park Commission gave its approval to a Washington, D.C., trip which was carried out in May. This trip was in support of the geothermal funds grant request, with Paul Lienau and W. D. Purvine representing OIT and Mr. and Mrs. Joe Smith representing the Chamber of Commerce and the local development commission.

A story was published to the effect that OIT had a great placement percentage rate. "A percentage rate so pure it rivals the purity of a well-known brand of soap. It floats."

The Joint Ways and Means Committee visited the institution on April 3, as a part of its biennial swing through all of Eastern Oregon.

"OIT's Emission Entry Heading for the Southland" headlined April 8, 1975, Herald and News story. Lloyd Thompson from Auto Technology was faculty advisor to the team of the OIT Student Chapter, Society of Automotive Engineers. The purpose was participation in a thirteen college competition. The team captain was Richard McGuire, and members Jared Gibbs, Bill Stewert, Marc Nichols, Dave Harmon. The group captured four

of the five trophies awarded in the competition. University of Denver was second with one trophy. The OIT entry was a Toyota loaned by Toyota Motor Company.

A health fair with outstanding Oregon speakers was held in the Commons. Subjects covered included drugs, alcoholism, smoking, venereal disease and birth control. The public was invited.

On May 22, 1975, the first Geo-Heat Center newsletter was printed and given wide distribution under the grant received from the Pacific Northwest Regional Commission.

Commencement, June 8, 1975, was addressed by Edward J. Whelan, Director, Oregon Economic Development Commission. The State Board representative was Valerie L. McIntyre. Dr. W. A. Bartlett (M.D.) was given the Greatest Service Award. Bachelor of Technology degrees were conferred on 140 seniors and 271 associate degrees were granted.

In July, Dr. Harvey R. Fraser reported to work as the new Dean of Academic Affairs. Dr. Fraser came from South Dakota School of Mines and Technology where he had been president for nine years and dean of engineering for one. His expertise was a fortunate addition to the staff.

The August 10, 1975, edition of the Herald and News gave a front-page headline, "Crater Lake Inquiry to Begin." The article stated that a board of inquiry, consisting of six members would investigate circumstances concerning the water contamination at Crater Lake National Park. Leroy Fisk, head of the Oregon Institute of Technology water quality control department was named as chairman.

Gene Culver, Department Chairman for mechanical engineering technology at OIT, was named to the Mechanical Engineering Technology Examination Committee of the Institute for Certification of Engineering Technicians (ICET). This signal recognition of a department member is an indication of high esteem for the MET program at OIT.

On September 18, 1975, the Herald and News carried the following article:

Prevost Fourth to Move

Ray Prevost, who will become director of the Olympia Campus of Centralia, Washington Community College in October, is the fourth campus executive to move upward after duty at Oregon Institute of Technology (OIT).

John W. Dunn, supervisor of technical education on the original OIT campus in 1948, is now in his fifth year as chancellor-superintendent of Foothills Community College District, Los Altos Hills, California, after serving as president of Palomar College, San Marcos, California for nine years and chancellor-superintendent of Peralta Community College District, Oakland for six.

Jack E. Brookins, OIT dean of instruction from 1956 to 1959, has been president of Southwestern Oregon Community College,

Coos Bay, for 10 years, after a term as dean (campus executive) at Laney College, Oakland.

Dalhart R. Eklund was at OIT from 1966 to 1973, when he left to become president of Cogswell Polytechnical College, San Francisco. His final position at OIT was as Campus Coordinator of Instructional Projects, which entailed working closely with Prevost, currently assistant to President W. D. Purvine.

Prevost's appointment as director was announced Wednesday. The Olympia operation of Centralia Community College is scheduled to move onto a completely new campus in 1976, according to OIT officials.

(It was noted later that Wally Palmberg was president of Central Wyoming College.)

Due to the resignation of Dr. Terrance Brown, Dean of Students, who accepted a position in California, Dr. Timothy J. Stanaway, Dean of Students at the College of Great Falls, Great Falls, Montana, was named OIT Dean of Students. Dr. Stanaway received his doctor's degree at Oregon State University and, while in pursuit of the degree, was a part-time staff member at OSU. His addition to the staff was a fortunate selection.

The Gazette-Times, Corvallis' newspaper, carried an article on October 1, 1975, headed, "Elections Near on Campus Bargaining." In this article, it was pointed out that elections or hearings would be held this month at OCE, OIT, UO, OSU, and PSU. The elections at OCE and OIT were actually scheduled and the hearings at the other institutions were being set.

The computer capability at OIT was increased by the replacement of an IBM 1130 with a Harris S210. The change in computer power ratio with regard to throughput was 150:1. The older machine could process 1,000 jobs per week, one at a time. The new machine supports three modes of operation concurrently; batch (cards), timesharing (interactive) and

remote job entry. Usage (less than capability) of the Harris is 1,200 batch jobs per week, 420 terminal hours per week and 10 hours weekly of remote job entry.

The faculty members of many of the State System of Higher Education institutions attended a symposium at the University of Oregon on the subject of "Collective Bargaining for College Faculty."

The President's Search Committee was formed and publicity given on October 22, 1975. Quoted from the Herald and News,

Prexy Search Group Named

A search committee to help select the next president of Oregon Institute of Technology has been named by Dr. Roy E. Lieuallen, Chancellor of the State System of Higher Education.

The committee will hold its first meeting at noon Friday in the faculty dining room at OIT to begin the search for a successor to Dr. Winston Purvine, president since OIT opened in 1947 who will retire as president, August 1, 1976. He will continue in a part-time teaching position for eleven months after that.

The search committee will conduct a nation-wide search, screen candidates, and recommend three to five nominees to the State Board of Higher Education which will make the final selection.

The thirteen-member committee selected from nominations from the OIT Faculty Senate and the Klamath County Chamber of Commerce includes: Lieuallen, Joe F. Caraher, Publisher of the Herald and News, and Mrs. Fred (Eleanor) Ehlers, community representatives; Mrs. Jenes Moty, Secretary to the Dean of Academic Affairs at OIT, civil service representative.

Also on the committee are W. M. "Jack" Douglass, Dean of Administration; Mrs. Catherine Lake, Associate Dean and Professor of Arts and Sciences; Donald Theriault, Associate Dean of Instructional Services, representing the OIT administration.

Representing the OIT teaching faculty are Thomas Connors, Associate Professor of Allied Health Technology; Charles Glover, Associate Professor of Industrial Technology; Darwin Hahn, Assistant Professor of Arts and Sciences; Walter Richartz, Associate Professor of Engineering Technology.

Student representatives are Pamela Bafford and Richard Rau.

The committee also was supplemented by State Board of Higher Education representative, Mr. Loren "Stub" Stewart. The committee elected Dr. Donald Theriault as chairman. Mr. Douglass was named executive secretary at the beginning of the search but later withdrew when his name was put in nomination. Mr. Richartz attended the meetings for the fall quarter, then withdrew due to sabbatical leave for the winter and spring quarters.

The Red Cross Bloodmobile visited different locations in Klamath Falls and, on October 23, received 185 pints at OIT. "The recruitment by clubs at OIT was fantastic," said Klamath Basin Chapter manager, Donna Searles.

Publicity was given on October 24, 1975, to the vote of Oregon Tech faculty on the union issue. It was stated that 121 individuals were eligible to vote on the formation of a collective bargaining unit and, which (if any) of two groups to represent the faculty.

October 28, 1975, the voting occurred from 10 a.m. to 4 p.m. in the Faculty Dining Room. The Herald and News of October 29, 1975, headlined the article, "OIT Staff Rejects Union Affiliation." It went on to say that by fairly decisive margin the teaching staff members of Oregon Institute of Technology had rejected union affiliation. During the balloting Tuesday, 68 teachers opposed the union and 44 were in favor. Of the 121 eligible to vote, only 9 failed to do so.

Janice Rowley was elected chairman of Region XIII of the Associated College Unions International. She will represent the Northwest region of colleges and universities at the national conference to be held later on in Chicago. Janice was a junior in Civil Engineering Technology coming to OIT as a 1974 graduate of Clark College, Vancouver, Washington, with a civil engineering technology associate degree.

In early December, it was announced that John H. Smith had been named as the Assistant to President W. D. Purvine. Smith was a recently-retired Marine Corps Lieutenant Colonel who would be arriving on campus December 15. His service experience was directly related to the assigned duties at OIT.

In early January, a 1976 Toyota Celica was loaned to the student chapter of the Society of Automotive Engineers. It came to the institution by way of the Portland Toyota District and Eccles-Charles Motors of Klamath Falls. Presentation of the auto to the student club and OIT was made by Dick Mattson, Service Representative and Bill Staples, District Sales Representative for Toyota. The auto was to be entered in the 1976 reduced emissions rally in California. Unfortunately, the rally was cancelled.

In a special section of the local Herald and News paper, the question of Christmas and its being perhaps too commercial was posed to foreign students and a teacher at OIT. Neither of the three expressed themselves as thinking it was too commercial, looking upon it as being of "good cheer." Featured in the articles were two civil engineering technology students, Karuna "Gee" Netswadi of Thailand and Rungsie Chaichanavong also of Thailand. The teacher of overseas origin was Dr. Dhaneshwar Hajela from India.

The January 13, 1976, Herald and News front page headline said, "Crater Report 'Gross Failure' By Park Service." The report went on to say that the administration at Crater Lake failed to recognize that the water pollution was a serious problem as it turned out to be and delayed in making attempts to deal with it. The report was written by Leroy Fisk,

an Oregon Institute of Technology professor who served as chairman on the board of inquiry.

On Saturday, January 17, a panel topic was presented by three OIT faculty members: John Ward, Thomas Wheeler, and Dr. Dhaneshwar Hajela. The title of the symposium was "How Future Engineering Technology Could Affect You." The meeting was held at the Winema Motor Hotel on a Saturday.

It was reported that OIT's enrollment had increased 8% over the preceding winter term. The early enrollment figure totalled 2,128. Generally, the State System of Higher Education institutions were reporting improved enrollment figures, with a total of about 2,000 increase over 1975.

Over a period of several years, the honor roll students at Oregon Tech had received wide publicity. The local newspaper printed the total dean's list and the total president's list each time they were announced. Local newspapers throughout the state and, in some cases outside the state, made note of the local students who were on either the dean's list or the president's list.

It was announced by Dr. Donald Theriault, chairman of the committee searching for a new president, that as of January 22 they had received 109 applications for the Oregon Institute of Technology top spot.

Announcement was made in early February that Stafford Hansell, Director of the State Executive Department, would be the keynote speaker for the luncheon at the second annual Oregon Haygrowers Association conference held February 27 and 28 on the OIT campus.

The following is a quote from the Herald and News of February 17, 1976:

Will OIT Be "Barrier Free?"
Vets Group Working on Effort

Story by Layne Creason, Herald and News staff writer.

The Collegiate Veterans Association of Oregon Institute of Technology (OIT) wants to make the campus barrier-free for people in wheelchairs and on crutches.

Since 1974 through various efforts and agencies, the Association has raised about \$9,700 for ramps into buildings and modification of bathroom stalls for use by people in wheelchairs, according to Randy Ronne, President.

Prior to the latest effort, fundraising drives by the organization allowed installation of wheelchair ramps into Semon, Owens and Snell Halls in 1970 on campus.

It was announced that Career Day was being set at OIT. High school seniors and their parents were to be hosted on the Career Day, March 6. Career Day, designed to show prospective college students the type of technological training offered by the four-year polytechnic college, includes open house in the shops and laboratories, supplemented by displays in the halls, shops and laboratories. This Career Day was designated a success with 300+ persons attending.

A special section labeled "Klamath Life" appeared in the Herald and News and featured Dhaneshwar Hajela, Oregon Tech Assistant Professor, who left India to attend Ohio State University to earn his doctor's degree. From Ohio State he went on to Oregon Tech.

Part of this special section related to Oregon Tech as a whole. "Campus on the hill has come a long way since the 'sudden death' battles

of its formation when it was constantly on the move." It was pointed out that the evolution of the school was a big change and sketched the movement from "simple trade offerings" to polytechnic college status. There was a subhead that asked the question, "Were They Students or Prisoners?" referring to the confusion that existed when the institution had the name Oregon Vocational School. Also headlined as a personage was Larry Matthews, Small Arms Technology instructor who said, "A gunsmith makes his living by his reputation for quality work. Poor gunsmiths don't make a very good living."

"Expert in Residence" speakers-discussion leaders were brought in by Dean Harvey R. Fraser and in preceding years by acting Dean John E. Ward. As interest would appear in some outstanding person, these deans arranged for their appearances to benefit students, faculty and the public.

Dr. John Carrigan, University of Oregon School of Community Service and Public Affairs, appeared on campus to address industrial and construction field students and faculty. Also in the evening he held a construction management seminar.

As a result of State Board of Higher Education action, publicity was given to the fact that Oregon Tech tuition would be up for the year 1976-77. Tuition would be \$179 a term for resident students, \$18 dollars or 11.12% increase; and the board and room charges would be up \$100 a year for a total of \$1,400 a year for students--two in a room.

A nursing continuing education coordinator was named--Mrs. Mary Curtis. The department issued a statement, "The nursing department at OIT feels a pressing commitment to become designated as a provider of continuing education for approximately 500 registered nurses and 250 practical nurses in our geographically isolated area." The statement was made

jointly by Mrs. Catherine Puri, Department Chairman for Nursing, and Mrs. Curtis.

In a speech given to the Klamath County Chamber of Commerce, Dean of Academic Affairs, Harvey Fraser, addressed the posture of the administration and the Congress on matters of the Department of Defense. He stated that a weak defense makes a takeover of the United States possible.

April 9, the Public Utility Commissioner announced the appointment of a committee of waterfowl biologists to study the Pacific Power and Light proposed power line through southern Klamath County. Tom Roster, named in the news article as "administrator" [sic] at Oregon Institute of Technology, indicated that he was pleased that this type of professional advice would be made available.

Sherrel Davis, Food Service Director at OIT, was featured on the front page of the April 11 Herald and News under the heading, "Sculpture's Art Fleeting Thing." He was shown carrying out his hobby of making ice sculpture. The object being prepared in the picture was a sculpture of two lovebirds for student activities director, Don D. Miller's daughter, Marci, at her wedding reception following services uniting her with Randy Bryan.

Jay Tofflemire, President of the ASOIT, issued a statement that OIT was trying to hold the line on incidental fee costs. As chairman of the incidental fee commission charged with making a recommendation to W. D. Purvine, President, he stated that the commission anticipated the fee per term per student next academic year would remain at the current \$30 level.

Layne Creason, staff writer of the Herald and News produced a feature story on OIT needs and wants for the student union building. "Possibilities of getting a student union building constructed on the Oregon Institute

of Technology campus are looking up." Long-held feelings of need, "Now these feelings have taken the form of a concrete written proposal for such a facility which is soon to go to officials of the State System of Higher Education."

The experimental work with oriental prawns produced a good deal of publicity. The first shipment of 1,000 of the tiny fish arrived dead due to being carried in the luggage compartment of a plane where the temperature fell below the optimum for the life of this exotic fish.

Dr. Donald Theriault, Associate Dean at OIT and chairman of the committee to search for a new president, announced that the first of six candidates for the post of president of Oregon Institute of Technology, was expected to arrive on campus the week of April 26. The plan was to interview six candidates selected from the total applications presented. Widespread interviewing at the campus level was planned, with the eventual purpose of recommending three selected candidates to the State Board of Higher Education for final action.

April 22, it was announced that Dr. Donald Skudstad had been named OIT associate dean and division head of industrial technologies. He replaced Franz Wogan who had made known his desires to return to teaching.

A convocation was held at Oregon Tech, April 29, when Dr. John J. McKetta, Professor of Chemical Engineering at the University of Texas, Austin, spoke to the students and faculty on "The Brilliant Future of Man." He also made a speech to the Chamber of Commerce on April 28.

The following is a quote from the Herald and News, April 25, 1976, headlined, "Test Scores Show OIT Bucks Trend in Nation."

Oregon Institute of Technology seems to be unique among its sibling institutions throughout the United States regarding the scholastic aptitude [sic] test components of the College Entrance Examination Board.

Gene Stivers, Director of Counseling and Testing, said "SAT mean or average scores are on the decline in institutions of higher learning throughout the United States.

The opposite seems to be true for Oregon Institute of Technology, however, as both the SAT verbal and math scores have been gradually increasing for the decade in which they have been used on the OIT campus."

Stivers said the increase is statistically significant.

"In 1964 the Sat [sic] mean scores were 380 for the verbal test and 416 for the math test. In 1975 the SAT mean scores were 424 for the verbal test and 465 for the math test. These differences represent a 44 increase on the SAT verbal test and 49 on the SAT math test.

Why OIT is getting this increase is not known--

We are getting more academically sophisticated high school seniors entering Oregon Institute of Technology and we are currently counting our blessings, not questioning them." Stivers said.

The Oregon Governor's office announced that Governor Robert Straub had okayed a grant to OIT. The point of this announcement was that Governor Straub, as one of the governors in the Pacific Northwest Regional Commission, had signed the aquaculture project granting \$17,000. The funds were to be used during the summer for construction of a small pond to be filled with geothermal waters for raising prawns or other suitable species.

The pond was filled with geothermal waters used to heat campus buildings. Initially, the project was joint with Oregon State University. William Johnson, OIT Associate Professor, was working with 1,000 tiny prawns placed indoors in tanks. The next step was to move them to the outdoor pool constructed under the grant. The first 1,000 prawn larvae had arrived dead. As air freight, they had been placed in the cargo hold where the temperature dropped below their life level. The living prawns in the second shipment did well. After eight months, they had grown from 1/4 inch to 4-5 inches long. Commercial harvesting is estimated at the 6 to 7 inch lengths.

It is normal to have considerable attrition, as the prawns are cannibalistic. As each one grows, he sheds the exoskeleton as a moulting process. The result is a soft period during which he is vulnerable to attack. About 500 survived by the eight month's transfer to outside ponds.

Later, the number declined to about 100 as harvest time came. The demonstration was that effluent water from space heating could be successfully used in prawn culture. Also, feeding was demonstrated. Small crustaceans of Upper Klamath Lake (Daphnia and Copepods) could be netted from March to May. Freezing did not alter the food value significantly. As a block of ice and crustaceans melted, the food showered down to the feeding prawns. Turkey starter and Purina shrimp chow supplied much of the food.

As publication time approached, Weyerhaeuser purchased an additional 2,000 prawn larvae and the project funds supplied 2,000. Harvesting was scheduled for February, 1978.

The annual Parents' Weekend event was held Friday, May 7 and Saturday, May 8. A full schedule of numerous events were programmed. Also on May 7, there was a large gun show at the OIT PE building. The campus gun club was the sponsor. Many gun collections in great variety, western relics, knives and military equipment were shown. Demonstrations were given on gun and jewelry engraving.

The annual pinning ceremony for student nurses at OIT occurred on May 22.

A publicity release on May 28 indicated that the June 6 commencement would issue degrees to a record 528 graduates. Of this total 168 would be bachelor of technology degrees. The speaker would be W. D. Purvine, retiring president, and the representative of the State Board of Higher Education would be Mrs. Jane Carpenter of Medford.

June 4, the Herald and News published the following story:

Chimes Ringing at OIT

The sound of a carillon permeated the atmosphere of the Oregon Institute of Technology campus today for the first time in the college's history. The bells added a contemplative touch to the polytechnic institution which has been noted through the years for its education in practical matters. "The mechanical (electronic) carillon is a gift to the college in honor of W. D. Purving, [sic] retiring president. It is from the faculty, staff, students and alumni in recognition of Dr. Purvine's efforts over three decades in the founding and development of the college.

The official presentation of the chimes for OIT were made at a retirement banquet held the evening of June 4 on the campus.

Also, on June 4, Dr. Fraser addressed the annual meeting of the State Advisory Council. Dr. Fraser's headlining statement was that the people of the State of Oregon are getting their money's worth at OIT.

June 6, the annual commencement exercises were held and the news story stated that Purvine and 528 students graduated together. The remarks of the speaker, President Purvine, were quoted sketching the history of OIT.

On June 10, a picture entitled "Bunny Hill" appeared in the local newspaper. "The 'O' on the hill overlooking Oregon Institute of Technology has been adorned with what appears to be the symbol of 'Playboy' magazine. We are told the prolific rabbit is definitely not the new campus symbol." This kind of periodic movement of the letter 'O' into various symbols and names led to its later removal.

The eight-week summer session for OIT was announced, with registration starting June 21. Classes were scheduled to begin the day following.

Franz Wogan went on leave from OIT, shortly after commencement in late June 1976, to be director of vocational-technical education for the Armed Forces in Western Europe under a contract program by Big Bend Community College of Moses Lake, Washington.

June 18, it was announced that the Oregon Tech selection of a president was nearing completion.

The choice of a new president for Oregon Institute of Technology is in its final stages, according to Bill Clark, OIT information director.

Interviews with final candidates are being conducted by members of the Oregon State Board of Higher Education within the next few days.

Spokesman for the State System indicate the final selection is expected in late July. No names of candidates have been given.

It came, then, as a surprise that on June 25, 1976, the following appeared in the local Herald and News, "OIT President Named" by John Elliott, Herald and News staff writer.

Dr. Kenneth F. Light of Sault Ste. Marie Michigan was named today as President of Oregon Institute of Technology (OIT) in Klamath Falls.

Light, 54, will succeed W. D. Purvine, head of the institution since it was founded July 14, 1947.

Purvine will officially step down on August 1, with Light expected to arrive on campus by fall term and possibly sooner. Purvine will remain on part-time status until complete retirement next summer.

Announcement of the appointment of Light was made today by Oregon State System of Higher Education Chancellor Roy E. Lieuallen, Eugene, on behalf of the board of higher education. - - -

The "final statement," and thus begins the fourth decade of Oregon Institute of Technology's chronological history.

Part Five--GENERAL DEVELOPMENT
Chapter XVII, Academic

This section of the history brings out the developments in instruction and student attendance in instruction. It covers faculty characteristics and the evolution of the curriculum from the beginning until June of 1976. It records achievements and notes mistakes that have occurred during the 29 years of actual operation.

MAJOR MILEPOSTS OF ACADEMIC DEVELOPMENT

The trade-vocational school	1947-1949
The early technical institute	1949-1959
The late technical institute	1959-1966
The polytechnic college	1966-

THE TRADE-VOCATIONAL PERIOD of 1947-1949 saw the institution operating on a 30-hour week for students. In order to meet Veterans' Administration requirements for the numerous veterans enrolled, the institution was organized to provide six hours of instruction daily, five days per week. The method of organization in this hurried period of development was to provide one instructor to approximately 15 students. This one instructor was occupationally-qualified and was expected to provide all phases of instruction, including communications, mathematics, etc.

The one instructor faced the same group of students during the entire 30-hour week. Instructors were hired to meet the current trade-vocational criteria set forth in the state plan for vocational education. Each instructor was required to secure a state vocational teaching certificate.

The institution was set up on 12-months per year operation and students were permitted to register any Monday throughout the entire year.

Inasmuch as a very large part of the instruction could be termed as over-the-shoulder to the student, the many different levels of achievement created in each class was not a very large problem during this period of instruction. A record of processes worked was made on an achievement chart so that the instructor could be aware of what each student had individually covered and what was left in each student's experience to be covered.

THE EARLY TECHNICAL INSTITUTE 1949-1959. The most significant change in the outward appearances of the institution as it went into this phase was that of scheduling--both the school year and the students.

The school year was broken down into three quarters covering a total of 11 months with the month of July being summer vacation. During this early institute period, there was a gradual reduction of the length of the school year, one year to the next, until finally the annual calendar was approximately nine months and coincided with the institutional calendars in the State System of Higher Education.

The students being scheduled to different instructors was a very considerable upgrading of instruction. The purpose was to place the singularly qualified instructor before each class. Therefore, instead of having an occupationally-competent instructor teaching all phases of the occupation, including communications and mathematics, the student was scheduled on the basis of hours. Some time was spent in the occupationally-related and applied subject instruction. Some other time, usually an hour per day, was scheduled in technical-related subjects being the "explanation of the why" for the applied subjects. In addition, there was a

scheduling of one hour per day to basic related instruction where instructors qualified to teach communications, mathematics, business management, and other courses presided over the class.

During the first years of the early technical institute period, the scheduling was carried out within the 30-hour week because this qualified veterans for full benefits from the U.S. Veterans' Administration. As time went on, a much more flexible program developed with various students finding they attended class either for shorter or some for longer periods than the 30-hour week.

Throughout this ten-year period there was a gradual increase in the basic-related subjects and a final development of the term Division of Allied Arts and Sciences to describe this work. Early in the period, an individual was required to secure ten credit hours as a basis for a diploma certifying to his completion in two-year courses. As time went on during this period, many students were required to graduate with 15 credit hours in allied arts and sciences.

In 1957, the degree of associate in applied science was authorized by the State Board of Education. An individual was then permitted to secure a diploma by taking the standard occupational course with ten credit hours in allied arts and sciences. To obtain a degree, it was necessary for him to receive at least 15 credit hours in allied arts and sciences.

During the first years of the early technical institute period, teachers were all vocationally certificated. In the latter years, the teacher approval was by Oregon Technical Institute internal standards. These did not agree with the state plan for vocational education in many details.

In the 1949 session of the state legislature, the subcommittee on education of the Joint Ways and Means Committee made several determina-

tions relative to the operation of Oregon Tech. The institution was without a governor's recommendation for a budget. Stipulations were made by the subcommittee on education concerning what Oregon Tech would do in order to qualify itself for a 1949-51 budget and for later budgets.

One of the basic agreements was that the institution would go on scheduling of the school year and of the students. Another strong stipulation was that the operation of the institution would be geared to the training needs of the Pacific Northwest, not related to standards coming from Washington, D.C., as in the case of federally-reimbursed vocational education.

The Subcommittee on Education of the Joint Ways and Means made many decisions regarding courses that were being offered and that were to be offered. As a matter of fact, the directions were so detailed and extensive that the State Board of Education was strongly influenced during the years 1949 to 1960.

This subcommittee of the Joint Ways and Means made stipulations in 1957 that were to have far-reaching effects. In response to an institutional plea for improvement of teacher salaries, considerable testimony was taken as to the reasons for teacher salary improvement and for the improvement of the teaching staff as a whole. The subcommittee accepted the plea for increased salary funds in order to secure better qualified teachers as a result of turnover. Then, the subcommittee came through with "a shocker." Oregon Tech was to lay off 15 teachers least well adapted to participate in the evolution from a vocationally oriented instruction to technological-oriented instruction.

As a result of these efforts, 15 teachers were identified as those meeting the requirements of the Ways and Means Subcommittee. In addition, some instructors who had been discussed in this matter became

restless, and so the turnover was near 20. The improved salaries available made it possible to replace these teachers with those having a combination of excellent occupational background and of better academic experience and achievement.

The same subcommittee in 1959 indicated its pleasure at the reports it had received indirectly concerning the upgrading of faculty. It again provided for increased salaries on the part of faculty members and, again, indicated that 15 teachers were to be laid off.

While this was shocking in a sense, the administration at Oregon Tech was neither particularly surprised nor unwilling to participate in this procedure. From 1949 onward, strong administrative emphasis on faculty improvement had been a cornerstone of direction.

At about the beginning of the decade of 1950, a required instructor improvement had been promulgated and carried out.

Throughout the early technical institute period, the trend of development was to upgrade course and faculty so as gradually to phase out the trade-like courses that were not susceptible of technological improvement and gradually to withdraw from any consideration of requirement of the state plan for vocational education.

THE LATE TECHNICAL INSTITUTE PERIOD 1959-1966. During this period, all students were fully scheduled. The range in credit hours per term was from 14 to 20 as a normal requirement. The 30-hour work week required by the Veterans' Administration was no longer a factor in administration. The allied arts and sciences division increased greatly in its scope of offerings and of staffing. During this period, there was a cutback in arts and sciences courses in the specific course titles that were named and slanted to a specific major occupational area, i.e., "mathematics for auto mechanics."

The faculty's upgrading by two increments of 15, directed by the legislative Ways and Means Committee, was followed in 1963 and 1965 by faculty upgrading directed from the State Board of Higher Education and provided for by increased funds based upon growing enrollments.

The 1959 legislature had voted to transfer administration of the institution to the State Board of Higher Education; and during the year of 1959-60, considerable cooperation with the State System was provided by administrative direction from the State Board of Education.

When the Committee on Academic Affairs of the State Board of Higher Education reviewed the institution after a study ending in October 1961, objective and directional criteria were made available as noted earlier.

The Board of Higher Education approved the associate in applied sciences and the associate in engineering with 15 hours required in allied arts and sciences as a minimum. A few courses were allowed to issue a certificate in the early years with only ten hours of arts and sciences credit to the graduate.

In 1962, accreditation by the Higher Commission of the Northwest Association of Secondary and Higher Schools was achieved. The following quotation is from page 18 of the 1964-65 catalog quoting from the published proceedings of the Association:

Recognition for membership by the Northwest Association does not necessarily guarantee that credit earned in specialized criteria will be recognized for transfer to other member schools. The recognition or transfer of credits remains an institutional prerogative.

The securing of accreditation by the Higher Commission was the result of long involvement beginning in 1954 upon the suggestion of then Vice-Chancellor John R. Richards.

THE POLYTECHNIC COLLEGE 1966-ONWARD. The characterization of the polytechnic college grew out of the authorization to grant a baccalaureate degree, the bachelor of technology, with the later, 1978, bachelor of science. In preparation for the State Board of Higher Education's approval of this degree, a special upgrading of faculty by increased funds for new appointees was done. The bachelor of technology was stipulated by the Board as being two-plus-two. As a matter of operation, then, the associate degree would be offered at the end of two, or in rare cases, three years, with the student to be accepted on the basis of his record for the additional years to complete with bachelor of technology degree.

The single exception to this policy was medical laboratory technology which was approved as a straight four-year bachelor of technology degree. There were professional requirements under the American Society of Clinical Pathologists which made this action necessary.

Following the approval of the bachelor of technology degree in 1966, the institution was approved as a candidate for a baccalaureate degree granting college by the Northwest Association in 1968. When questions were raised from outside sources as to the need of the candidate status, the executive director of the Higher Commission made it plain that this had the force of accreditation. The institution was extended on its accreditation to 1972 on the basis of the progress report in 1967. Then, on the basis of the formal visit after a self-evaluation study in 1972, the Higher Commission and the Association granted full accreditation.

In relation to the step of becoming a polytechnic college, the medical laboratory technology bachelors degree was authorized in January of 1966. The seven engineering technologies were authorized under three headings in October 1966. Auto-diesel was authorized a bachelor of technology in January of 1968. The allied health technology, including

radiologic, medical and dental hygiene, was approved in 1973 with industrial technology also in 1973, and environmental technology in 1974.

CURRICULUM 1947-1976

Course offerings were made, classes initiated, classes closed, classes extended and classes renamed throughout the period 1947-1976. In the offering of courses under the State Board of Education, a very large list had been made and submitted to the Board. Oregon Tech simply determined the opportunity for a new class and started the new offering, reporting to the Board.

When OTI was transferred to the State Board of Higher Education in 1960, course offerings became much more formal. The institution was required to apply for approval of a new curriculum or degree.

Frequently the applications for a degree or a curriculum resulted in an extensive survey and report for the Board. Full-time course offerings in the early years of 1947-48 and 1948-49 were made as classroom, shop, equipment, and instructors were available. Sometimes the offering of a course was slowed by the remodeling of barracks buildings to living quarters which were essential to new enrollment.

The curriculum offerings are shown in Table 9:

Table 9.

Full-Time Course Offerings, 1947-76

<u>CURRICULUM TITLE</u>	<u>STARTING</u>	(1) low enrollment (2) too vocational (3) new title
		<u>PROGRESSION</u>
Commercial Cooking	July 1947	Closed 6/51 (1)
Auto Mechanics	July 1947	Continuing (3)
Auto Body-Fender & Painting	July 1947	Closed 6/62 (2) SBHE
Diesel Mechanics	August 1947	Continuing (3)
Carpentry	August 1947	Closed 6/59 (2)
Baking	August 1947	Closed 6/56 (1)
Refrigeration Servicing	August 1947	Closed 6/64 (2) OTI

Table 9. Continued.

<u>CURRICULUM TITLE</u>	<u>STARTING</u>	<u>PROGRESSION</u>
Radio Servicing (Electronics)	August 1947	Continuing (3)
Radio Communications (Electronics)	September 1947	
Accounting	September 1947	Continuing
Bookkeeping	September 1947	Closed 6/59 (2)
Engineering Aide-Drafting*	September 1947	Continuing (3)
Machine Shop	September 1947	Continuing (3)
Electrical Appliance Repair	October 1947	Closed 6/59 (2)
Gunsmithing	October 1947	Continuing (3)
Business Management	October 1947	Closed 6/59 (2)
Photography	October 1947	Closed 6/49 (1)
Commercial Art & Design	October 1947	Closed 6/61 (2)
Cabinetmaking	October 1947	Closed 6/59 (2)
Drycleaning	October 1947	Closed 6/57 (1)
Combination Welding	October 1947	Continuing (3)
General Agriculture	November 1947	Closed 6/60 (Legis.)
Office Equipment Repair	November 1947	1967 to COCC
Veteran on Farm Training	November 1947	Closed
Clock and Watch Repair	January 1948	Closed 6/56 (1)
Medical Technology	January 1948	Continuing (3)
Automotive Electricity and Motor Tune-Up	February 1948	Continuing (3)
Sewage Disposal Plant Operation	March 1948	Closed 12/51 (1)
Piano Tuning and Repair	April 1948	Closed 6/54 (1)
Silk Screen Processing	April 1948	Closed 6/59 (2)
Auto Radiator Repair	August 1948	Closed 3/51 (1)
Auto Painting	August 1948	Closed 6/52 OTI
Sports Equipment	August 1948	Closed 6/57 (2)
General Office and Business	August 1948	Closed 6/59 (2)
Farm Mechanics	August 1948	Closed 6/60 Legis.
Auto-Machinist	August 1948	Closed 6/64 OTI
Engineering Aide-Surveying	December 1948	Continuing (3)
Dental Office Assistant	1949	Continuing
Meat Cutting	1951	Closed 3/52 (1)
Licensed Practical Nurse	1952	Closed 6/58 (2)
Farm Technology	1952	Closed 6/60 Legis.
Sign Painting	1952	Closed 12/54 (1)
Showcard and Display	1952	Closed 12/54 (1)
X-Ray Technology (Radiology)	1952	Continuing (3)
Sanitation and Water Technology	1955	Closed 6/58 (1)
Industrial Process Lab (M.E.T.)	1955	Continuing (3)
Secretarial	1956	Continuing
Highway Technology	1956	Continuing (3)
Drafting Technology	1957	Continuing (3)
Farm Equipment Retailing	1957	Closed 1958 (1)
Auto Customizing (Advanced B & F)	1958	Closed 1959 (2)
Mechanical Technology	1959	Continuing (3)
Electro-Mechanical Engineering Technology	1966	Continuing (3)

Table 9. Continued.

<u>CURRICULUM TITLE</u>	<u>STARTING</u>	<u>PROGRESSION</u>
Medical Laboratory Technology	1966	Continuing
Civil Engineering Technology BT	1966	Continuing
Major: Highway		Continuing
Structural		Continuing
Surveying		Continuing
Mechanical Engineering Technology		
BT	1966	Continuing
Major: Mechanical		Continuing
Drafting		Continuing
Electrical Engineering Technology		
BT	1966	Continuing
Major: Electronics		Continuing
Electro-Mechanical**		Continuing (3)
Cooperative Employment (Option)	1967	Continuing
Auto-Diesel BT	1968	Continuing
Physical Science Technology AAS	1969	Closed 1976 OIT
Radiologic Electronics Technology		
AAS	1969	Continuing
Technical Education (Option)	1969	Continuing
Dental Hygiene AAS	1969	Continuing
Environmental Health Technology		
AAS, Air and Water Options	1970	Continuing
College Transfer AA	1971	Continuing
Nursing AAS	1971	Continuing
Allied Health BT	1973	Continuing
Industrial Processes BT	1973	Continuing
Environmental Technology BT	1974	Continuing

*Became Structural Engineering Technology

**Became Computer Systems Engineering Tech. 1973

STUDENTS

Student enrollment offered many interesting characteristics in the first months of operation. Some of the students were thoroughly dedicated, industrious, and, for the time, ideal students. Others were with experience in several schools where they had been dropped, and their experience was no different at the new institution. A high percentage of the enrollment was made up of veterans from World War II who were attending under entitlement provided by the Congress through the U.S.V.A.

In the beginning, the institution issued few rules stressing the golden rule approach for these seemingly adult students. Before long it became necessary to establish rules in the operation of courses, dormitories, married housing, and cafeteria.

The following is a progress report of September 22, 1948:

Oregon Vocational School
Klamath Falls, Oregon

Progress Report Including Annual Summary

July 1, 1947 - June 30, 1948

September 22, 1948

ENROLLMENT

The following is a summary of the month-end enrollment figures:

July 31	35	January 31	443
August 31	66	February 28	467
September 30	128	March 31	492
October 31	194	April 30	486
November 30	261	May 31	460
December 31	287	June 30	431

High point of enrollment was 515 on April 15, 1948.

The following is a progress report of April 30, 1948:

Progress Report to State Board of Education

Oregon Vocational School
April 30, 1948

High point of enrollment was April 15. The distribution of enrollees on that date was as follows:

<u>Numbers</u>		<u>Percent</u>
440	Veteran Students	85.4
24	Self-paying Students (Non-veterans)	4.7
12	Rehabilitation Service Students	2.3
39	Veteran On-the-farm Agriculture	7.6
515	Total	100.0

The transient character of some students is revealed by showing that there were 799 separate registrations during the school year in which the highest monthly enrollment was 492:

Table 10.

May 1, 1947 - June 30, 1948

NAME OF COURSE	REG.		NAME OF COURSE	REG.	
	M	F		M	F
Accounting	18		Engineering Aide (Drafting)	21	
Auto Body & Fender Repair	98		General Agriculture	14	
Auto Mechanics	87		Gunsmithing	20	
Automotive Electricity			Machine Shop	23	
& Motor Tune-up	11		Medical Technology	8	3
Baking	29	1	Office Equipment Repair	14	
*Bookkeeping	2	1	Photography	12	6
Cabinetmaking	18		*Piano Tuning & Repair	1	
Carpentry	27		Radio Communications	21	
Clock & Watch Repair	34		Radio Servicing	23	
Combination Welding	12		Refrigeration Servicing	45	
Commercial Art & Design	16	1	Retail Business Management	8	
Cooking	19		Sewage Disposal	5	
Diesel Mechanics	107		Silk Screen Processing	9	1
Dry Cleaning	20		Veteran On-Farm Training		
Electrical Appliance			(Agriculture)	45	—
Repair	19				
			Total	786	13

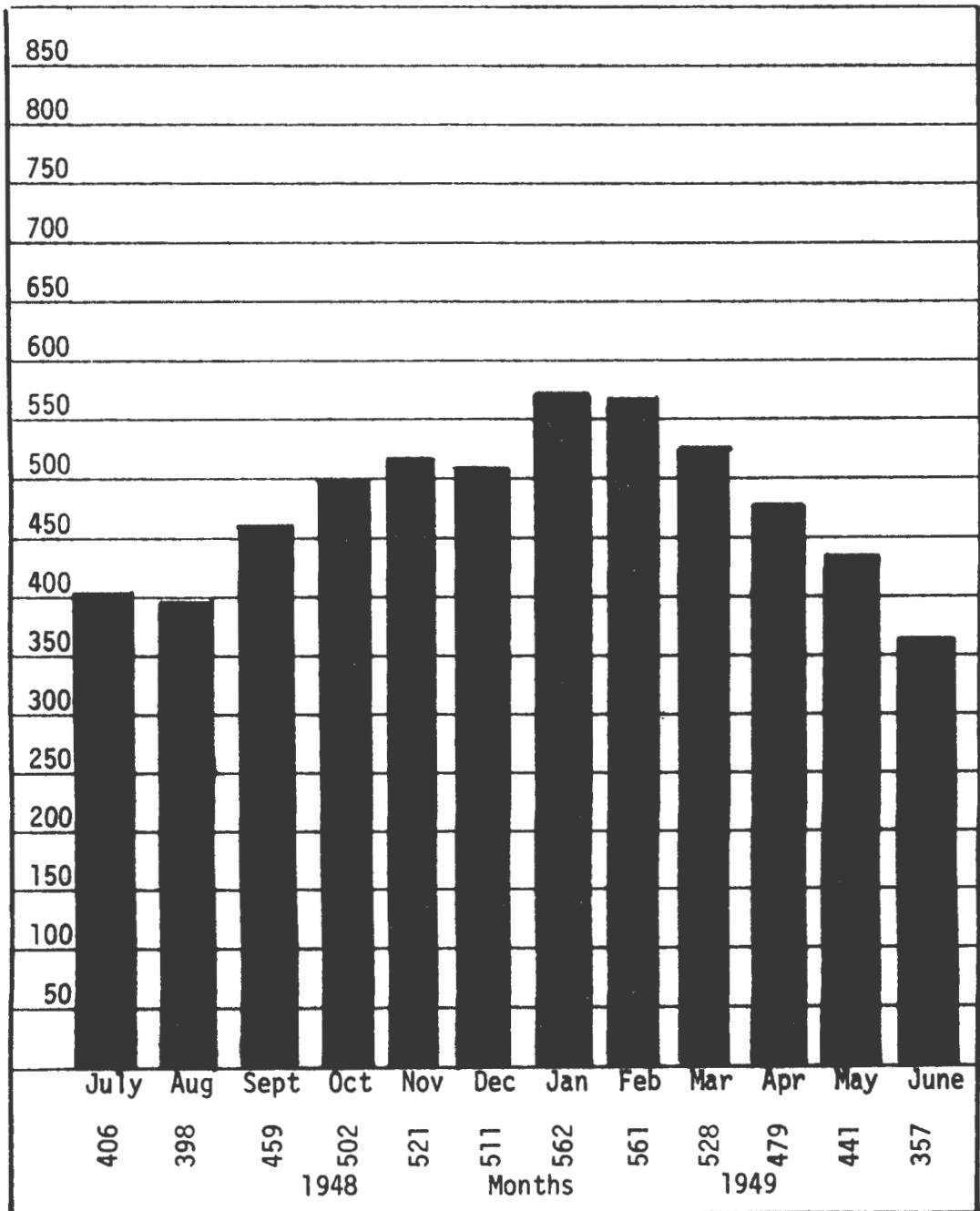
The month-by-month enrollment for the year 1948-49 is included to illustrate the fluctuation that occurred under the process of weekly registration. During this year, the policy continued that students could register anew on any Monday. Part of the fluctuation was due to the transient character of the student body at that time. Another portion of the fluctuation was due to the graduation at random dates when students had completed the coverage outlined for the course.

Table 11.

Net Full-Time Enrollment = 1948-49

1948-1950--2nd Biennial Report

Oregon Technical Institute



The enrollment history for the entire span of 1947-77 available to the history during its compilation is shown in Table 12:

Table 12.

OREGON INSTITUTE OF TECHNOLOGY
Recorded Fall Term Enrollment Figures 1947-77

YEAR	ENROLLMENT	
1947	194* (OCT)	High 515 (4/15/48)
1948	502* (OCT)	High 562 (1/15/49)
1949	646	High 794 (Winter Term)
1950	627	High 727 (Winter Term)
1951	668	
1952	648	
1953	662	High 683 (Winter Term)
1954	901	High 916 (Winter Term)
1955	1054	High 1072 (Winter Term)
1956	1017	High 1031 (Winter Term)
1957	981	High 1006 (Winter Term)
1958	1019	
1959	763**	
1960	760	
1961	902	
1962	908	
1963	908	
1964	1040	
1965	1168	
1966	1005	
1967	1114	
1968	1283	
1969	1353	
1970	1481	
1971	1598	
1972	1781	
1973	1790	
1974	2066	
1975	2309	
1976	2345	
1977	2236	

*OIT Operated 12-Month Year, No Quarters

**Legislative Ordered Cut-Back

This table reveals the growth and, in some places, the decline of enrollments throughout a 31-year period. The first two years record enrollment in October under the monthly registration system. The balance of the figures for fall term enrollments are completely accurate.

It is to be noted that in 1959, as a result of legislative Ways and Means Subcommittee on Education, the institution cancelled a number of courses which were considered trade-vocational in character and were expected to be picked up by the community colleges. The remaining courses were those that had been worked out in agreement with the subcommittee as adaptable to technological presentations. One of the criteria for determining a course's technological character was the matter of responsibility for work. Thus, a course which produced graduates whose future was strictly that of responsibility for the work of their own hands was declared vocational. If the occupation and its training could be upgraded so that the normal expectation of a graduate was for the acquiring of responsibilities for other people's work, or the work of the occupation required more than 50% knowledge or more as opposed to handskills, it then was declared technological in character. Some 20 courses or options were dropped in 1959, or phased out in that or the next few years thus producing an enrollment reduction from the 1,019 of 1958, to 763 in 1959. However, as the result of upgrading became evident through the resources of the institution and the word-of-mouth discussion that occurred from the student body, enrollment began a relatively steady climb to the 2,300 mark of the mid-70's.

GRADUATION AND PLACEMENT

Naturally, the number of graduates fluctuated in close correlation with the fall term enrollment over the total span of years. The total graduates over the period 1947-1976 was 9,023.

Table 13.

Graduates, 1947-76

Graduates--State Board of Education

<u>Diploma</u>	<u>School Tech. Educ.</u>	<u>School Ind. Tech.</u>	<u>School Agr.</u>	<u>Total</u>
1947 - 1952	361	502	5	868
1952 - 1957	689	669	44	1,402
1957 - 1960	<u>92</u>	<u>101</u>	<u>6</u>	<u>199</u>
Sub-totals	1,142	1,272	55	2,469
<u>Associate Degree</u>				
1957 - 1960	<u>358</u>	<u>380</u>	<u>24</u>	<u>762</u>
TOTALS	1,500	1,652	79	3,231

Graduates--State Board of Higher Education

<u>Associate Degrees</u>		<u>Bachelor of Technology</u>		TOTAL
<u>Arts</u>	<u>School Tech. Ed.</u>	<u>School Ind. Ed.</u>		
1960 - 1965	786	477		1,263
1965 - 1970	1,009	378	205	1,592
1970 - 1975	25	1,173	400	837
1976 - 1976	<u>14</u>	<u>249</u>	<u>83</u>	<u>156</u>
SBHE Totals	39	3,217	1,338	1,198
SBE Totals		1,500	1,652)	3,231
SBE (Agri)	—	—	<u>79)</u>	—
COMBINED TOTAL				
1947-1976	39	4,717	3,069	1,198
				9,023

Oregon Tech student recruitment activities were largely limited to word-of-mouth and Veterans Administration distribution of catalogs and brochures in the early years of operation. In the spring of 1948, the

only high school visitations carried out were those in the Klamath Basin. However, in the spring of 1949, there was considerable doubt as to whether the institution would be continued. When the legislature actually enacted a budget there was an immediate drive on statewide student recruitment, which called for all available administrative and counseling personnel to visit high schools in the waning days of the year.

As a result of this duplication of the high school-college relations visits for the public colleges and universities, high school principals appealed to the high school-college relations committee to invite Oregon Tech to visit the high schools with the public colleges and universities. This invitation was offered and accepted for a number of reasons, one being the fact that, by joint travel, the cost of such visitations would be less to each institution. Probably the most important reason was the inclination of high school principals to deny visitation privilege unless the institute joined with the public higher institutions.

In the beginning, there appeared to be a labor shortage and, as a result, numerous calls were received by telephone requesting that the institution send applicants to the employer who was calling. As a few months went by, the more insistent recruiters began to make personal visits and to carry out interviews on campus. As time went on, the favorable experience of employers who had secured graduates resulted in a considerable increase in the number of calls, both personal and by telephone; often, the more restless students journeyed to the employer's location and applied in person, taking off a day or two of school.

The employment at graduation became very good, as reported in the second and third biennial reports of the institution to the legislature:

SECOND BIENNIAL REPORT 1948-1950

Graduates have found ready employment. Progress of the graduates has been good in their work, with several now in foreman and supervisory positions. In addition, a considerable number of drop-out students secured employment in the occupation for which they were taking training. These had not completed the courses, but found an employer who wanted a specialist in a phase of the occupation they had secured in the course.

THIRD BIENNIAL REPORT 1950-1952

Graduates from every course have found demand for their services. Progress of graduates has been excellent in their work, with many employed in formen [sic] and supervisory positions. In addition, a considerable number of students who had not completed their courses secured employment in the occupation for which they had been training. In most courses the demand far exceeded the supply of graduates in 1952, giving these persons a choice in their selection of employment. The work record of previous graduates has led many employers to seek additional Oregon Tech trained personnel.

Some early experiences in the employment of graduates had long-time implications for the institution. As one example, in the spring of 1950, two electronics graduates who had not liked the sort of positions offered by recruiters on campus took a visit to California. There they were interviewed by several different employers and culminated in applying for employment at the University of California Lawrence Radiation Laboratories at Livermore, California. Here they were given a standard set of tests used by the Laboratory for new applicants. The students waited until the tests were scored and were surprised at the kind of questions they received from the interviewers after scoring. As a result of these two students making the highest scores for that year, they were hired. They

returned to the institution for the necessary three weeks to finish for their diplomas.

Shortly thereafter, personnel department representatives from the Lawrence Radiation Laboratory called the institution to arrange for an on-site visit. This was to begin a long and fruitful relationship with the laboratories of the University of California. Placements were made at the Berkeley campus; at Livermore; at Mercury, Nevada; and in New Mexico. The graduates in later years were the only non-baccalaureate degree candidates whose personal effects were moved to the location of employment by the University of California.

One of the outgrowths of this relationship was the presentation by personnel officers from Berkeley, Livermore, and Mercury, Nevada, of a proposal for Oregon Tech to establish an electro-mechanical engineering technology curriculum. The representatives of the University of California supplied four separate proposals utilizing subjects in the catalog at Oregon Tech and proposing new subjects in order to begin this new instruction. The material so outlined was very important to the later proposals by the International Business Machines company to establish the electro-mechanical engineering technology program.

FACULTY RECRUITING AND UPGRADING

During the years 1947 and 1948, and up until the meeting of the state legislature in 1949, the state plan for vocational education was the guiding standard for faculty qualifications. In the 1949 legislature, the Education Subcommittee of the Joint Ways and Means Committee made it very plain that its policy was to avoid federal control of any form in the operation of Oregon Technical Institute.

With the injunction in mind, then, the institution assumed a freer stance and developed its own criteria for selection of instructors. Occupational instructors in the areas later based in Cornett Hall were selected from trade experience, with supervision and/or management considered very important in qualifications. One feature that would bring one candidate above another was sound experience in cost estimating no matter what field, this being a clear indication of a management understanding in the area of funds, materials, and personnel.

Those instructors who were selected to teach basic related courses were expected to have a bachelor of arts or a bachelor of science and were required to have some experience in private and public business. This basic experience of working, particularly in the private sector, was taken to be a bit of background that would assist the basic related instructor to relate his instruction to the practical world in the eyes of the technical student.

As years went by, the criteria for selection of allied arts and science teachers moved gradually to the master of arts and master of science in a field related to the subject matter assignment.

In the early days, recruiting was a very tough task. As a matter of fact, a real search was usually necessary to locate one to three persons with the background of experience and the personal characteristics desirable for a teacher. In order to find such persons in the practical field, it was often necessary to interview a number of persons in that occupation. When the names of persons considered outstanding by other members of the occupation were located, then began the task of selling the position to the identified person. There were many doubts that entered into the minds of those who were approached to be teachers in these early days.

The fundamental one was a doubt as to the permanency of the institution. Its very serious legislative problems in 1947 and 1949 were not conducive to confidence on the part of prospective employees.

Another problem was that the salary was not really competitive. As a matter of fact, salary customarily was about three-quarters of the instructor's usual salary in private industry. It was necessary, therefore, to sell the advantages. The prospect of being able to carry on an occupation utilizing a person's experience, with less physical work, appealed particularly to those whose physical being was in some way not up to the demands of private employment. In some of the mechanical fields, this would mean a wrenched back which, while not always painful, did not leave a person free to do heavy lifting. Another advantage stressed was the summer vacation which an individual could often use for additional employment.

In addition, the location of Klamath Falls in good hunting and good fishing country, as well as other outdoor sports, was an important factor to many instructors accepting an appointment.

As the mid-fifties came and passed, recruiting became much less arduous. The institution had assumed an appearance of permanency that gave confidence to prospective employees that a position would be available in the future. The institution developed a good reputation and generally among the industries that it served was talked up in such a way as to make it attractive to prospective instructors.

Then there was the advantage that a beginner could get much help as he was getting started in the field of teaching, thus adding that field to his professional capabilities. This was available in two forms: the on-going faculties were now well enough acquainted with the procedures and objectives that they were a great deal of day-to-day assistance to a beginner; the in-service instruction and supervisory help was made available.

In the field of recruiting, the transfer to the State Board of Higher Education turned out to be a tremendous help. Applications were initiated by individuals who were interested. It was possible to build up files of potential candidates which would then be available when vacancies occurred. Whenever advertisements were placed in the professional journals or newspapers, they produced many applications, with really only two curriculum areas still presenting problems--nursing and dental hygiene.

After the instructor was on the staff, he realized that the institution had an expectation that he would continuously upgrade his professional capabilities. About 1950, a program was developed which set as its objective that each instructor would use, in three years, one year for

college summer school instruction, one year for^{summer} employment in the occupational field most nearly related to his teaching, and one year for free choice. After the first three-year cycle, the individual then entered into five-year cycles of which the requirement for one year of summer school and one year of^{summer} occupational employment remained, with three years designated for free choice.

After the first periods of three and five years had elapsed, a survey was made of the summer self-improvement program engaged in by the instructors. Virtually every instructor had followed the one and two year requirements of the three-year cycle; and then, in the five-year cycle, had attended collegiate summer school two years, had worked back in the related occupation two years, and taken one year free. This indicated a feeling on the part of the faculty that the three-year cycle was valuable and they replicated it during the five-year cycle since they felt it was useful to themselves and would be applauded by the administration.

There was administrative emphasis on a faculty member securing the next degree after he was placed on the staff. In the event that the individual did not have a bachelor's degree, this was considered to be his next degree goal. If he had a bachelor's degree, then a master's degree was encouraged. The emphasis for the practical arts courses of school of industrial technology was not as great as the emphasis on securing a master's degree in the school of technical education and for instruction in allied arts and sciences.

In order to point up the emphasis on securing the next degree, the promise was made administratively that there would be salary rewards

upon attaining the next degree. After a few years, it was possible to budget funds so that a raise of approximately \$325 per year was made available immediately to an instructor who earned a higher degree. This long-time emphasis on professional upgrading was finally placed in all of its aspects in a program called Career Support Plan and written up by acting Dean of Instruction, John Ward, during that tenure.

ACADEMIC STANDARDS

In the beginning, the institution operated on the basis of starting a new class when ten students were available for it and closing classes that fell too low in enrollment. This was due to the financing standards and, because of the large number of veterans, was related to the tuition payment made by the Veterans' Administration. As a result, there was a considerable problem in pressing for work of quality for quantity of students was important. The school Director and supervisors of instruction worked to help maintain quality, both of workmanship and of instruction.

One of the early manifestations of this problem occurred in the baking class. There was a lazy student from Lebanon who paid little attention, was erratic in his attendance, leaving early and on occasion actually sleeping in the baking shop. The Director of the institution who chanced into the shop on regular supervisory rounds caught this student asleep on one of the tables at the back of the shop. He personally escorted the student to the student affairs office and saw to his release from the school. Considerable discussion ensued with instructors, indicating that they doubted that this was a proper activity. The Director brought the subject up in the next weekly faculty meeting giving

opportunities for members of the staff to voice their doubts. Then, having done this, the Director asked the student office to advise him if there were ever students coming in from Lebanon as new enrollments. About a month later, four new students came from Lebanon; and, upon notification from the student office, the Director casually interviewed the group. One student emerged as spokesman, and he indicated that the previously discussed lazy student had been known by them to have registered at Oregon Tech just prior to their own tentative plans to register. They had decided at that time to withhold registration until they found out what happened to him because they were well aware of his poor work habits. When he had returned condemning the school and noting the way in which he had been harrassed, the four decided that attending the new institution at Klamath Falls probably was worthwhile. So they were present. Naturally, the Director brought this information to the next meeting of the weekly faculty group using it to underscore the need for quality in all respects in the conduct of classwork. There were other cases, but this particular one made an effective contribution to upgrading the class management of faculty.

The supervisors and the Director worked with faculty members to develop the utilization of progress charts to control instruction to each student. Inasmuch as students in these early times were being admitted to class on any Monday, it was seldom that a substantial portion of any class were at the same level. In order to handle such classes, then, instruction was given individually over-the-shoulder a good percentage of the time. Therefore, some device for maintaining a record as to when a student had been instructed in a particular progress was important; and while there was some reluctance in the beginning, the faculty soon

accepted the progress charts as a means of organizing the work and making sure that their recommendations for graduation were backed by evidence that the individual had, in fact, covered all of the parts of the course as outlined.

From 1947 to 1949, clock hours were the guide to quantity. The regulations of the U.S. Veterans' Administration were, in part, responsible for this, but the Vocational Division of the State Department of Education was also responsible.

When the Education Subcommittee of the Joint Ways and Means Committee agreed to an extended budget for 1949-51 in the 1949 legislature, they specified scheduling. Scheduling, then, began to mean that credit hours were a more effective device for indicating a student's training quantity than were clock hours. So, after 1949, credit hours were in use. In the beginning, the manner in which the credit hours were used was entirely an internal affair. As time went on, the experiences in accreditation by members of the staff and the securing of information concerning collegiate standards produced evolutionary changes in the credit hour formula utilized.

CATALOG 1949-50

"Terms and Credit Hours"

A term consist of three and two-thirds months. One term credit is given for each hour of weekly attendance when work is satisfactory. The student attending the full time of six hours daily for five days weekly may secure thirty term credit hours. Attending three hours daily, as permitted in several courses, provides for fifteen term credit hours.

In this particular catalog segment, laboratory hours were listed as one hour credit for one hour involvement in the laboratory.

CATALOG 1952-53

"Credits"

The number of credits carried in a subject is determined by the number of hours spent each week in class. Thus, two hours a week in class give two credits. Shop or laboratory type subjects give one credit for each two hours spent each week in the shop or laboratory. Thus, two hours a day five days a week for one term would give five credits for shop work. Balancing of credits between classroom and shop type subjects is based upon the principle that classroom subjects require additional time to be spent in outside preparation on the subject.

In this 1952-53 catalog, it is noted that the laboratory time of two hours was made to represent one credit. All of the time, classroom lecture and discussion sessions were one hour credit for one hour attendance.

CATALOG 1956-57

"Term Hour"

A TERM HOUR is the unit of credit representing three hours of the student's time each week for one term. This time may be assigned to any combination of work in classroom or laboratory or to outside preparation. Thus a lecture course of 5 credits having 5 one hour periods a week will require about 10 hours of outside preparation. A laboratory course of 5 credits may have 5 meetings of 3 hour periods or 3 meetings of 5 hour periods. Balancing of credits between classroom and laboratory type subjects is based upon the principle that classroom subjects require additional time to be spent in outside preparation.

The catalog of 1956-57 for the first time listed laboratory hours as three hours of laboratory equal to one credit. However, in the event a laboratory was only of two hours duration, one credit was given for the two hours so that it was not universal that one hour of credit in laboratory equal three hours of attendance.

CATALOG 1958-59

A term hour is the unit of credit representing three hours of the student's time each week for one term. This time may be assigned to any combination of work in a classroom or laboratory or to outside preparation.

In the 1958-59 catalog, as quoted, the laboratories were set up for all to be three hours for one credit. There were very rare exceptions to this and in those exceptions it was understood that outside work would be assigned to meet the standards.

CATALOG 1960-61

A TERM HOUR represents three hours of the student's time each week for one term. This time may be assigned to work in classroom or laboratory or to outside preparation. The number of lecture, recitation, laboratory, or other periods per week for any course may be found in the course descriptions in this catalog.

In the 1960-61 catalog, which was the first catalog to carry the designation "Oregon State System of Higher Education," the current policy statement appeared. This statement, then, indicates the usual collegiate approach that three hours of laboratory equal one hour credit and one hour of lecture or discussion equals one hour of credit.

EVOLUTION OF THE ELECTRONICS CURRICULUM

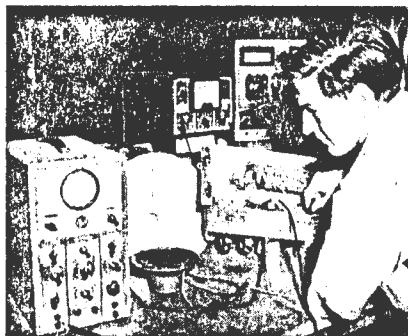
Electronics is taken as the example of a curriculum which made a complete transition from trade-type of bench work to a fully technological curriculum. In addition, it produced, as have others, an offshoot curriculum, eventually called Computer Systems Engineering Technology.

In the beginning, the curricula that are basic to electronics were called Radio Communications and Radio Servicing. The catalog of 1949-50 shows the program as it was being presented after a very limited amount of evolution.

5 Term Hours

Radio

Two basic curricula are available in radio; Radio Communications and Radio Servicing. Certain subjects are taken in common in these two courses; each course prepares the student for a different occupational status; either that of radio serviceman or an occupational status in the field of communications where the FCC licensing requirements may be met.



Testing in Radio Repair

RADIO COMMUNICATIONS. (3D-10). The radio communications course of study is designed to qualify the student to take all FCC examinations in radio telegraph or radio telephone work. In addition, studio broadcast work is offered which will qualify the student to work as a combination technician-announcer in a broadcast studio. This is a five term course. The minimum term hour requirements for graduation are:

SUBJECT	TERM HOURS
Radio Shop	50
Radio Theory	50
Radio Code	20
Broadcast	20
Radio Law	5
Basic Related	5
Total	150

TUITION. For each term of 3-2/3 months..... (Resident) \$110.00
SHOP FEE. For each term of 3-2/3 months.....\$ 14.00
TOOL LOAN DEPOSIT. (Refundable)\$ 5.00

RADIO SERVICING. (3 D20). A practical three term shop and

theory course in the servicing of radio receivers and transmitters. The minimum term hour requirements for graduation are:

SUBJECT	TERM HOURS
Radio Shop	45
Radio Theory	30
Radio Law	5
Basic Related	5
Elective	5
Total	90

TUITION. For each term of 3-2/3 months..... (Resident) \$110.00

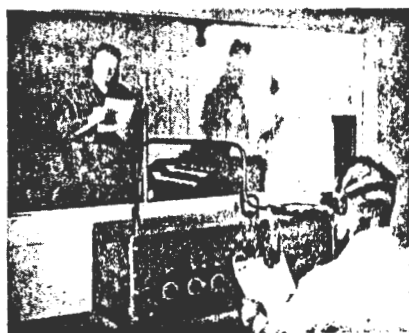
SHOP FEE. For each term of 3-2/3 months.....\$ 14.00

TOOL LOAN DEPOSIT. (Refundable)\$ 5.00

DESCRIPTION OF COURSE SUBJECTS:

3D-170, 171, 172, 173, 174. RADIO SHOP. This course includes all phases of elementary service work, construction and operation of power supplies, functions of the vacuum tubes, receiver and transmitter construction, receiver alignment, use of meters and test equipment. The second year courses, 3D-173 and 3D-174, are designed for communications students only.

50 Term Hours



Radio Broadcast Studio

4D-170. RADIO LAW. Concerned with Federal Communications Commission rules and regulations and with international radio law.

5 Term Hours

4D-171, 172, 173, 174, 175. RADIO THEORY. A five term sequence in basic radio theory including mathematics, electrical theory, vacuum tubes, power supplies, and other phases of radio theory.

50 Term Hours

5F-113. BASIC RELATED. A study of the basic problems of employment.

5 Term Hours

3D-175, 176. BROADCAST. Concerned with the duties and responsibilities of technicians and announcers in radio broadcast sta-

tions. Includes fundamentals of announcing, microphone technique, spot writing, operation of control console, transcriptions and recordings, and other broadcast studio activities.

20 Term Hours

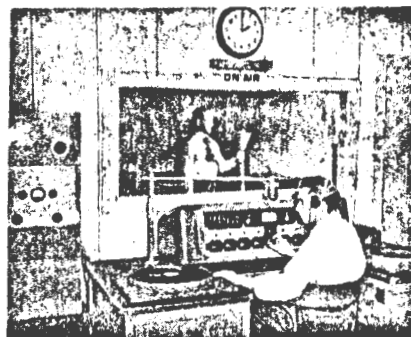
3D-177, 178. RADIO CODE. Sending and receiving the International Morse Code up to twenty-five words per minute.

20 Term Hours

In the catalog of 1950-51, the program was somewhat the same but there was a tuition change between the two years. This is shown in the quotation from the catalog 1950-51.

RADIO

Two basic curricula are available in radio: Radio Communications and Radio Servicing. Certain subjects are taken in common in these two courses; each course prepares the student for a different occupational status; either that of radio serviceman or an occupational status in the field of communications where the FCC licensing requirements may be met.



ACTUAL BROADCAST WITH
MODERN EQUIPMENT

RADIO COMMUNICATIONS (3D-10). The radio communications course of study is designed to qualify the student to take all FCC examinations in radio telegraph or radio telephone work. In addition, studio broadcast work is offered which will qualify the student to work as a combination technician-announcer in a broadcast studio. This is a five term course. The minimum term hour requirements for graduation are:

Subject	Term Hours
Radio Shop	50
Radio Theory	50
Radio Code	20
Broadcast	20
Radio Law	5
Basic Related	5

Total 150

Tuition. For each term of 3½ months(Resident) \$50.00

Shop Fee. For each term of 3½ months\$14.00

Tool Loan Deposit. (Refundable)\$ 5.00

RADIO SERVICING (3D20). A practical three term shop and theory course in the servicing of radio receivers and transmitters. The minimum term hour requirements for graduation are:

Subject	Term Hours
Radio Shop	45
Radio Theory.....	30
Radio Law	5
Basic Related	5
Elective	5

Total 90

Tuition. For each term of 3½ months(Resident) \$50.00

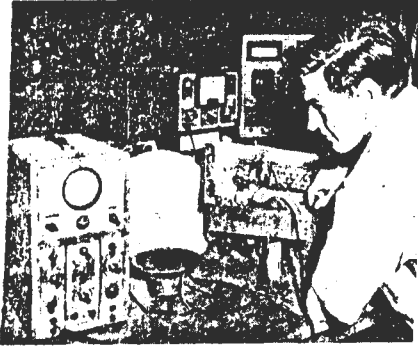
Shop Fee. For each term of 3½ months\$14.00

Tool Loan Deposit. (Refundable)\$ 5.00

DESCRIPTION OF COURSE SUBJECTS

3D-170, 171, 172, 173, 174. **Radio Shop.** This course includes all phases of elementary service work, construction and operation of power supplies,

functions of the vacuum tubes, receiver and transmitter construction, receiver alignment, use of meters and test equipment. The second year courses, 3D-173 and 3D-174, are designed for communications students only. *50 Term Hours*



TESTING IN RADIO REPAIR

4D-170. **Radio Law.** Concerned with Federal Communications Commission rules and regulations and with international radio law. *5 Term Hours*

4D-171, 172, 173, 174, 175. **Radio Theory.** A five term sequence in basic radio theory including mathematics, electrical theory, vacuum tubes, power supplies, and other phases of radio theory. *50 Term Hours*

5F-113. **Basic Related.** A study of basic problems of employment. *5 Term Hours*

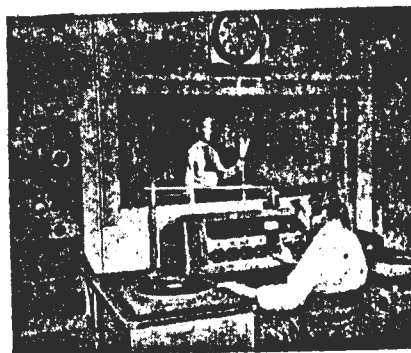
3D-175, 176. **Broadcast.** Concerned with the duties and responsibilities of technicians and announcers in radio broadcast stations. Includes fundamentals of announcing, microphone technique, spot writing, operation of control console, transcriptions and recordings, and other broadcast studio activities. *20 Term Hours*

3D-177, 178. **Radio Code.** Sending and receiving the International Morse Code up to twenty-five words per minute. *20 Term Hours*

Programs were offered in parallel with overlapping instructors during the first few years. In 1951-52, servicing is not shown in the catalog which reflects the change made of consolidating the courses in radio communication and radio servicing.

The 1952-53 catalog is the first one in which the course is referred to as Electronics Technology; but in 1952, the term "engineering technology" was not yet applied to the course.

RADIO COMMUNICATIONS (3D-10). The radio communications course of study is designed to qualify the student to pass the FCC examination for a Radiotelephone First Class License, which requires knowledge of AM, FM, and Television theory and circuits. In addition, studio and control room work is offered in the school's FM broadcast station, which will qualify the student to work as a combination technician-announcer in a broadcast station.



ACTUAL BROADCAST WITH MODERN EQUIPMENT

ELECTRONICS TECHNOLOGY CURRICULUM (RADIO AND TELEVISION)

A six-term course of approximately twenty-two credits per term (two years, thirty clock hours per week). This course is designed to prepare the student for entrance as a technician into the rapidly expanding electronics industry. AM, FM and television theory are thoroughly covered. Laboratory experiments and projects using modern methods and equipment form the practical phase. Radio law and code, together with studio techniques, announcing and control room operation in the school's FM broadcast station, KTEC, are included to make this a most complete course. This course prepares the student to meet the FCC requirements for a Radiotelephone First-Class license.

Diploma Requirements

Subjects	Credits
Laboratory Subjects	50
Technical Subjects	70
Allied Subjects	10
Total	130

Full-time Fees

Per Term	Maximum Schedule	Minimum Schedule
Tuition	\$ 50.00	\$ 33.34
Lab. Fee	14.00	9.34
Student Body Fee	6.00	6.00

Tool Loan Deposit

Deposit for tool loan refunded if shop tools returned. \$5.00.

Description of Course Subjects

- TET 200 Radio Lab. I.** Includes the application of theory to actual projects. Alignment, frequency measurements, transmitter and receiver maintenance, care and use of tools and instruments.
(F-W-S) Terms 10 hrs. Lab. 5 Credits
- TET 201 Radio Lab. II.** Continuation of TET 200.
(F-W-S) Terms 10 hrs. Lab. 5 Credits

- TET 202 Radio Lab. III.** Continuation of TET 201.
(F-W-S) Terms 10 hrs. Lab. 5 Credits
- TET 203 Radio Code I.** Sending and receiving the International Morse Code up to twenty words per minute.
(F-W-S) Terms 10 hrs. Lab. 5 Credits
- TET 204 Radio Code II.** Continuation of TET 203.
(F-W-S) Terms 10 hrs. Lab. 5 Credits
- TET 300 Radio Theory I.** The electron theory, electronic circuits, vacuum tubes, AM, FM, and television transmission and reception with the associated mathematics.
(F-W-S) Terms 10 Credits
- TET 301 Radio Theory II.** Continuation of TET 300.
(F-W-S) Terms 10 Credits
- TET 302 Radio Theory III.** Continuation of TET 301.
(F-W-S) Terms 10 Credits
- TET 303 Radio Law.** Study of Federal Communications Commission rules and regulations and international radio law.
(F-W-S) Terms 5 Credits

TET	400	Radio Lab. IV. Continuation of TET 202. (F-W-S) Terms 10 hrs. Lab.	5 Credits
TET	401	Radio Lab. V. Continuation of TET 400. (F-W-S) Terms 10 hrs. Lab.	5 Credits
TET	402	Radio Lab. VI. Continuation of TET 401. (F-W-S) Terms 10 hrs. Lab.	5 Credits
TET	403	Broadcast Control Room II. Continuation of TET 503. (F-W-S) Terms 10 hrs. Cont. Rm.	5 Credits
TET	404	Broadcast Control Room III. Continuation of TET 403. (F-W-S) Terms 10 hrs. Cont. Rm.	5 Credits
TET	500	Radio Theory IV. Continuation of TET 302. (F-W-S) Terms	10 Credits
TET	501	Radio Theory V. Continuation of TET 500. (F-W-S) Terms	10 Credits
TET	502	Radio Theory VI. Continuation of TET 501. (F-W-S) Terms	10 Credits
TET	503	Broadcast Control Room I. Study of the duties and responsibilities of technicians and announcers in <u>radio broadcast</u> stations, fundamen-	
		mentals of announcing, microphone technique, spot writing, operation of control console, transcriptions and recordings and other broadcast studio activities. (F-W-S) Terms	5 Credits
TET	50	Allied Announcing. Study of practical communications as applied to announcing. (F-W-S) Terms	5 Credits
		Allied Subjects. (See page 57 Selection of subjects to be made subject to the instructor counselor's approval.) (F-W-S) Terms	5 Credits
		Elective Subjects. (See page 18 General Information.)	

ALLIED SUBJECTS

Ten credits of allied subjects are required in all courses over four terms in length. In courses of four terms or less, five credits of allied subjects are required. The student may select, with the approval of his instructor counselor, subjects from the following list which will fit into his schedule and benefit him most. In some courses especially approved allied subjects will be taught by the major course instructor. These subjects will be designated by the major course letter prefix followed by an allied subject number, and listed within the major course curriculum. Five credits of allied subjects must be completed during the first year of all two-year courses.

Description of Allied Subjects

- | | | | |
|----|----|--|-----------|
| SA | 10 | Practical Mathematics. Review of mathematics as an aid to facilitate speed in working shop measurements, job card calculations, cost estimating, and mechanical computations.
(F) Term | 3 Credits |
| SA | 11 | Practical Communication. An on-the-job form of English as the basis for selling, shop services, writing business letters, reading service manuals, preparing advertising, selling equipment or parts, and giving directions to other workers.
(F) Term | 2 Credits |

- SA 12 **Public Speaking.** The theory and practice of making oral statements and speeches with application to company staff meetings, union meetings, club and lodge meetings, and association meetings.
(S) Term 3 Credits
- SA 13 **Parliamentary Procedure.** The theory and practice of parliamentary laws and procedures with application to meetings of organizations commonly joined by skilled workers.
(S) Term 2 Credits
- SA 50 **Industrial Relations.** A survey of the development of American trade and industrial unions, purposes and achievements of the union movement, collective bargaining, governmental regulations, and social theories in the labor movement with effects on employer-employee relationships.
(W) Term 3 Credits
- SA 51 **Employment Principles.** A study of the techniques of seeking employment including public and private employment agencies, the employment application, opportunity surveys, the interview, and job search campaigns.
(W) Term 2 Credits
- SA 52 **Business Records.** The principles of simple bookkeeping systems for small businesses, payroll taxes (income tax deductions; social security, industrial accident, unemployment), records needed to satisfy governmental units, markup, calculating profits. Practical Mathematics, SA 10, or the equivalent should precede enrollment in this course.
(W) Term 3 Credits
- SA 53 **Business Operation.** A study of the organization and operating problems of establishing and operating a small business.
(W) Term 2 Credits

By 1955-56, the electronics technology curriculum had been revised in line with two different concepts: responsiveness to the findings in industry as we followed up on electronics graduates, interviews with recruiters who were coming onto campus as to what things our students received an oversupply and what things they received too little.

The following copy indicates some of the changes in the curriculum pattern:

ELECTRONICS TECHNOLOGY CURRICULUM

A six-term course of approximately twenty-one credits per term (two years, 30 clock hours per week). This course is designed to prepare the student to meet the requirements of industry in the several branches of the electronics field. Broadcast station operation, including announcing, control room technique, audio systems and transmitters, is provided in the Institute's FM broadcast facility. The prospective radio and television serviceman is provided with comprehensive training in circuitry and repair procedures. Modern test equipment and receivers are used. The student is prepared to meet the Federal Communications Commission requirements for a Radio-Telephone First Class or Radio-Telegraph Second Class license through the study of radio theory and law. A complete amateur station is available to students qualifying for an amateur operator's license.

Diploma Requirements

Subjects	Credits
Laboratory Subjects	55
Technical Subjects	60
Allied Subjects	10
	<hr/>
Total	125

In the 1956-57 catalog, electronics is shown as being two different curricula. The two-year associate degree program was labeled "Radio and Television Technology" and required 108 credits. An advanced option of three terms was labeled "Electronics Technology."

CURRICULUM IN RADIO AND TELEVISION TECHNOLOGY 4-64

A technological curriculum of two school years is offered requiring a minimum of 108 credits with a 2.0 GPA minimum for a diploma in Radio and Television Technology.

This curriculum is designed to prepare students to meet the requirements of industry in the several branches of the Electronics field. Broadcast station operation, including announcing, control room technique, audio systems and transmitters, is provided in the Institute's FM broadcast facility. The prospective radio and television technician is provided with comprehensive training in circuitry and repair procedures. Modern test equipment and receivers are used. A study of radio laws and regulation, International Morse Code and the technical subjects offered will qualify the student to pass the Federal Communications Commission examinations for Radiotelephone First Class and/or Radiotelegraph Second Class licenses. Those who maintain a 3.0 GPA in this program may continue in the three year program. Approval of the Electronics faculty will be required in other instances.

It is recommended that high school students planning a career in Electronics take a balanced program including mathematics, physical sciences, and drawing.

Minimum Diploma Requirements

First Year	Credits		
	F	W	S
Electronics (112, 113)		5	5
Electronics Lab. (132, 133)		2	3
Mathematics (111, 112)	4	4	
Slide Rule (101)	2		
Physics (111, 112, 113)	4	4	4
AC and DC Machinery (133)			1
Broadcast (162)		2	
Radio Code (131)	1		
Radio Law (111)	2		
Radio Lab. (161)	2		
Electron Tubes (143)			4
Electives	3	3	3
	18	20	20

Second Year	Credits		
	F	W	S
Antennas (225)		2	
Electronics (214, 215)	4	4	
Electronics Lab. (234, 235)	1	2	
Frequency Modulation (245)		6	
Radio Circuits (244)	6		
Radio Measurements (294)	1		
Radio Servicing (264)	1		
Television (216)			4
Television Lab. (236)			1
Television Receivers (246)			6
Television Servicing (265)			3
Electives	3	3	3
	16	17	17

CURRICULUM IN ELECTRONICS TECHNOLOGY 4-65

A technological curriculum of three school years is offered requiring a minimum GPA of 3.0 during the first two years, or consent of the faculty and a minimum of 159 credits for a diploma in Electronics Technology.

Students who maintain a 3.0 or better GPA during the six terms in the Radio and Television Technology curriculum may continue in the third year advanced program. Other applications will be considered on a merit basis. Throughout the curriculum, emphasis is placed on the practical application of electronics so that the student may acquire a clear understanding of the purposes and functions of modern electronic circuits and devices. Sufficient mathematics and general courses are included to qualify the graduate as a competent Electronics technician.

Minimum Diploma Requirements

Third Year	Credits		
	F	W	S
Automation (369)			2
Color Television (347)	4		
Industrial Electronics (349)			4
Industrial Lab. (339)			1
Instrumentation (338)		2	
Microwave Techniques (328)		8	
Microwave Transmission (319)			9
Television Lab. (337)	3		
Television Receivers (317)	6		
Transistors (318)		3	
Electives	3	3	3
	16	16	19

(RADIO AND TELEVISION COURSES)

- 64-101. **Slide Rule.** 2 Credits. 1 (2)
The functions and use of the slide rule in electronics calculations, the powers of ten.
111. **Radio Law.** 2 Credits. 1 (2)
A comprehensive study of International Radio Treaties, Federal Law, and the rules and regulations of the Federal Communications Commission, covering material contained in Elements 1 and 2 of the FCC commercial operator license examinations.
112. **Electronics.** 5 Credits. 5 (1)
Electrical units, series and parallel DC circuits; meter movements; types, multipliers and shunts.
113. **Electronics.** 5 Credits. 5 (1)
A theory course concerned with a study of inductance, capacitance, reactance, resonance, coupling and filter circuits.
131. **Radio Code.** 1 Credit. 2 (2)
Sending and receiving the International Morse Code up to a speed of approximately 10 WPM.
132. **Electronics Lab.** 2 Credits. 3 (2)
Demonstrations and experiments related to material covered in Electronics 112.
133. **Electronics Lab.** 3 Credits. 3 (3)
Laboratory projects demonstrating the purposes and functions of inductors, capacitors and resistors in resonant and non-resonant circuits; methods of coupling and filtering. The location and correction of typical troubles in commercial radio receivers, using modern equipment and methods.
133. **AC and DC Machinery.** 1 Credit. 2 (1)
A laboratory lecture and demonstration course in the construction and operation of motors, generators and transformers.
143. **Electron Tubes.** 4 Credits. 2 (2)
Vacuum tube fundamentals, diodes, triodes, tetrodes and pentodes, construction of characteristic curves, power supplies.
161. **Radio Lab.** 2 Credits. 3 (2)
The application of meters in measurement of current, voltage and resistance. Use of tube testers. A study of electronics symbols, diagrams and the construction of basic circuits. The care and use of hand tools, soldering, safety procedures, RETMA color codes, terminology, identification of components.

162. **Broadcast.** 2 Credits. 3 (2)
Introduction to Control Room operation and procedures, functions of the audio consoles, microphones, amplifiers and mixers, the transmitter and associated equipment. The fundamentals of correct speech, microphones and their use, timing, writing, on-the-air programing.
214. **Electronics.** 4 Credits. 2 (2)
Theory of operation of detectors, automatic volume control, filter networks.
215. **Electronics.** 4 Credits. 2 (2)
Theory course covering the design of transmitter power supplies, amplitude modulators, buffers and power amplifiers.
216. **Television.** 4 Credits. 2 (2)
Introduction to television. A study of the theory of camera tubes; synchronizing, scanning and focusing circuits; the composite video and aural signal.
225. **Antennas.** 2 Credits. 1 (1) 1 (2)
A laboratory and lecture course in the design and operation of transmitting and receiving antenna systems, transmission lines and wave propagation.
234. **Electronics Lab.** 1 Credit. 2 (2)
Experiments designed to demonstrate the principles of detection, automatic volume control systems, audio frequency filters and dividing networks.
235. **Electronics Lab.** 2 Credits. 2 (3)
A course in the construction of transmitters, closely related to the subjects covered in Electronics 215. The repair and alignment of FM receivers; limiters and detectors.
236. **Television Lab.** 1 Credit. 1 (2)
A practical laboratory course dealing with high frequency transmission lines, coaxial cable television distribution systems, amplifiers and measurements.
244. **Radio Circuits.** 6 Credits. 3 (2)
Audio and radio frequency amplification, crystal and variable frequency oscillators. A five-hour theory course covering the characteristics of amplification and frequency multiplication, oscillatory circuits.
245. **Frequency Modulation.** 6 Credits. 3 (2)
The theory of FM transmission and reception. Reactance tube and phase modulators, band width and frequency multiplication. A brief overview of FM and TV theory and practices, based on FCC license requirements.
246. **Television Receivers.** 6 Credits. 3 (2)
A theory course designed to cover the basic principles of picture tubes, power supplies, video detectors, automatic gain control systems, video amplifiers, pulse and deflection circuits.
264. **Radio Servicing.** 1 Credit. 2 (2)
Advanced laboratory assignments in receiver maintenance and repair, signal tracing and alignment.
265. **Television Servicing.** 3 Credits. 4 (2)
The application of modern techniques and instruments in testing and diagnosis of television receiver circuits.

294. **Radio Measurements.** 1 Credit. 1 (3)
Transmitter adjustment and tuning, the use of frequency and field intensity measuring instruments, audio gain and loss in amplifiers and attenuation networks.

(ELECTRONICS TECHNOLOGY COURSES)

- 65-317. **Television Receivers.** 6 Credits. 3 (2)
Advanced television theory, including a thorough study of deflection circuits, amplifiers and tuners, FM detection.
318. **Transistors.** 3 Credits. 3 (1)
The theory of semi-conductors, crystal and germanium diodes, point-contact and junction transistors, printed circuits and subminiaturization.
319. **Microwave Transmission.** 9 Credits. 3 (3)
Advanced theory and laboratory projects in ultra-high frequency circuitry, micro-waves, stacking circuits and single side band transmission.
328. **Microwave Techniques.** 8 Credits. 3 (2) 2 (3)
Microwave theory, antennas and transmission lines, wave guides, receiver and transmitter circuits. A ten-hour lecture and laboratory course in the fundamentals of ultra-high-frequencies, including pulse techniques, complex waves and wave shaping circuits, wave guides, cavity resonators, klystrons, magnetrons and UHF triodes, filters and coupling networks.
337. **Television Lab.** 3 Credits. 5 (2)
An advanced course in television laboratory procedures. The design and operation of cascode and pentode tuners, video amplifiers, servicing and trouble shooting. Adjustment and alignment of color receivers. Taken concurrently with Television Receivers 246, and Color Television 347.
338. **Instrumentation.** 2 Credits. 3 (2)
Basic meters and circuitry of instruments used for measurement of hydraulic and mechanical processes.
339. **Industrial Lab.** 1 Credit. 2 (2)
A review course in laboratory procedures, with the introduction of new circuits, methods and equipment. This course is designed to bring the student up to date in any phase in which major advancements have been recently accomplished.
347. **Color Television.** 4 Credits. 2 (2)
Basic principles of color transmission, the camera and color signal, color kinescopes, receiver requirements.
349. **Industrial Electronics.** 4 Credits. 2 (2)
The theory of servo-mechanisms, electronic heating, magnetic amplifiers, control devices, regulators and industrial tubes.
369. **Automation.** 2 Credits. 2 (3)
Applications of electronic controls and servos, photoelectric and temperature controlled circuits, dielectric and induction heating devices.

(RECOMMENDED ELECTRONICS ELECTIVES)

234. **Broadcast.** 2 Credits. 3 (2)
Announcing techniques, tape and disc recording, writing, station records,

operation of the audio console. Prerequisite: Broadcast 162 and 3rd class Radiotelephone or Radiotelegraph license.

337. Broadcast. 2 Credits. 3 (2)
Station operation and maintenance of transmitter, recorders, audio equipment. Interviews and programming. Field trips for the purpose of visiting and observing operation of standard broadcast and television stations. Prerequisite: Broadcast 234 and 2nd class Radiotelephone license.

234. Code. 1 Credit. 2 (2)
Sending and receiving the International Morse Code up to approximately 20 WPM.

338. Special Laboratory Projects. 2 Credits. 3 (2)
A course designed to meet the requirements of the student who plans on entering a specific type of employment. Emphasis will be placed on problems and methods of servicing specialized types of equipment.

The following electives are service courses offered in Industrial Processes Technology, Machine Shop, and Welding Shop. Descriptions are found in those areas.

40-328. Welding. (s) (Electronics) 1 Credit. 1 (3)
Winter Term. See page 59

42-329. Industrial Materials and Processes. (s) (Electronics) 5 Credits. 3 (1) 3 (2)
Spring Term. See page 61

3-45-328. Machine Shop. (s) (Electronics) 1 Credit. 1 (3)
Winter Term. See page 63

The following electives in the School of Allied Arts and Sciences are recommended:

2-52-111, 112, 113. Business English and Correspondence; 111. Extempore Speaking; 207. Technical Report Writing.

54-130. Drafting and Blueprint Reading; 230, 330. Advanced Drafting and Blueprint Reading; 205. Industrial Relations; 55-101. Methods of Study; 4-30-121, 122, 123. Typing (s); 206. Small Business Management; 214. Salesmanship (s); 112, 113. Business Law. (s).

See pages 33-35

The 1957-58 catalog is not quoted for its changes in the program were cosmetic. The two-year associate degree curriculum was labeled, "Electronics Technology" and required 103 credits. The three-term option of advanced electronics was labeled, "Industrial Electronics Technology." These changes were an attempt to satisfy some needs that were being brought to our attention by industrial representatives.

In 1958-59, the electronics technology required 104 credit hours and industrial electronics, 50. As a result of poor student interest in the third year industrial electronics, this option was dropped in the 1959-60 year.

In the 1957-58 school year, the Engineers' Council for Professional Development team representing ^{the} technical institute subcommittee visited the electronics program, and it was ECPD accredited for technical institute curricula in 1958.

The catalog was changed somewhat, and the notice of its accreditation by ECPD appeared in the 1960-61 catalog, which is quoted below:

ELECTRONICS TECHNOLOGY

(An Engineer's Council for Professional Development
Accredited Technical Institute Curriculum)

The objective of this program is to prepare students to meet the requirements for entrance into the various branches of employment in the electronics field and for advancement therein. Graduates will find excellent opportunities for careers in research and development, radio and television, microwave station operation and maintenance, and in commercial and domestic service. Comprehensive training in circuit analysis, combined with the use of modern test and measurement equipment in the laboratories provide application of the theoretical and mathematical concepts of electronics offered in concurrent lecture courses. Practical design and maintenance projects assist the student to acquire the knowledge and skills required of an electronic engineering technician. Requirements for graduation are as follow:

(1) Associate Degree in Engineering: minimum 109 term hours.

First Year		Second Year	
First Term	Term Hours	Fourth Term	Term Hours
EA 111—Radio Law	1	EA 241—Electronic Circuits	10
EA 112—Fundamentals of Electronics..	5	EA 242—Electronic Circuit	
EA 113—Fundamentals of Electronics		Applications	3
Lab	3	EA 243—Electronic Instruments	3
Eng 101—English Composition	3	Sc 124—Heat, Light, and Sound	4
Mth 112—Slide Rule	1		20
Mth 120—Intermediate Algebra	3		
	16		
Second Term		Fifth Term	
EA 114—Vacuum Tubes and		EA 244—Modulation Systems	5
Semiconductors	5	EA 245—Advanced Circuit Diagnosis....	3
EA 115—Elementary Vacuum Tube		EA 246—Antennas and Distribution	
Applications	3	Systems	4
Eng 102—English Composition	3	EA 247—Microwave Techniques	3
Mth 122—Trigonometry	4	* Elective	3
Sc 122—Mechanics	4		18
	19		
Third Term		Sixth Term	
EA 116—AC Components	5	EA 251—Advanced Electronic Circuits..	8
EA 117—AC Components Lab	3	EA 252—Waveform Analysis Lab	3
EA 118—Transmitters	2	EA 253—Industrial Electronics	3
Eng 207—Technical Report Writing.....	3	* Elective	2
Sc 123—Electricity and Magnetism	4		16
* Elective	3		
	20		

* Department head must approve all electives.

In the mid-1960's, a considerable success was experienced in the electronics engineering technology placement with a variety of computer manufacturers. With International Business Machines (IBM) holding the largest percentage of the market, it is understandable that the IBM success in hiring graduates was quite high. In 1965, IBM led the industry in establishing a consortium which was formally titled, "The Technical Education Consortium" and organized under the laws of the State of Connecticut. This effort to establish a consortium was based upon the selection of six institutions as being the prime sources of customer engineers for the computer industry. These institutions were Oregon Tech, west of the Rocky Mountains; William Hood Dunwoody Institute of Minneapolis; DeVry Institute of Chicago; Southern Technical Institute, a division of Georgia Institute of Technology at Chamblee, Georgia; Brooklyn Community College of Brooklyn, New York; and the Ward Institute of the University of Hartford, in Connecticut.

The industry supplied \$25,000 for financing the activities of the consortium; IBM supplied, through the representative group, an IBM 1400 computer as a loan to each of the institutions. The objective of the consortium was to develop a curriculum for a two-year, electro-mechanical technology which would be made available to any institution desiring to start an electro-mechanical curriculum.

As it turned out, three of the institutions, including Oregon Tech, made the electro-mechanical curriculum a three-year, nine-quarter program; the other three made it a two-year, six-quarter or four-semester curriculum.

Part of the concept in developing the electro-mechanical curriculum was that the early instruction in electronics would be considered basic to the development of the final form of the curriculum.

The consortium was quite active and, over a period of several years, added other institutions as they became active and as the computer companies were able to supply a demonstration computer on loan for the institutions. After several years, the IBM 1400 title was transferred to the original institution which accepted it.

Each graduate of this curriculum automatically is qualified for immediate Certification as a "Junior Engineering Technician" by the Institute for the Certification of Engineering Technicians. Such certification, in turn, qualifies the graduate for membership in the American Society of Certified Engineering Technicians.

Electronics Engineering Technology

This curriculum offers a broad technical background in electronics, balancing theory understandings with technique capabilities. It is designed to prepare graduates for a diversity of high-level technician positions in the areas of research, calibration, and design in the laboratories of modern electronics industries. The training covers principles, theory, and practice in the areas of commercial and military atomic research, transistor design and circuitry development, precision-instrument calibration, air navigation including radar and microwave techniques, and two-way communication systems installation and analysis. Graduates become those engineering technicians who work with scientists and engineers.

	Term Hours		
	F	W	S
Freshman Year			
Electronic Drafting (EET 110).....	2	..	..
Fundamentals of Electronics (EET 111, 112).....	7	..	..
Alternating-Current Components (EET 121, 122).....	..	7	..
Semiconductors and Transistors (EET 131,132).....	..	..	6
Vacuum Tubes (EET 133).....	..	..	3
English Composition (Wr 111, 112).....	3	3	..
Technical Report Writing (Wr 227).....	..	..	3
Mathematics (Mth 104, 105, 106).....	4	4	4
General Physics (Ph 201, 202).....	..	4	4
Physical Education and Health (PE 180, HE 151).....	1	1	1
	17	19	21
Sophomore Year			
Electronic Circuits (EET 211, 212).....	7	..	..
Circuit Analysis (EET 213).....	4	..	..
Electronic Measurements (EET 214).....	3	..	..
General Physics (Ph 203).....	4	..	..
Pulse Techniques (EET 221).....	..	4	..
Advanced Circuit Diagnosis (EET 222).....	..	3	..

43

	Term Hours		
	F	W	S
Antennas and Distribution Systems (EET 223).....	..	3	..
Microwave Techniques (EET 224).....	..	3	..
Advanced Electronic Circuits (EET 231).....	..	..	4
Waveform Analysis (EET 232).....	..	..	3
Modulation Systems (EET 233).....	..	..	4
Industrial Electronics (EET 234).....	..	..	3
Physical Education and Health (PE 180, HE 151).....	1	1	1
Electives.....	..	3	3
	19	17	18

ELECTRO-MECHANICAL TECHNOLOGY

The three-year **Electro-Mechanical Technology** curriculum prepares students for positions as engineering technicians who will assume responsibility for the technical functioning of electronic computers and related automation equipment used in the fields of business, industry, and science.

The rapid expansion of the use of electronic computers and data-processing equipment has created a large demand for technicians capable of maintaining, repairing, up-dating, and adapting this equipment for maximum utilization. Graduates will find employment opportunities as "customer engineer" trainees with manufacturers of computers and peripheral equipment. There are additional employment possibilities with uses of electronic data-processing equipment and in related fields of automated production.

The curriculum provides business and management training as well as technical training. Experience has shown that as the graduates gain on-the-job experience they will have opportunities to advance into administrative positions.

Graduates of this curriculum are eligible to apply for Certification as "Junior Engineering Technician" by the Institute for Certification of Engineering Technicians.

Freshman Year	Term Hours		
	F	W	S
Electronic Drafting (EET 110).....	2	..	..
Fundamentals of Electronics (EET 111, 112).....	7	..	..
Alternating-Current Components (EET 121, 122).....	..	7	..
Semiconductors and Transistors (EET 131, 132).....	..	..	6
Vacuum Tubes (EET 133).....	..	..	3
English Composition (Wr 111, 112).....	3	3	..
Technical Report Writing (Wr 227).....	..	..	3
Mathematics (Mth 104, 105, 106).....	4	4	4
General Physics (Ph 201, 202).....	..	4	4
Physical Education and Health (PE 180, HE 151).....	1	1	1
	17	19	21

Sophomore Year			
Electronic Circuits (EET 211, 212).....	7	..	..
Circuit Analysis (EET 213).....	4	..	..
Electronic Measurements (EET 214).....	3	..	..
General Physics (Ph 203).....	4	..	..
Pulse Techniques (EET 221).....	..	4	..
Advanced Circuit Diagnosis (EET 222).....	..	3	..
Electro-Mechanical Drafting (MET 105).....	..	4	..
Applied Psychology (Psy 201).....	..	3	..
Industrial Electronics (EET 234).....	..	..	3
Logic and Problem-Solving I (EET 236).....	..	..	3
Mechanisms I (MET 236).....	..	..	5

	Term Hours		
	F	W	S
Mathematics (Mth 200, 201).....	..	4	4
Physical Education and Health (PE 180, HE 151).....	1	1	1
	19	19	16

Junior Year			
Logic and Problem-Solving II (EET 316).....	3	..	..
Mechanisms II (MET 316).....	5	..	..
Input and Output Devices I, II (EET 317, 327).....	4	4	..
Data-Processing Systems I, II (EET 326, 336).....	..	5	5
Storage Principles (EET 328).....	..	4	..
Introduction to Industrial Psychology (Psy 347).....	3	..	..
Social Science (SSc 301, 302, 303).....	3	3	3
Psychology of Selling (Psy 348).....	..	3	..
Speech (Sp 121).....	..	..	3
Electives.....	..	..	7
	18	19	18

The third year of the electro-mechanical engineering technology curriculum was established on the pattern of a request to the State Board of Higher Education for a baccalaureate degree. Thus, the third year of electro-mechanical became the junior year when the State Board of Higher Education approved the awarding of bachelor of technology degrees in electrical engineering technology as the cover title for both electronics and electro-mechanical.

Each graduate of this curriculum automatically is qualified for immediate Certification as a "Junior Engineering Technician" by the Institute for the Certification of Engineering Technicians. Such certification, in turn, qualifies the graduate for membership in the American Society of Certified Engineering Technicians.

Electronics Engineering Technology

This curriculum offers a broad technical background in electronics, balancing theory understandings with technique capabilities. It is designed to prepare graduates for a diversity of high-level technician positions in the areas of research, calibration, and design in the laboratories of modern electronics industries. The training covers principles, theory, and practice in the areas of commercial and military atomic research, transistor design and circuitry development, precision-instrument calibration, air navigation including radar and microwave techniques, and two-way communication systems installation and analysis. Graduates become those engineering technicians who work with scientists and engineers.

	Term Hours		
	F	W	S
Freshman Year			
Electronic Drafting (EET 110)	2	..	..
Fundamentals of Electronics (EET 111, 112)	7	..	..
Alternating-Current Components (EET 121, 122) .....	..	7	..
Semiconductors and Transistors (EET 131, 132) .....	..	..	6
Vacuum Tubes (EET 133) .....	..	..	3
Introductory Electronic Data Processing (EDP) (Mth 107)	3	..	..

	Term Hours		
	F	W	S
Computer Programming (FORTRAN) (Mth 108) .....	..	2	..
Mathematics (Mth 104, 105, 106)	4	4	4
English Composition (Wr 111, 112) .....	..	3	3
Physical Education and Health (PE 180, 190, HE 151) ...	1	1	1
	17	17	17

Sophomore Year			
Electronic Circuits (EET 211, 212)	7	..	..
Circuit Analysis (EET 213)	4	..	..
Pulse Techniques (EET 221) .....	..	4	..
Advanced Circuit Diagnosis (EET 222) .....	..	3	..
Advanced Electronic Circuits (EET 231) .....	..	..	4
Waveform Analysis (EET 232) .....	..	..	3
Technical Electives* .....	..	6	6
General Physics (Ph 201, 202, 203)	4	4	4
Technical Report Writing (Wr 227)	3	..	..
Physical Education and Health (PE 180, 190, HE 151) ...	1	1	1
	19	18	18

* Technical Electives: EET 223, EET 224, EET 214, EET 233, EET 234, EET 250, EET 260, EET 240. Non-EET courses with departmental approval.

Junior Year

Industrial Psychology (Psy 347).....	3	..	..
Organization and Interpersonal Relations (Psy 348)....	..	3	..
Personnel Management (Psy 349).....	..	..	3
Social Science (SSc 301, 302, 303).....	3	3	3
Calculus (Mth 200, 201).....	4	4	..
Managerial Accounting (BA 321).....	..	..	4
Junior Research and Development Project (EET 312, 322, 332).....	4	4	4
*Elective	3	3	3
	<hr/> 17	<hr/> 17	<hr/> 17

* Directed electives.

Senior Year

Administrative Processes (BA 401).....	3	..	..
Production Concepts (BA 421).....	..	3	..
Seminar in Administration (BA 422).....	..	..	4
Statistics (Mth 401)	3	..	..
Marketing (BA 423) .....	..	4	..
Labor Relations (BA 402).....	..	..	3
Managerial Accounting (BA 322)	4	..	..
Advanced Technical Writing (Wr 327) .....	..	3	..
Discussion Processes (Sp 321) .....	..	..	3
Senior Research and Development Project (EET 412, 422, 432)	4	4	4
*Elective	3	3	3
	<hr/> 17	<hr/> 17	<hr/> 17

The electronics technology field is one which has been characterized by rapid developments. The changes from the beginning range from primary utilization of vacuum tubes to various stages of improvement to include transistors and diodes of solid state nature and, eventually, to electronic chips miniaturizing the components. It was necessary, therefore, in the early '70's to begin a complete re-thinking and overhaul of the electronics engineering technology curriculum to relate it to such changes. The formal start of this program is dated as 1973, and elements of the change began to appear little-by-little in the catalogs from 1974 onward. The curriculum as it appears in 1976-77 follows:

**ELECTRONICS
ENGINEERING
TECHNOLOGY**

ASSOCIATE DEGREES
**Electronics Engineering
Technology**

BACCALAUREATE DEGREE

Electronics Engineering Technology

Curriculum

FRESHMAN YEAR	TERM HOURS		
	F	W	S
Introduction to EET (EET 110)	2	..	..
Fundamentals of Electronics (EET 111)	4	..	..
Fundamentals of Electronics Laboratory (EET 112)	2	..	..
Circuit Analysis I (EET 121) .....	..	4	..
Circuit Analysis Laboratory (EET 122) .....	..	2	..
Introduction to Solid State (EET 131) .....	..	..	4
Solid State Circuits Laboratory (EET 132) .....	..	..	2
Circuit Analysis II (EET 135) .....	..	..	3
General Physics (Ph 201, 202) .....	..	4	4
College Algebra (Mth 104)	4	..	..
Trigonometry (Mth 105) .....	..	4	..
Analytic Geometry and Calculus (Mth 106) .....	..	..	4
English Composition (Wr 121, 122)	3	3	..
Physical Education and Health (PE 190, HE 250)	2	1	1
	17	18	18

SOPHOMORE YEAR	TERM HOURS		
	F	W	S
Solid State Linear Circuits (EET 241)	3	..	..
Solid State Linear Circuits Laboratory (EET 242)	2	..	..
Discrete Logic Circuits (EET 243)	3	..	..
Discrete Logic Circuits Laboratory (EET 244)	1	..	..
Linear Integrated Circuits (EET 251) .....	..	3	..
Linear Integrated Circuits Laboratory (EET 252) .....	..	2	..
Communication Circuit Applications (EET 253) .....	..	3	..
Communication Circuit Applications Laboratory (EET 254) .....	..	1	..
Computer Elective (CST 201, 216)	3	..	..
Digital Integrated Circuits (EET 261) .....	..	..	3
Digital Integrated Circuits Laboratory (EET 262) .....	..	..	2
E. M. Fields and Waves (EET 263) .....	..	..	4
Special Devices and Applications EET 265) .....	..	..	3
Special Devices and Applications Laboratory (EET 266) .....	..	..	2
General Physics (Ph 203)	4	..	..
Technical Report Writing (Wr 227) .....	..	..	3
Elective .....	..	3	..
Elective† .....	..	3	..
Physical Education (PE 190)	1	1	1
	17	16	18

† Social Science, Speech, or Math. Science.

Curriculum

JUNIOR YEAR	TERM HOURS		
	F	W	S
Junior Development Projects: Seminar in Digital Circuits (EET 313)	3	..	..
Digital Circuits Lab (EET 314)	2	..	..
Circuit Analysis III (EET 315)	3	..	..
Feedback Amplifiers (EET 325) .....	..	3	..
Feedback Amplifiers Lab (EET 326) .....	..	2	..
Electronic Systems Engineering (EET 335) .....	..	..	3
Electronic Systems Engineering Lab (EET 336) .....	..	..	2
Mathematics (Mth 200, 201, 302)	4	4	2
Psychology (Psy 201)	3	..	..
Administrative Processes (BA 310) .....	..	3	..
Managerial Accounting (BA 321, 322) .....	..	3	3
Industrial Economics (BA 340) .....	..	..	3
Social Science/Humanities Elective*	3	3	3
	18	18	16

* SSc 301 and 303 or equivalent required.

SENIOR YEAR	TERM HOURS		
	F	W	S
Senior Development Projects: Sequential Circuit Analysis and Synthesis (EET 441)	3	..	..
Sequential Circuits Laboratory (EET 442)	2	..	..
Adv. Technical Communication (Proposal Writing) (Wr 321)	1	..	..
Adv. Seminar in Linear Circuits (EET 451) .....	..	3	..
Adv. Linear Circuits Laboratory (EET 452) .....	..	2	..
Adv. Technical Communication (Industrial Correspondence) (Wr 322) .....	..	1	..
Industrial Systems (EET 461) .....	..	..	3
Senior Project Evaluation (EET 462) .....	..	..	3
Adv. Technical Communication (Project Documentation) (Wr 323) .....	..	..	1
Systems Safety/Q.A. Engineering (EET 463) .....	..	..	2
Technical Electives (Department Approved) .....	..	3	3
Psychology (Selected from Psy 347, 348, 349) .....	..	3	3
Mathematics Elective	2	..	..
Business Elective (Upper Division)	3	..	..
Humanities/Social Science Elective*	3	3	3
Discussion Processes (Sp 321)	3	..	..
Elective .....	..	3	..
	17	18	18

* Must include at least six credits selected from Humanities.

As a summary, the electronics curriculum grew out of a trade-type of bench mechanic instruction concerned with the repair of radio sets. It included, at the same time, instruction in the area of radio communications, but both courses had a similar shop applications instruction laboratory.

As time went on, it was necessary to increase the amount of communications instruction. Some of the students were entering employment in radio stations as station engineers combined with announcing work and, in some cases, with disc jockey work. For them, communications instruction was essential. Then, as the curriculum increased in technical content, it was necessary to add mathematical instruction beyond that first utilized. And so, during the '50's the instruction in trigonometry, algebra, and finally, descriptive geometry, was instituted.

As these evolutionary changes occurred, it became possible to increase the technical aspects of instruction. And as the years went on, the technical aspects of instruction required the addition of selected topics of calculus. At the same time, the instruction in technical report writing was increased, due to industrial needs that were identified. As the technical capabilities of the students increased, so did the recruiting pressures from electronics manufacturing and computer companies. As a result of the kind of testimony that near graduates and graduates were able to take home, the applications from new students continued to increase; so the faculty, then could be increased. As these new appointments were being made, it was possible to broaden the offerings of electronics engineering technology by the selection of teachers with supplementary backgrounds to those already on staff. This kind of evolutionary improvement continued apace throughout the history of electronics technology, but was especially strong in the late '60's and early '70's.

ACCREDITATION

The institution sought to become accredited as it was possible to obtain professional accreditation for specific technologies and regional accreditation for the entire institution. The first accreditations were received from the Engineers' Council for Professional Development (ECPD). In 1953, surveying and structural technologies were first visited and approved. As years went on, various of the other engineering technology programs were accredited, until finally all seven had received ECPD accreditation at both the associate degree and the baccalaureate degree level.

There is a considerable upgrading of instruction that results from accreditation processes. Probably as valuable as anything else is the requirement on the institution of producing a self-study and defining its objectives. The self-study delves into all of the details of the curriculum and of the institution. First, faculty and staff identify areas that need improvement. Identified in these areas are items that a visiting accreditation committee can use to illustrate needed improvements. And, of course, the visiting committee also commends and endorses those things that they consider to be of good instructional process.

After the experiences with ECPD, the director of the institution began to seek regional accreditation. He was assisted in this by then Vice Chancellor John R. Richards who suggested attendance at a mid-50's meeting of the Northwest Association which was to occur in Portland. Here it was found that the Association was considering specialized institution accreditation and had appointed a committee to work on it. The Director contacted members of the committee and offered assistance which was politely accepted, but no further moves were made by members of the

committee. The school director secured the accreditation materials such as criteria, standards, and procedures from the then existing regional association. They were New England, the Middle States, the North Central, Southern, and the Northwestern Association. From these, the director developed some proposed standards for specialized institutions of the same general nature as Oregon Tech.

Two years later at a Spokane meeting, hearings were held on the possibilities of specialized institution accreditation. What the Association committee had at that time was the material prepared by the Oregon Tech director. He was drafted as secretary to the committee, since the institution had no standing in the Association and was, therefore, given a place on the platform to explain the proposed criteria. After some debate and change, these were accepted by the Association and a tentative plan was developed to visit Oregon Tech in the 1960-61 school year. It turned out that the action of the legislature in changing the administrative board for the institution would delay this plan, since one of the bylaws of the Northwest Association required that an institution be in operation at least two years under its administrative board.

As a result, the visitation was set for the spring of 1962; and the report of the visitation committee to the institution was made to the December, 1962, meeting of the Higher Commission of the Northwest Association of Secondary and Higher Schools. Initial accreditation was given for five years, which was considered an endorsement inasmuch as many initial accreditation visits resulted in a two or a three year initial accreditation period.

The specialized institution designation was used to accredit certain Bible colleges and art institutions, as well as Oregon Tech. A

considerable amount of dissention resulted in the higher education establishment about the effect of specialized accreditation on the transfer of credits.

The executive director of the Commission on Higher Schools was called on to write many letters; and one is quoted here since it applies to Oregon Tech.

Oregon Technical Institute has been classified as a Specialized School in the Northwest Association. The classification was established for institutions that serve a purpose of a different kind, one that is distinctive or unique. Regardless of the uniqueness, the programs are truly collegiate. In order to qualify for accreditation, provision must be made for humanistic, social, and scientific studies equal to about one-fourth of the technical or specialized program. The transfer of credits from a Specialized School in the Northwest Association should be handled in the same manner as those of other accredited institutions.

Because the term "Specialized Schools" has been confusing and has served to the disadvantage of those so classified, the Commission on Higher Schools has taken action to phase out the classification. The present accreditation of Oregon Technical Institute extends through 1967.

The evidence strongly indicates that Oregon Technical Institute will be accredited as a regular collegiate institution by the Northwest Association at the 1967 annual meeting. A progress report was submitted in 1965. Dr. W. D. Purvine, President of Oregon Technical Institute, is a member of the Commission on Higher Schools and close personal contact on institutional progress has been maintained. No information has been presented which would place the accreditation of O.T.I. in jeopardy after 1967. Positive assurance of continued accreditation can not be given for any institution; however, we can give reasonable assurance that the accreditation of O.T.I. will be continued after the "Specialized Schools" classification is phased out.

Sincerely,

/s/James F. Bemis
Executive Director

Not only did the indication of specialized accreditation arouse discussion, but in the State System of Higher Education, the uniqueness of Oregon Tech presented differences from the usual college and university program. As a result of discussion among registrars and admissions officers, the Office of Academic Affairs issued a letter over the signature of Miles C. Romney, Vice Chancellor, to the registrars and admissions officers of the State System of Higher Education. This follows as dated November 30, 1966:

To: Registrars and Admissions Officers

Subject: Transfer of OTI Credits.

Efforts of the State Board of Higher Education to define the unique function of Oregon Technical Institute in the State System of Higher Education appear to have caused some confusion concerning the attitude of the Board toward transfer of credits from Oregon Technical Institute to the system's multi-purpose institutions.

A part of the confusion arises because the Board from the very beginning has insisted that Oregon Technical Institute would differ from the multi-purpose institutions in that it would not offer the commonality of liberal arts in the freshman and sophomore years designed to permit easy transfer among the institutions, which has been one of the basic principles of the Board's allocation system since 1932. This does not mean the curricula approved for OTI are not of college level. In 1961, the Board, after lengthy study, adopted curricular recommendations for Oregon Technical Institute which included the statement:

'Students at the Institute must be college-able but not college-interested. . . Curricula selected for Oregon Technical Institute must be advanced beyond the level available in community schools yet not require the broad general educational program typical of the college situation.'

In keeping with Board policies for development of OTI, students at that institution must enroll in an approved technical curriculum.

The Board's insistence that OTI was not to become another multi-purpose institution and was not to develop a two-year

liberal arts curriculum in common with the other six institutions in the system may have led some to believe that course work at OTI in some way was not intended to be college level, or that there was no basic education and liberal arts content in the programs offered at OTI. This, of course, is an unwarranted assumption, as is attested by specialized accreditation of OTI by the Northwest Association of Secondary and [sic] Higher Schools (since 1962). The Commission of Higher Schools of the Northwest Association in 1965 described specialized accreditation as follows:

'Specialized accreditation is granted to institutions that serve a purpose of a different kind, one that is distinctive or unique. Regardless of the uniqueness, the programs are truly collegiate. The programs are based on a core of liberal studies required of all or most students. The institutions are thoroughly evaluated by the Commission of Higher Schools and those accredited are considered to be of professional quality. The transfer of credits should be handled in the same manner as those of other accredited institutions.'

The purpose of this letter is to suggest to you that the fact that Oregon Technical Institute curricula are not designed to transfer in toto into specific baccalaureate degree programs at the institutions of the state system ought not to deter the four-year colleges and universities of the system from granting appropriate recognition for work accomplished at Oregon Technical Institute. In this regard, you may be interested in knowing that Mr. Clifford Constance, Registrar of the University of Oregon, has reported to the American Association of Collegiate Registrars and Admissions officers (for inclusion in a publication soon to be issued) the University of Oregon policy in the acceptance of transfer credit as follows:
"Transfer credit limited to substantially equivalent courses."

Cordially yours,

Miles C. Romney
Vice Chancellor

As time went on, the increasing frequency of student transfers from Oregon Tech to the traditional college-university institutions continued to raise inquiry and as an answer to this situation, Dr. Romney issued

another general letter to institutional executives from the Office of Academic Affairs in the State System of Higher Education:

To: Institutional Executives

May 2, 1967

Subject: Transfer of OTI Credits

We should like in this memorandum to reiterate a number of statements earlier made by the Board's office concerning the transfer of OTI credits to other institutions of the state system.

We are hopeful that this memorandum may serve as a benchmark statement relating to the transfer of OTI credits; that institutions will, on the basis of this statement, handle OTI credit transfer problems in a manner not inconsistent with the principles here suggested.

1. The Board of Higher Education considers OTI a college-level institution.

There appears to have been some confusion on this matter. It stems in part from the fact that when OTI came into the State System of Higher Education (1960) by legislative mandate, the Board determined that OTI would differ from the multi-purpose institutions in that it would not offer the commonality of liberal arts in the freshman and sophomore years designed to permit easy transfer among the institutions of the state system, which has been one of the basic principles of the Board's allocation system since 1932. This does not mean the curricula approved for OTI are not of college level. In 1961, the Board, after lengthy study, adopted curricular recommendations for Oregon Technical Institute which included the statement:

'Students at the Institute must be college-able but not college-interested . . . Curricula selected for Oregon Technical Institute must be advanced beyond the level available in community schools yet not require the broad general educational program typical of the college situation.'

In keeping with Board policies for the development of OTI, students at that institution must enroll in approved technical curricula.

The Board's decision that OTI was not to become another multi-purpose institution and was not to develop a two-year liberal arts curriculum in common with the other six

institutions in the system, may have led some to believe that course work at OTI in some way was not intended to be college level, or that there was no basic education and liberal arts content in the programs offered at OTI. This, of course, is an unwarranted assumption, as is attested by specialized accreditation of OTI by the Northwest Association of Secondary and Higher Schools (since 1962). The Commission of Higher Schools of the foregoing association described (1965) specialized accreditation as follows:

'Specialized accreditation is granted to institutions that serve a purpose of a different kind, one that is distinctive or unique. Regardless of the uniqueness, the programs are truly collegiate. The programs are based on a core of liberal studies required of all or most students. The institutions are thoroughly evaluated by the Commission of Higher Schools and those accredited are considered to be of professional quality. The transfer of credits should be handled in the same manner as those of other accredited institutions. /emphasis added/

2. Institutions of the state system should feel free to accept in transfer credits from OTI in accordance with institutionally-determined policies.

With one possible exception, all of the four-year institutions of the state system are presently accepting in transfer credits from OTI. Some out-of-state baccalaureate degree granting institutions, particularly in California, have been doing so for some years. This year (1967) Mr. Clifford Constance, Registrar of the University of Oregon, has reported to the American Association of Collegiate Registrars and Admissions Officers (for inclusion in their official publication) the University of Oregon policy as to the acceptance of OTI credit as follows: "Transfer credit limited to substantially equivalent courses." It is presumed that with the inclusion of this statement in the AACRAO publication, out-of-state institutions will adopt the University of Oregon posture vis-a-vis OTI's credits.

Policy as to the effective date as of which transfer credits would be accepted from OTI should be and is an institutionally determined policy. OTI was accredited by Northwest Association of Secondary and Higher Schools in 1962. Its technology programs have been accredited

by the following national accrediting agencies on the dates indicated:

<u>Technology Program</u>	<u>Accrediting Agency</u>	<u>Date Accredited</u>
Surveying Engineering Technology	Engineering Council for Professional Development (ECPD)	1953
Structural Eng. Tech.	"	1953
Electronics Eng. Tech.	"	1958
Highway Eng. Tech.	"	1960
Mechanical Eng. Tech.	"	1963
Engineering Draft. Tech.	"	1963
Medical X-Ray Tech.	Committee on Technician Training, Amer. Coll. of Radiology and the Council on Med.Ed., AMA	1964
Dental Assistant Technology	Council on Dental Ed., Amer. Dental Association	1964
Medical Laboratory Technology (accepted as meeting collegiate requirements of the Council on Medical Education of the AMA)	Board of Registry of Medical Technologists Amer. Soc. of Clinical Pathologists	1966

Institutions may wish to accept the foregoing dates in establishing their policies as to acceptance of OTI transfer credit. As to transfer of OTI credits earned prior to OTI's accreditation by the Northwest Association of Secondary and Higher Schools, or prior to the accreditation of its specialized programs by the appropriate national accrediting bodies, the institutions may well wish to apply the same policies that govern the acceptance of credit from other institutions prior to their accreditation. Most, if not all, institutions have policies which permit, under appropriate safeguards, evaluation of work earned at an unaccredited association for possible transfer toward a degree program.

Cordially,

/S/ Miles C. Romney
Vice Chancellor

The sequel to this letter was a good deal of professional entertaining between the Oregon Tech registrar and the registrars of other institutions, including several out-of-state colleges and universities. The chronology of all of Oregon Tech's accreditations appears below:

Table 14.

Accreditation Chronology

	<u>Original</u>	<u>Reaccredited</u>
ECPD - Associate Degree Curricula		
Surveying Engineering Technology	1953	1973
Structural Engineering Technology	1953	1973
Electronics Engineering Technology	1958	1973
Highway Engineering Technology	1960	1973
Mechanical Engineering Technology	1963	1973
Engineering Drafting Technology	1963	1973
ECPD - Baccalaureate Degree Curricula		
Computer Systems Engineering Technology	1970	1973
Electronics Engineering Technology	1970	1973
Engineering Drafting Technology	1970	1973
Highway Engineering Technology	1970	1973
Mechanical Engineering Technology	1970	1973
Structural Engineering Technology	1970	1973
Surveying Engineering Technology	1970	1973
REGIONAL - Northwest Association of Schools and Colleges		
Specialized Institution (Initial five years)	1962	
Drop Specialized (Extension of five years-routine)	1967	
Candidate as baccalaureate degree granting	1968	
Unrestricted reaffirmation of accreditation		1972
AMERICAN MEDICAL ASSOCIATION - American College of Radiology, Committee on Technician Training		
X-Ray Technology Approval	1964	1971
ASCP Approval		
Medical Laboratory Technology (Approval)	1966	
AMERICAN DENTAL ASSOCIATION - American Council on Dental Education		
Dental Assistant Technology (Approval)		
Campus Course	1964	1971
Dental Assistant Independent Study-Provisional	1971	

Table 14. Continued.

	<u>Original</u>	<u>Reaccredited</u>
AMERICAN DENTAL ASSOCIATION (Continued)		
Dental Hygiene Accreditation Eligible	1970	
Provisional Approval	1972	1973, 1976
Conditional Approval	1977	
STATE BOARD OF NURSING		
Nursing (ADN) Accreditation	1971	
NATIONAL LEAGUE OF NURSING		
Nursing (ADN)	1975	

* * * * *

There is another side to accreditation that is extremely valuable: the activity of members of an institutional staff in serving on accreditation visitation teams or on accreditation committees. The president of the institution was first involved in the late '50's in ECPD accreditation and his involvement continued until October 1977. He was a member of the National Committee on Engineering Technology in ECPD and served on many teams as chairman or team member. Fred Foulon also was a member of the Engineering Technology Committee. Several others made visits. These include: William Grimes, Robert Baird, Gene Culver, Walter Richartz, and Paul Chitwood, as well as Franz Wogan and Ray Prevost.

Also serving on the Higher Commission for a period of four years, the president of Oregon Tech was chairman of several and member of a few additional regional accreditation committees.

The thing that makes this activity so valuable is the difference between a professional visit to a campus and an accreditation visit. On a professional visit, the individual is shown around and sees the highlights of the things for which the institution holds greatest pride. The accreditation visitor has the detailed self-study document at hand. From it he

learns many things that a casual visitor would not. And then, as he conducts his visitation activities and inquires into the reasons for doing things or not doing them, the very soul of the institution is laid bare and it becomes a rich learning experience for the member of the team. Involvement with the association's groups, such as the Higher Commission of the Northwest group and the Engineering Technology Committee makes it possible for the individual experiencing this to develop excellent criteria understanding for handling quality questions within the home institution.

There is also a related kind of industrial involvement which is experienced by consulting. Consulting work helps update the instruction in the classroom and laboratory. Engineering consultants include Ron Guly, Robert Lecklider, Robert Ford, Wayne Rawson, Richard Moore, Larry Marshall, Wayne Church, Richard Zbinden, Harry Jackson, John Lund, Jay Silva, and others. In the area of auto-diesel and metals, consultants include Don B. Miller, Franz Wogan, Russ Madsen, Ray Prevost, O. K. McCart, Al Stone, and Franel Spencer.

PERSONS IN ORGANIZATION WITH IMPACT ON INSTRUCTION

One of the earliest impacts made from an external source was that of Mr. Harry Dorman, Director of the Budget Division in the early '50's. He was responsible for the first institutional visitation carried on by the then-Director of the institution. It was his opinion that the Director could save the state money by finding from visitations to other similar institutions what were effective program devices in use. He also cautioned against picking up hairbrained ideas, but gave a vote of confidence that enough experience had been gained by that time that the Director would not do so.

As a result of his direction, visits were made to four eastern institutions; and his projected opinion of useful information findings was borne out.

One of the early and highly effective persons in influencing operations of the institution was Dr. Julian MacPhee, President of Cal-Poly at San Luis Obispo and also, at that time, State Director of Vocational Education in California. He made suggestions as to an overall plan and attended Northwest Association accreditation meetings, where it was an event of the meeting for the Director to sit with him and learn methods of developing a polytechnic institution.

Because of his direct influence, the faculty at Oregon Tech made visits to Cal-Poly where the faculty and administration were very helpful in displaying the experience in similar kinds of educational activity. When Oregon Tech reached the point of formulating a baccalaureate degree program in November of 1964, a carload of personnel, including the president, deans, and some faculty members, went to Cal-Poly where a three-day conference was held with the cooperation of the Cal-Poly administration. These were exceedingly valuable hours spent in hearing of the things to do and pitfalls to avoid in establishing a baccalaureate degree in technology.

The greatest impact of all was made by Dr. Miles C. Romney, Vice Chancellor for Academic Affairs, who was ably assisted by Clarethel Kahananui and others of his staff. Every time there was a curriculum change or a request for a degree addition, Dr. Romney's office required a full explanation. He assisted in developing better proposals, more comprehensive and better delimited, on these many occasions. His aid in the

matter of transfer of students within the State System of Higher Education has already been discussed.

On the occasion of the Oregon Tech faculty presenting to the Board of Higher Education and the Office of Academic Affairs a request for a baccalaureate degree, that office developed a textbook-quality study. This was entitled, "An Analysis and Discussion of the Oregon Technical Institute Program," issued January 24-15, 1966. The "Analysis" made a thorough investigation and discussion of the background, philosophy, and the characteristics of polytechnic college education. The comprehensiveness and the authoritative character of this work designed to assist the State Board of Higher Education and its staff to understand the issues in the field made it an exceedingly valuable publication. Recognizing its quality, the president at Oregon Tech made a request for multiple copies to the Board's office when it was in the final preparation stage. It was used as a textbook in new faculty orientation for the one-week session during each autumn from 1966 to 1975 inclusive.

An untold number of recruiters passed through the offices of the president, the deans, the department chairmen, and faculty members. At every level, they were bombarded with questions concerning their current technology, anticipated changes in developments, trends, and, above all, the performance of Oregon Tech graduates who were employed by their firms. The assistance that these people gave to the development of the program at Oregon Tech was invaluable.

One of the outstanding groups of recruiters came from the University of California--especially their Berkeley and Livermore operations. (This is not to understate the usefulness of comments made by representatives

of the Mercury, Nevada, facility and the Los Alamos Laboratory.) Frank discussions and volunteered information on graduates by the representatives of various University of California operations were accepted and utilized at Oregon Tech. Members of the personnel offices of the Berkeley and Livermore stated the high value they placed on the responsiveness of Oregon Tech's curricula to their valid suggestions. At one time, the Livermore group developed four plans for a suggested electro-mechanical curriculum as a spin-off from electronics. These plans utilized current subject offerings, especially in electronics, but in other areas also, and were received several months before the Technical Education Consortium that developed at the instigation of the computer industry.

As a result of these suggestions, a spring vacation committee from Oregon Tech went to Livermore where a full discussion of the possibilities was carried on--thus preparing Oregon Tech for the proposals made by representatives of IBM and other computer industry representatives.

The great assistance given by accreditation visitation committee members needs to be re-emphasized in this regard. The many suggestions, the different viewpoints expressed added yeast to the ferment that existed on the campus.

Performance Based Educational Renewal

Educational consultant Fred C. Manasse was invited to the campus and presented a program designed to improve student performance. The program was complex, but featured Modular Curriculum Documentation. Mr. Manasse came to the campus periodically to assist first Wally Richartz and later Lars Svanevik--coordinators--and interested faculty. These visits were scheduled over a two-year period beginning in 1974. At least 110 courses in 9 departments were developed along modular lines.

The reception of Mr. Manasse by departmental faculty varied. In the medical technology and allied areas, successful application by Merlyn M. Ives and Larsen S. Svanevik and others brought significant results. The whole of the Civil Engineering Technology Department participated, with special mention going to Richard M. Moore, Wayne R. Rawson and Jesse A. Crabtree. The Business Education Department made especially good use with Margaret A. Huntley, Marjorie H. King and Alf L. Peterson deeply involved. Communications preferred a different approach, and the Dental Technology Department chose not to participate in modular curriculum. Auto Technology instructors Earl R. Buck and A. Ronald Vincent developed good course material by the time the consultant services were discontinued in 1976.

SPECIAL COURSES

Summer sessions at Oregon Tech were started at two different times. Under the State Board of Education in the mid-50's a summer school was started on a self-support basis and operated for two or three summers.

The State Board of Higher Education began summer session approvals as soon after Oregon Tech moved to its present campus. This original program was actually administered independently of the OIT budget through

the Division of Continuing Education. Dr. Donald Bryant, then Dean of Special Services, directed the summer program under the canopy of DCE until 1972.

Prior to the 1972 summer session, a request to administer the summer program within the OIT budget structure was submitted to the OSSHE Board. Approval was granted, with a special "trial" budget framework. The summer program was to be entirely self-supporting, with a "flat rate" for student payment and a "flat rate" for faculty payment. The understanding with the Board was that a successful 1972 summer session ("successful" meaning a balanced budget), would be a favorable factor in considering approval for future summer programs.

During the spring months of 1972, a tentative summer schedule was developed, and departments were asked to identify potential interested faculty. A general meeting was held of these tentative faculty, and the conditions were outlined. The faculty agreed to attempt the program.

The 1972 summer session proved to be successful, with a final enrollment of 229 students. State Board authorization was then granted for future summer sessions, and a partial funding base was established which provided for a 35 percent budget subsidy.

Since 1972, the summer program grew each year to a record enrollment of 475 in 1976. The makeup of the summer session schedule has been to serve: (a) OIT students wishing to continue their programs during the summer break, (b) local area college students home for the summer who wish to take transferable courses, (c) local first-time college students who wish to begin an OIT program or to transfer to other colleges, and (d) local part-time students taking special interest courses.

The following presents enrollment data from 1972 to 1976:

Table 15.

Summer Enrollments

<u>YEAR</u>	<u>ENROLLMENT</u>
1972	229
1973	292
1974	299
1975	472
1976	475

Several correspondence courses were developed by Oregon Tech's faculty in cooperation with the Division of Continuing Education. Robert DeRosier produced a course labeled "Technical Report Writing" which enrolled about 40 students in the span of years from 1959 to 1963-64. The students included postal clerks, economists, and some prisoners in the state institutions.

Mrs. Lorraine B. Furby developed correspondence courses in the dental area, and these were printed by the Division of Continuing Education for use in the field. The courses included: 1) Introduction to Dental Assisting, 2) Dental Anatomy, 3) Office Organization and Management, 4) Dental Chemistry and Pharmacology, 5) Dental Materials and Their Uses, 6) Dental Microbiology, 7) Dental Nutrition, 8) Oral Surgery and Endodontics, 9) Dental Roentenography, and 10) Orthodontics and Pedodontics. These classes were operated during the years 1969 to 1972. A total of 168 persons enrolled in one course or another and there were 28 who finished the entire program and obtained the certification examination of the American Dental Association.

R. L. Madsen produced a correspondence course through DCE under the title, "Theory of Fuels and Fuel Systems." This was originally prepared in the summer of 1961 and revised in 1964. The course was discontinued in 1973 with 12 students having completed the requirements.

O. K. McCart also developed a diesel technology correspondence course for DCE. A special kind of course that received wide acclaim was developed by the Civil Engineering Technology Department for various federal agencies. In the beginning, the reasons for selecting OTI were stated to be: 1) the emphasis on technical education, 2) unique technical programs and courses well-staffed by faculty, and 3) recognized leadership in technical education in the West. The primary objective was to upgrade federal agency technical personnel. Emphasis was placed on the application of current engineering technology theory and practices as they relate to the several federal agency activities. College credits offered were of use to the personnel taking the courses in preparing advancement credentials. These courses began in the fall term of 1966 and in the early years were presented as a part of the Division of Continuing Education programs from the office of Dr. Donald Bryant on the Oregon Tech campus. After 1973, they were conducted as in-load courses by the staff of the Civil Engineering Technology division.

Several letters were received from officials of the various departments served and these are quoted in part: "The courses at OTI have filled a definite need in our overall training effort in correcting recognized deficiencies of our people. This training has been so successful for us in Region VI (of the Forest Service) that we have prepared packets describing the programs and sent them to the other eight regions inviting them to participate in next year's session." "The content and

presentation of the course was quite good and fit our needs very well. We appreciate the extra effort by Oretch to put on these sessions during what was obviously a busy time for you. A special note of thanks is extended to Professor Robert Lecklider and Drs. John Lund and Donald Bryant for their individual contribution, cooperation and courtesy."

Summary of Special Courses Offered by the CET Department
through 1977-78

USDA Forest Service

- 23 Basic Road Design (3 weeks)
- 6 Advanced Road Design (2 weeks)
- 19 Soils Technology (Highway Materials) (2 weeks)
- 12 Construction Surveying (3 weeks)

USDC - Bonneville Power Administration

- 4 Construction Inspection (2 weeks)

USDI - Bureau of Land Management

- 4 Math and Surveying Fundamentals (3 weeks)
- 20 Construction Inspection (various types) (2 and 3 weeks)
- 2 Cadastral Surveying (4 weeks)
- 1 Project Management for Administrators (3 days)

American Public Works Association

- 1 General Short Course

Total Students approximately 2,100

General Information

Students attending the short courses are from all over the country - mainly from Oregon, Washington and California. However, students came from Georgia, Alabama, North Carolina, Illinois, Texas, Alaska, Arizona, Colorado, Montana, etc.

The original short courses with the Forest Service started with Bob Lecklider's work and contacts on the Umpqua National Forest. The first course on campus was started with Lecklider and Fred Foulon, with John Lund assisting the next year. Lecklider and Lund wrote a handbook to be used in the course: "Road Design Handbook", which is

now used all over the country. Help was given to set up a training program at Montana State University for Frest [sic] Service personnel from that area.

OIT now offers a correspondence course (CET 229 - Highway Materials) as a prerequisite for students entering the Soils Technology course for the Forest Service.

In the BPA training all of their inspectors in Oregon and Washington were trained.

In addition to the BLM training at OIT and in Portland, one of the OIT faculty members (Jim Simpson) and several students (BT graduates) were hired by BLM to set up their Cadastral training program in Portland and Denver.

All short courses have OIT credit values of 2, 3 or 4 quarter hours. Courses are either 200 or 400 level. At least six persons in the CET department and three in the math department have been involved with the short courses. Eugene McMillin was responsible for setting up the BLM courses in Portland and was assigned to the DCE office during that time.

For several years, during the mid and late 1960's, Dr. Donald Bryant was present on the Oregon Tech campus as a joint appointee with the Division of Continuing Education. He was very successful in promoting a considerable number of evening courses, both at Oregon Tech and in the surrounding area. The necessity for budgetary cutback by DCE brought an end to this collaboration, and Dr. Bryant moved to the Portland office.

Another cooperative venture with the Division of Continuing Education was in the field of supervisory and management training carried on, in part, by Art Blakeney, a joint appointee. This program was highly successful, producing itinerant classes by Mr. Blakeney throughout the state of Oregon. As the experience of regional corporations became known throughout such organizations, the program was expanded beyond the borders of the state of Oregon. Several courses were held in the state of

Washington and even into Montana, and a few courses were held in Northern California. In order to meet any possible objections, the total costs were collected from all programs carried on outside the state.

Cooperative communication had developed between Oregon Technical Institute and Oregon State University early in the development of the institute. In 1972, cooperation between the School of Engineering and OTI was formalized with appointment of a coordinating committee. In 1974, a coordinating committee between the School of Education and OTI was named. The rosters follow:

OSU-OTI TECHNOLOGY EDUCATION COORDINATING COMMITTEE

OSU Members:

Fredrick J. Burgess
Dean of Engineering

Solon A. Stone (1956)
Assistant to the Dean of the School of Engineering

Frank D. Schaumburg

James R. Welty

R. R. Homler

OTI Members:

C. Fred Foulon

Walter R. Richartz

Eugene A. Wellman

Alternates: Winston D. Purvine, President
Ray G. Prevost, Dean of Faculty

OSU-OIT Coordinating Committee in Education

OIT Members:

John Ward, Acting Dean of Faculty

Franz Wogan

Gary Gray

Ray G. Prevost, Assistant to the President

W. D. Purvine, President

OSU Members:

Dr. Stan Williamson, Dean of Education

Dr. Frank Cross

Dr. Wayne Courtney

Dr. Henry Ten Pas

Dr. Forrest Gathercoal

There was another special adaptation of Oregon Tech's program in the presentation of co-op courses.

These were programs in which students worked with various agencies for a quarter and during the summer and thereby graduated from a bachelors degree program in five years. The result for the student was the obtaining of some experience in the firm and some seniority that was very helpful, at the time of graduation, in securing advanced placement.

A summary of the co-op program appears below:

Table 16.

Curricula and Number of Positions in Co-op

<u>Year</u>	<u>CET (BLM)</u>	<u>CET</u>	<u>CSET</u>	<u>EET</u>	<u>MET</u>	<u>ADT</u>	<u>IPT</u>	<u>TOTAL</u>
1967-68	6	-	-	-	-	-	-	6
1968-69	6	-	-	-	-	-	-	6
1969-70	17	11	-	-	-	-	-	28
1970-71	14	6	-	-	-	-	-	20
1971-72	13	6	1	-	2	5	-	27
1972-73	6	5	2	3	9	4	-	29
1973-74	19	1	-	3	10	5	-	38
1974-75	15	-	2	3	8	5	-	33
1975-76	36	-	-	-	-	-	-	36
1976-77	22	6	-	-	1	1	-	30
1977-78	20	7	2	-	2	1	-	32
TOTAL	174	42	7	9	32	21	-	285

One special feature in the introduction of new teachers at Oregon Tech was a standard new teacher orientation program. The major part of this program was actively taught by President Purvine, with several segments handled by administrative officers who provide service to the faculty. These courses began in the '50's to provide an introduction to the philosophy, the objectives, and the operational features of Oregon Tech. As the instruction was refined through different years of operation, it became a valuable introduction to life on the campus.

It also provided a definition of goals for Oregon Tech that brought the new teacher to a capability of meeting students and student questions beginning with the first classes.

FACULTY ORGANIZATION

The faculty at Oregon Tech was always considered to be a part of campus governance. In the late 1960's, formalization of the concept was attempted. And on February 3, 1970, a charter was established to provide a clearcut statement of purposes and goals. The preamble to this constitution and excerpts follows:

Preamble

A unity of purpose within an organization, dedicated to the advancement of collegiate technical education in Oregon, is essential if that organization intends to maintain its reputation and increase the quality of its programs. To achieve this unity, the Faculty of Oregon Technical Institute establish an Oregon Technical Institute Faculty (Charter) which is predicated on the belief that each member is a distinct and valuable segment of the college, that that which affects any segment affects that which is Oregon Technical Institute, and that every member has the responsibility [sic] to speak and the right to be heard without prejudice. The dedication to these beliefs [sic] provides the opportunity for the President and the Faculty to test policies and practices, to initiate ideas, to contribute to the further development of Oregon's polytechnic college, and to forge that unity of purpose which should distinguish Oregon Technical Institute.

CONSTITUTION

of the OREGON TECHNICAL INSTITUTE FACULTY

Article II: MEMBERSHIP

The membership of this legislative body of Oregon's polytechnic college shall consist of the President and all faculty--those persons who hold State Board appointments with a rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent (50%) teaching, research, or administration at Oregon Technical Institute.

(Article IV:)

Section 4: Formulation of Committees and Councils - The President, with the advice of the Administrative Council, shall appoint such administrative committees and councils as are necessary for assistance in the administration of the College. The functions of these groups shall be to implement College policies and procedures.

Faculty committees and councils shall be the province of the Faculty Senate with the following exception: That the Faculty Senate and the Administrative Council form a judicial committee whose function is to determine the assignment of business to appropriate committees and to act as the determining body concerning the functions of the various Senate and Administrative Council committees. The chairman of this judicial committee shall be appointed by the President of the College.

Article V: THE ROLE OF THE FACULTY SENATE

The Faculty Senate, through the powers vested in it by this Faculty Constitution and the Senate Charter, shall be the policy-recommending and advisory body of the Oregon Technical Institute Faculty.

The Faculty Senate Charter is published separately, but is incorporated into this Constitution as a specific extension of Article V.

The Faculty Senate received a charter which was defined under Article V of the Faculty Constitution. This was made separate in order to recognize the unique function of the Faculty Senate. To illustrate its purposes we quote from the Charter:

CHARTER OF THE FACULTY SENATE

OF

OREGON TECHNICAL INSTITUTE

Preamble

The Senate is the policy-recommending body of the Oregon Technical Institute faculty. It has the responsibility, on

behalf of the faculty, of considering proposed changes on its own initiative. It has the sole responsibility on behalf of the faculty of recommending policy changes to the President of the Institute for consideration by the Chancellor and the State Board of Higher Education. "Policy," under this Charter, means a general rule for the conduct of the Institute that affects:

- (a) The purposes or goals of the Institute;
- (b) The nature and scope of its programs; or
- (c) Its standards of teaching, research, and scholarship.

It has the responsibility of considering all proposed policy changes which affect the general welfare of the faculty. The Senate, furthermore, may consider and recommend specific means of insuring the continuance of academic freedom at this institute.

The Faculty Senate, like any new democratic organization, went through growing pains during its first several months of operation. It began to develop procedures for meeting the responsibilities that were assigned to it. And so, in the second year of operation, 1966, the Senate developed a set of standing committees as follows:

Student Awards Committee

Anna Sue Barney
William Bradford
Earl Buck - Chairman
Robert Lecklider
Walter Klos
David Wettstein

Faculty Welfare Committee
(Inc. Health & Safety)

Gene Culver
Jeanne Ford
Charles Jacobi
Don Karr
Earl Kurtz
Eugene McMillin
Bruno Marchese
James Pinniger Ex-Officio

Academic Standards and
Admissions Committee

Don Downey
Harry Jackson
Don B. Miller
Geo. Miller - Chairman
Wayne Rawson
Don Theriault Ex-Officio
Gene Wellman
Don Whitwer

Library Committee

Anna Sue Barney
William Bradford
Jess Crabtree
Sue Derby
Wayne Dotts
Russ Madsen

Faculty Welfare Committee
Continued
(Inc. Health & Safety)

Pete Ryser
Lee Schroder
Howard Schleiter
Dillard Shipler
Lars Svanevik
Earl Sweet - Chairman
Lloyd Thompson
Jean Underwood

Library Committee
Continued

George Marostica
O. K. McCart
Paul Meier
Don Orrell
Imogene Ralson Ex-Officio
Carl Stolpe
Jay Silva

Faculty Appeals Committee

Member	Alternate
Arthur LeCours	Julian Ager
William Bradford	Robert Baird
Richard Pope	Earl Buck
Fred Foulon	Larry French
Ben Morrison	Robert DeRosier

As time went on, the Senate membership became refined, and election procedures operated smoothly. In 1976, then, the total representative members to the faculty were 15. In addition to this basic 15, there were five senators-at-large and two representatives from the Administrative Council for a total of 22 members. This Senate, then, developed a standing committee appointment of expanded nature as shown below:

1976-77 Standing Committee Appointments

Executive Committee

J. Riker
R. DeRosier
D. Hahn
R. Raff
J. Boyle

Senate Elections Committee

C. Erikson - Chairman
R. Guly
J. Crabtree
K. Withers
E. Peterson

Student Awards Committee

Judy Bronkey - Chairperson
J. Ogborn
A. Peterson
D. Dyrud
D. Hajela
W. Paugstat

Academic Standards Committee

C. Batishko - Chairman
R. Geisler
R. Hahn
J. Yarbrough
P. Chitwood
H. Rice
J. Underwood

Faculty Appeals Committee

L. Olson - Chairman
W. Klos
D. Phillips
J. Newcomb
G. Miller

Faculty Welfare Committee

K. Ostrom - Chairman
D. King
T. Ogdahl
D. Hefty
C. Steidley
M. Martin

Faculty Evaluations Committee

P. Fouch - Chairman
L. Jones
E. Kurtz
R. Raff
I. Hart
M. Curtis
J. Simmons, Ex-Officio

Faculty Appeals Committee
Alternates

A. R. Vincent
J. Watson
D. Theriault
L. Svanevik
P. Huston

In addition to developing internally the Faculty Senate was able to develop an impressive group of Faculty Senate presidents. The listing of these persons follows:

Presidents of OIT Faculty Senate: 1965-1978

Eugene Wellman, 1965-66
Max Saunders, 1966-67
Arthur LeCours, 1967-68
Dalhart Eklund, 1968-69
Walter Richartz, 1969-70
William Bradford, 1970-71
Larsen Svanevik, 1971-72
Dale King, 1972-73
Sherman Anderson, 1973-74
Thomas Connors, 1974-75
James Boyle, 1975-76
Joseph Riker, 1976-77
Robert DeRosier, 1977-78

The Senate was started through the actions of the Faculty Welfare Committee under Chairman Arthur LeCours in 1964. There had been discussions for some time on the old campus about the relative merits of a Senate, particularly in the Arts and Sciences Division.

Members of the faculty who had experience from interest in developing the organization began to look afield to the possibility of an interinstitutional faculty senate. In the early organization phases of this, Oregon Tech faculty members George Miller and Arthur LeCours participated. Among other things, an interinstitutional meeting was held on the Oregon Tech campus during the formulative period. The interinstitutional faculty senate developed a constitution and the quote below provides insight into its purposes:

THE CONSTITUTION
OF THE
INTERINSTITUTIONAL FACULTY SENATE
OF THE OREGON STATE SYSTEM OF HIGHER EDUCATION

Article 1.

Section 1. Purpose:

- (a) It shall be the purpose of the Interinstitutional Faculty Senate of the Oregon State System of Higher Education to serve as a voice of the faculties of the institutions of the Oregon State System of Higher Education in matters of system-wide concern; to consider state-wide policies and to make recommendations thereon; and to endeavor to strengthen the participation of faculties in the governance of the various institutions, through representatives of their own choosing.
- (b) The Interinstitutional Faculty Senate of the Oregon State System of Higher Education shall have no authority over those matters delegated to the faculties of the individual institutions, and nothing in this constitution shall be construed to impair the right of these faculties to communicate

through appropriate channels with the Chancellor and the Oregon State Board of Higher Education.

In addition to the faculty as a forum, Chapter #75 of the Oregon State Employees Association was developed on campus. This chapter received organizational assistance from representatives of the Oregon State University faculty. The membership of the organization approached 75% of the faculty and it was both a social and service organization on campus. It later, when the matter of collective bargaining was under discussion, became a party to the election as it sought determination as the bargaining agent. The charter dated July 15, 1955.

In the later development of a proposal for bargaining, another organization was formed which was entitled the Associate^d Professors of Oregon Institute of Technology. This group was active in circulating the petition for holding an election and was one of the candidates for bargaining agent representatives.

Records of the campus AAUP indicate faculty members joining in 1961, but it is known to have operated earlier.

The Faculty Wives and Women's Club of Oregon Tech was organized in February of 1948. Its purposes were listed as "It shall be a social and service organization." The club was of great continuing value to the institution. It had two principal school benefits in its operation: fund-raising for scholarships and gifts to the institution for the benefit of students; the handling of the annual president's graduation reception. They were barely organized when they began their fund-raising activities, which included card parties, concerts, rummage sales, and others. The first project was one of supplying children's playground equipment for

student and faculty children on the barracks campus. Their second activity was to provide a series of miscellaneous gifts to improve the dormitory lounges. Their largest single gift was the development of a several year program for fund-raising to secure a grand piano for the new campus auditorium. In this effort, they received the cooperation of Chapter 75 OSEA during a full year.

Their final notable gift to the institution was the landscaping of the Oregon Institute of Technology sign at the entrance off the main highway.

In the area of scholarships, during their first years, they offered assistance for a quarter coming to a total of 6 quarters in some years. Later on, the program changed to awarding one or, some years, two full-year annual scholarships.

In the beginning of their efforts to assist in the graduation reception from 1948 until 1958, the reception was at the residence of President and Mrs. Purvine. Beginning 1959, the tradition was to have the reception in the student center or commons for the purpose of greater convenience to students and parents visiting the reception and to secure more space to accommodate the larger crowd that attended.

Each year, the Faculty Wives sponsored a fall autumn dinner for the faculty and featuring introduction of new faculty and spouses. As a part of her leadership in the activities carried on by the Faculty Wives, as well as local volunteer services, Mrs. W. D. Purvine was named Woman of Achievement by the Quota Club in March of 1969.

The Faculty Wives' Club also sponsored retirement events such as luncheons or dinners to honor retirees, the spouses of retirees, and/or both.

The State Advisory Council was originally named because of statutory requirement that a vocational institution should maintain an overall advisory committee. The group was organized by February of 1948, and the membership of the committee was appointed by the State Board of Education as a part of its responsibilities. The list follows:

William Ross, representing agriculture	Vale
Harley Libby, representing agriculture	Jefferson
A.S. Teller, representing employers	Portland
O. H. Buffington, representing employers . . .	Klamath Falls
Kelly Loe, representing labor	Portland
Jess Bell, representing labor	Portland
Mrs. W. L. Van Loan, representing homemaking . . .	Corvallis
Mrs. Estill Brunk, representing homemaking	Salem
Dr. Fred Thompson, representing the public	The Dalles
George C. Huggins, representing the public	Coos Bay
Fred Heilbronner, representing veterans . . .	Klamath Falls
Edward Branchfield, representing veterans (Chairman)	Medford

Throughout the years the State Advisory Council performed many services to the institution beyond that of responding to the proposals brought to it by the administration and faculty. A member of the Advisory Council was appointed to serve as chairman of a special advisory committee on auto-diesel baccalaureate degree programs: H. Dean Pape' performed a yeoman service before the State Board of Higher Education in presenting the need for extending the programs in auto-diesel technology through the baccalaureate degree.

Another member of the committee, A. W. Reidlinger, who represented Boise-Cascade, was responsible for bringing a committee of executives from Boise-Cascade Corporation to the campus for the purpose of reviewing Oregon Tech's capabilities for offering a plant engineering technology

curriculum. This group found that the mechanical engineering technology program was very close to the sort of thing that their industry needed. As a result of recommendations from this committee, plant engineering technology courses were submitted to the State Board of Higher Education and to the legislature for funding.

A later formal committee was the coordinating committee between OTI and the Presbyterian Intercommunity Hospital. Established in February of 1972, its members were Dr. Frank Wilson, Dean Ray Prevost, and Professor Bill Bradford from Oregon Tech and Administrator Dave Arnold, Mrs. Eleanor Ehlers and Dr. Hugh Currin representing PIH.

Throughout the history of Oregon Tech, advisory committees were named, utilized for specific purposes, and dismissed. One committee of symbolic importance was the Portland group drawn together to advise the institution relative to an industrial processes bachelor's degree program. The personnel representing various firms and agencies in the Portland area were from the administrative level. The group was instrumental in bringing together a program which was later approved by the State Board of Higher Education for a bachelor's degree in industrial processes technology.

Earlier, an advisory committee for engineering technology had been appointed, its membership coming from the Willamette Valley, for the specific purpose of advising the institution on the conduct of all engineering technology instruction. As its advice was used to perfect the associate degree programs, it then became basic to the development of the seven bachelor of technology programs in engineering technology.

A special ad hoc committee was formed in the faculty to assist the State Board of Education and the State Board of Higher Education in the

transfer operations which occurred during the school year 1959-60. It was designed to ease the problem of changing the administrative board to the State Board of Higher Education on July 1, 1960. In preparation for the transfer, the State Superintendent of Instruction and the Chancellor of the State Board of Higher Education, Dr. John Richards, met to develop cooperative moves in May of 1959. The result was a resolution by the Board of Education for the staff of Oregon Tech to cooperate fully with the State System staff. December 1959, the committee organized a visitation for two days by Chancellor Richards, his vice chancellors, and others. The purpose of the two-day conference was detailing operational objectives, philosophy, and procedures to the representatives of the State System of Higher Education.

Out of this came the planning of steps to coordinate certain Oregon Tech activities with those of the State System of Higher Education at the time of transfer. The committee also was instrumental in determining some of the specific things that Oregon Tech would continue to do as unique services at that institution.

DEVELOPING RESEARCH ACTIVITIES

The applied research of adapting physical uses of principles to operational techniques has undergone some investigation at Oregon Tech. Much of the activity has been related to geothermal water of non-electrical production temperatures.

October 7-9, 1974, an International Conference on Geothermal Energy for Industrial, Agricultural, and Commercial-Residential Uses was held on the OIT campus. The conference was the starting point for bringing attention to possibilities at Oregon Tech.

The experimental production of prawns in effluent water from campus geothermal heating was noted earlier. The Pacific Northwest Regional Commission provided funding support.

Interested members of the faculty had been active in small investigations for prime contractors and agencies in the field. As energy concerns grew, so did the involvement of faculty. To focus attention and provide a vehicle, the Geo-Heat Utilization Center was formed as stated in an earlier chapter.

¹The Center was formed to collect, study and disseminate information on direct thermal utilization of geothermal energy. To support this mission, these objectives were identified:

- a. To function as a geo-heat information clearing house, collecting and disseminating geothermal information to individuals and local, regional, national and international agencies.
- b. To study the residential, commercial and industrial direct utilization of geothermal energy.
- c. To study the Klamath Falls known geothermal resource area (KGRA).

The Geo-Heat Utilization Center was activated as an interdisciplinary, interdepartmental agency, with the Center director reporting to the president through the assistant to the president, who has been assigned as coordinator of the Center. The Geo-Heat Utilization Center has had an unparalleled opportunity to provide leadership in the field of direct geothermal energy utilization by:

1. Sharing the knowledge gained with individuals, industry, local, state and federal agencies. This has been done through correspondence, seminars, visits to OIT and the Quarterly Bulletin published by the Center.
2. Providing an unequalled research capability for geothermal studies using the OIT laboratory facilities and faculty expertise.
3. Giving students who desire to pursue a technological education in the study of geothermal energy and its [sic] uses the opportunity to do so. Interested students currently are gaining knowledge and experience by assisting in current research projects and attending courses in geothermal energy.

¹Geo-Heat Utilization Report, November, 1977.

Since April 1976, the following proposals have been written:

1. Geothermal Hydrology and Geochemistry of the Klamath Falls, Oregon, Urban Area; U.S. Geological Survey Contract 14-08-0001-G0291, May, 1976, to December, 1977, \$31,101.
2. Evaluation and Design of Downhole Heat Exchangers for Direct Applications; ERDA Contract E(45-1)-2429, May 1, 1976, to April 30, 1978, \$164,000.
3. A Geotechnical Evaluation of Costs and Benefits of Adaptation of Geo-Heating to the Agribusiness Industry; Klamath and Snake River Basins, Oregon, ERDA contract, September [sic] 1976, to December 1977, \$119,839.
4. Use of Geothermal Energy for Aquaculture Purposes--Phase II, PNRC contract, April, 1977, to March, 1978, \$45,848.
5. Geothermal District Heating Analysis and Conceptual Design for Klamath Falls, Oregon, submitted to ERDA July 20, 1977, rejected.
6. Northwest Regional Planning Support for the Development of Geothermal Energy, ERDA contract, October 1, 1977, to October 31, 1978, \$383,385.

The Center carried out local studies as follows:

1. Klamath Falls Hot Water Well Study, 1974.
2. Corrosion on Downhole Heat Exchangers, ERDA, 1975.
3. Klamath Falls Geothermal Mini-Heating District Feasibility Study, ERDA, 1975.
4. Optimization of Geothermal Home Heating Systems, ERDA, 1975.
5. Klamath County Geo-Heating District Feasibility Study, Klamath County, 1976.
6. Geothermally Heated Greenhouse, State, 1976.

Leadership roles in the Center have been carried by Director Paul J. Lienau, Associate Directors Gene Culver and John W. Lund, and by Coordinator John Smith. Research Associates active in the work include Charles

Higbee, William Johnson, Don Karr, Saul Laskin, Walter Richartz, Jay Silva and Larson Svanevik. Many ancillary activities of speeches to groups, conducting tours, conferring with individuals, and carrying on informational correspondence have occupied Center personnel.

¹OIT's location in Klamath Falls, a known geothermal resource area (KGRA), makes it a truly unique institution. All campus buildings, as are approximately 600 residences, apartments, public schools, hospital, municipal pool and businesses in the city, are heated entirely by geothermal wells.

On campus, all space heating and hot water heating, about 26 million BTU/hr. during [sic] peak winter demand, is supplied by two wells with a combined flow of 850 gallons per minute of 192°F water from a depth of 1800 feet. A third well stands by. OIT, in planning, building and operating this system, has accumulated much knowledge and experience concerning the use of geothermal energy. This is of extreme importance in this day of dwindling fossil fuel resources and the search for alternate energy sources.

¹Geo-Heat Utilization Report, November, 1977.

Chapter XVIII, Students

The student government activities at the Oregon Vocational School started in August of 1947, about 30 days after the first registration. The basic organization was a student council made up of representatives of each one of the occupational courses offered on campus. The primary concerns at the beginning were organizing the student body into an operating student government unit, developing financing plans, and establishing and supervising the general activities of a campus store.

The first activity was to elect student body officers, and these were elected by the student council from among its membership. A president, a vice president, a secretary and a treasurer were elected. The financial provisions were more difficult, since there had been no provision in the Veterans' Administration contract for the payment of dues. In order to supply a minimal financial base for the student body, the income from coin-in-the-slot soft drinks and other vending machines was earmarked for this use.

The third immediate concern of the student council was the drive to get a campus store opened. This store was to supply basic groceries and similar commodities that would make it unnecessary for the many married students residing on campus to make frequent trips to town. It was organized on a self-supporting basis and, at first, offered only paper and pencils in the area of instructional supplies.

The student body officers that were elected by the student council were given terms of six months each, running from July 1 to December 31, and from January 1 to June 30, due to the twelve-month operation of the institution.

Due to the transient nature of the early student body, with graduations and resignations due to securing employment or dropping from school, the 1947-48 cadre of officers shows three presidents and the 1948-49 shows four presidents, with similar turnover among vice presidents, secretaries and treasurers.

Table 17.

OVS-OTI-OIT Associated Student Body Presidents
1947-1976

1947-48	William Daniels Willard Henney George Demetrakos	1961-62	Lauren Potts
		1962-63	Jake Brown
1948-49	Clarence McDaniel Joe Darnell Bob Wade Dale Shields	1963-64	Mickey J. Rutherford
		1964-65	William Mealey
		1965-66	Terry Plagmann
1949-50	Vance Mattot Charles Warren	1966-67	Gary Grimes Ken Stanton
1950-51	Elliott Nichols	1967-68	Don Nesbitt
1951-52	Harold Fife Lyle L. Read	1968-69	James "Jim" Blair
1952-53	Dan Barnes	1969-70	Dan Withers
1953-54	Irv Whitt	1970-71	John McDaniel
1954-55	Wayne Roper	1971-72	Bob Goergen
1955-56	Chuck Foster	1972-73	Bill Murphy
1956-57	Bud Steumpges	1973-74	Bill Murphy
1957-58	Don Sands	1974-75	Steve Phelps
1958-59	Jerry Dittbenner	1975-76	Jay Tofflemire
1959-60	Paul Pitkin	1976-77	Ray Alley
1960-61	William "Bill" Furrow	1977-78	Mark Smirnov

Student body membership was made automatic for all full-time students. By this definition, part-time students in the evening courses were not included in the student body.

As the receipt from soft drink machines were barely sufficient for the support of the student council, additional financing was necessary when the student body representatives pressed for, and obtained, approval of an entry into intercollegiate athletics. As a result, the student committee meeting with the Director offered, on behalf of the total student body, that they would voluntarily contribute the \$1.50 per month during the 1948 spring period to get fundamental equipment and secure a start in the intercollegiate athletic program. The offer of voluntary contributing \$1.50 a month for the spring period was on the supposition that a student body fee amounting to \$1.50 a month would be included in the Veterans' Administration contract for the period July 1, 1948, to June 30, 1949. As a matter of fact, with the approval of the State Board of Education, this amount was included in the fee schedule for the new contract with the U.S. Veterans' Administration, and it was approved by the USVA.

After the initiation of the quarter system, the fee for student body activities was set at \$8 per term and stayed at that level through 1953-54. In 1955-56, the fee was raised to \$10 per term in addition to \$60 for tuition, \$5 for building fee, and \$2 for personal insurance for students, which made a total fee schedule of \$77.

Table 18.

Student Body Fees Under the State System of Higher Education

	1960-61	1965-66		1970-71	1975-76
Student Health	\$11,340	\$6.00	\$ 18,250	\$ 31,656	--- ²
Athletic Activities	30,000	7.00	58,150 ¹	43,876	\$ 67,170.00
Educational Activities	4,000	4.85	12,175	20,499	49,116.00
Student Union Activities	<u>13,000</u>	3.65	10,000	19,291	25,000.00
TOTAL	\$58,340				
Gym Suit Service		<u>3.50</u>	<u>10,645</u>	<u>9,266</u>	<u>---²</u>
TOTAL			<u>\$109,220</u>	<u>\$115,322</u>	<u>\$141,286.00</u>
Incidental Fee Per Term			\$ 25	\$ 31	\$ 30.00
Student Health Fee Per Term					\$ 12.50

¹Included \$26,000 for bleachers, \$3,500 for backstop.

²Separate fee no longer included in incidental fee--Student Health Fee started 7/1/71, Gym Suit Service funded by state 7/1/71.

As time went on and the student body management became more sophisticated and the organization became better defined as successive, student body constitutions were developed, accepted by the student body and approved by the administration, student activities were divided into two general categories: educational activities, covered the student senate, the student union and activities of the officers of the association; athletic activities which covered the cost of intercollegiate athletics. Intramurals were included in the category of physical education for financing.

Intramural activities developed rather rapidly from the beginning. Due to the lack of on-campus activities, undesirable use of time began to be a problem. It took a variety of forms, including playing of cards for money stakes. In order to supply a different activity, a director of activities was appointed in November of 1947. This individual was Forrest "Skeet" O'Connell, one-time Oregon State College basketball great and an employee of a local heating oil firm. By arranging his schedule with his primary employer, it was possible for him to work part-time in developing an intramural program after normal school hours and to coach the student body entry of a basketball team in the Basin amateur basketball league. He later became a full-time faculty member.

The team in the Basin league did not place first, but made a strong showing, and there was immediate interest in getting this team into collegiate activities. Consequently, an unofficial date was arranged during a vacation period when some members of the Southern Oregon Normal School team came to Klamath Falls and swamped the Oregon Vocational School team. This merely highlighted the lack of organization and created more interest on the part of the student body in adding an organized sports program.

Among the representations made by spokesmen for the student body was the necessity for giving a better status to the institution.

As the move toward opening a sports program in the fall quarter of 1948 gained headway, a coach was hired and publicity was given to the program in the hope that this would attract players. Immediate outgrowth of this operation was the calling for rally squad tryouts by the student council and a student body election of the rally squad. The first homecoming, then, was formally set for the fall of 1949, and the game at

Modoc Field with Lassen Junior College of Susanville, California was the homecoming game.

Beginning with this first homecoming, queens were elected each year until the homecoming tradition was cancelled in 1975.

Table 19.

Homecoming Queens OTI-OIT

1949	Gale Bachman	1962	Tonya Swanner
1950	Gloria Atherton	1963	Paulette Eden
1951	Jessie Long	1964	Jeri Conklin
1952	Margie Davis	1965	Joyce Jordan
1953	Rachel Ordway	1966	Mary Amante
1954	Judy Crawford	1967	Sally Brattain
1955	Edith Wallin	1968	Karyn Thompson
1956	Gail Hunter	1969	Kris Williamson
1957	Mary Johnson	1970	Diana Gettling
1958	Pat Maguire	1971	Colleen Zoley
1959	Sharon McCollum	1972	Marilyn Christman
1960	Marion Metcalf	1973	Dell Drake
1961	Kathy Voight	1974	Alice Zinter

There was great interest in developing various interest and activity clubs during the beginning years of the institution, so that by 1951-52 there were some 17 active organizations on campus, with several having already been organized and dropped for one reason or another. These active clubs of 1951-52 appear in the following table of active organizations:

ACTIVE ORGANIZATIONS 1951-52

Associated Students of Oregon Technical Institute (ASOTI)
Associated Women Students (AWS)
Delta Chi Delta (Dorm T-2)
Faculty Wives
Fire Hall Volunteers (Dorm)

Gun Club
King Hall (Dorm)
Omega Epsilon Rho
Order of the "O"
Owl Staff (Newspaper)

Owler Staff (Yearbook)
Photography Club
Queen's Hall (Dorm)
Rifle Club
Station KTEC
Student Council

T.K.B. Social Club
Tau Mu (Dorm)

As the years went on, additional clubs were organized, some were disbanded, but by 1975-76, there were 41 clubs in active operation. These clubs follow:

ACTIVE ORGANIZATIONS 1975-76

American Society of Mechanical Engineers (ASME)
Associated Students of Oregon Tech (ASOT)
Associated Women Students (AWS)
Civil Engineering Technology
Circle K

Computer Systems Engineering Technology
Collegiate Veterans Association
Diesel Scholastic Association
Data Processing Management Association (DPMA)
Faculty Senate

Faculty Wives Club
Freshman Class
Gun Club
Hawaiian Club
Hootettes

Institute of Electrical and Electronics Engineers (IEEE)
Intra-Hall Council
International Club
Iota Phi Theta
Lettermen's Club

Maranatha
Medical Radiology Club
Medical Technology Club
Miler Staff
Newman Club

Omega Pi
Oretech Diabetic Club
Oregon State Employees Association (OSEA)
Owl Guides
Owler Staff

Phi Sigma Kappa
Phi Theta Kappa
Rodeo Club
Society of Automotive Engineers (SAE)
Sigma Omega Psi

Society of Manufacturing Engineers (SME)
Soccer Club
Student Senate
Student Union Board
Techmates

Transcendental Meditation

There were a number of different organizations disbanded during the period 1951-1976, and those of greatest interest follow:

ORGANIZATIONS DISBANDED 1951-1976

Chi Omega Sigma (Later Symbiots)
Hippocrates Club
Silver Key Honorary
Christian Youth Fellowship
Intervarsity Christian Fellowship
YMCA Campus
Hi-Milers
Amateur Radio Association
American Welding Society
Cosmopolitans

Flying Club
Re Dal Jim
Dentalettes
Alph Rho Tau
Jadha

Two clubs outstanding in their service to the student body and to the institution and these were the Owl Guides and Circle K. The Owl Guides' history follows:

The Owl Guides is an all-college service organization representing ASOIT. The genesis of the organization began in 1966 when, at an RA workshop held at Rickfalls Restaurant (now Kingfalls Restaurant), discussion evolved around developing a service organization on campus which would provide OIT with student leaders who would act as "goodwill ambassadors" and public relations people for OIT. Counsellor Mr. Gene Stivers worked with a group of students who indicated interest in such an organization. The nucleus began with several students representing Medical Technology and business majors, under the leadership of Marty Acker, the first elected student president. The group was advised by Mr. Gene Stivers in their first year. A blue blazer with skirt or pants and an owl emblem which was designed by Mr. Stivers and student Bill Kimsey became the Owl Guides uniform. Members wore these each Friday of the school year and at every official event in which the Owl Guides participated.

A charter was written and submitted to the president of OIT for approval. Traditionally, the dean of men and the dean of women of OIT served as advisors to the organization. More recently, the assistant dean of students have served and, currently, one of the advisors, Ms. Kay Withers, is a faculty member in the Medical Radiologic Department.

One of the early responsibilities of the group was the development and publication of The Owls' Handbook, a student handbook and guide which preceded the Student Conduct Code and the current OIT Student Handbook. The Owl Code was the original name of this document, then it was changed to The Owls' Guide and finally The Owls' Handbook. The last issue was published in 1972-73. Material in the guide included a list and description of OIT student organizations, the ASOIT Student Constitution, sports events calendars, OIT parking information, academic and social policies, and community services information.

The Owl Guides, active since 1966, celebrated their tenth anniversary in 1976. The original purpose of the organization was to provide student leaders who served as official representatives of the college. The members often spoke to service organizations in the community and explained OIT's programs and objectives. They visited many of the local schools, appearing with college officials during high school visitations, and each student spoke briefly about various aspects of the college.

The group traditionally has conducted tours of the campus during on-campus events such as Homecoming, Parents' Weekend, New Student Orientation Week, and Commencement. The organization also has conducted tours for clubs, school groups, and representative groups of the community and the state of Oregon who visit the campus. The group often assists with official groups and individuals who visit the campus (Geothermal Conference, High School counselor groups, etc.). Today, the Owl Guides have extended their involvement to Registration Step I assistance, as well as serving as ushers at large concerts and entertainment programs on campus. There were twenty-two active members, both men and women students in 1976, and each year the group size ranges from around twenty to twenty-six members.

Two traditional events the group has each year are a Fall Workshop, which is held before new students arrive on campus, and a Spring Workshop. The Owl Guides' involvement and assistance during New Student Orientation activities are discussed and planned. In the spring, another workshop is held for new Owl Guide members. Installation of officers, of new members, and planning for the following year's activities are discussed at the Spring Workshop.

Students interested in becoming an Owl Guide initially apply for membership through the Assistant Dean of Students' office. They are screened by the Owl Guide Executive Committee and the two advisors, and their names are submitted through the Dean of Students' office to the President of OIT, where final approval is made. Official letters of appointment are sent from the President of the College. A minimum GPA of 2.3 is required for prospective members.

Circle K was organized on campus as a young man's branch of the local Klamath Falls Kiwanis Club as a part of their program of reaching youth. The history of Circle K follows:

Circle "K" was originally organized and sponsored by the Klamath Falls Kiwanis Club. Professor Leroy Fisk was instrumental in organizing Circle "K" on the OTI campus, with student Jim Erickson assuming the role as charter president, and the original membership consisted totally of Medical Technology students.

Circle "K" was officially chartered on the OTI campus in December, 1961. In 1965, the membership of Circle "K" requested that the Linkville Kiwanis Club assume a co-sponsorship role, thus affording Circle "K" with two Kiwanis advisors - Julian Ager of the Klamath Falls Club and Gene Stivers of the Linkville Kiwanis Club.

Circle "K" is an on-campus service organization. The members conduct several fund raisers utilizing the proceeds to purchase jackets, pins, and related "Circle 'K'-ware". The Circle "K" members assist the admissions officer by guiding campus visitations and tours. They also function during New Student Orientation Week in a similar capacity. They sell tickets, usher, and, at times, manage the concessions at Oregon Tech's football and basketball games. They sponsor and handle the Red Cross blood drive on the college campus two to four times a year.

Circle "K" members work very closely with both Kiwanis Clubs in many of their service projects in Klamath County. OIT Circle "K" members were responsible for organizing and chartering a Circle "K" Club on the Southern Oregon State College campus in Ashland, Oregon, and on the College of the Siskiyous campus in Weed, California. Circle "K" members work very closely with the activities of the Kiwanis-sponsored Key Clubs at Klamath Union High School, Henley High School, Lost River High School, and Tulelake High School in Tulelake, California. The Circle "K" members are also involved in assisting the Kiwanis Clubs in the care and maintenance of the many community parks built by the Kiwanis Clubs in the City of Klamath Falls.

OIT's Circle "K" has further distinguished itself throughout the Pacific Northwest by having several of its members selected as Lt. Governors and Governors on the Pacific Northwest District level.

As soon as the institution developed a Homecoming program, a part of that event each year featured a return of alumni. There was a great deal of effort expended in the attempt to develop a strong alumni association. This was never highly successful, although there were a number of dedicated alumni who devoted a great deal of effort to the project.

For several years the most active members of the group were those who resided in the Klamath Falls metropolitan area. Each year there were some returning alumni who came back for the festivities but, generally, these were one or two-time visits, so that the only continuity in the organization was with the Klamath Falls contingent. As a result, the officers of the association were generally resident persons. The alumni presidents from 1949 to 1976 appear below:

Table 20.

Presidents OTI/OIT Alumni Association 1949-1976

1949-50	Joseph Darnell	1962-63	William Glodowski
1950-51	George Demetrakos	1963-64	Gene Milligan
1951-52	John Newman	1964-65	Leighton Benham
1952-53	John Newman	1965-66	George H. Imhoff
1953-54	John Newman	1966-67	Donald Prather
1954-55	Wayne O'Neale	1967-68	Richard Salvage
1955-56	Wayne O'Neale	1968-69	Phil Swisher
1956-57	Robert Beach	1969-70	Phil Swisher
1957-58	Robert Scholl	1970-71	Floyd Cone
1958-59	Robert Scholl	1971-72	Gary Lindland
1959-60	Herman Gumbert	1972-73	William Glodowski
1960-61	Herman Gumbert	*1973-74	Gene Stivers
1961-62	Lloyd E. Olson	1974-75	Gene Stivers
	1975-76	Gene Stivers	

*Name changed to Alumni Council and Mr. Stivers appointed Chairman.

Very early in the development of the Alumni Association the suggestion was raised that there should be a recognition of the persons who had given help to the institution during the year. The vehicle for this recognition was made the Associated Students, and in 1949, recipients for 1947, 1948 and 1949 were designated. In addition to these Greatest Service Awards designees, there were frequently one or two Great Service Award persons who received recognition at the annual commencement.

The Greatest Service Award recipients were presented with a certificate at the annual commencement and their names were placed on a bronze plate in the exhibit area of the Administration Building. The list of Greatest Service Award winners from 1947 to 1977 follows:

Table 21.

Greatest Service Awards, 1947-1977

1947	Henry Semon	1962	Miss Sarah Foss Wolverton
1948	Fred C. King	1963	Andrew M. Collier
1949	Henry Semon	1964	Joe A. Caraher
1950	William Wentworth	1965	Don R. Stonehill
1951	D. O. "Buck" Williams	1966	William Robert Garrard
1952	Horace Red Hurd	1967	H. Dean Pape'
1953	A. L. Gralapp	1968	Donald P. Noel, D.M.D.
1954	K. F. Kiwanis Club	1969	Theodore R. Conn
1954	John W. Van Doren	1970	Eleanor C. Ehlers
1955	John A. Schubert	1971	Winston D. Purvine, L.L.D.
1956	Mrs. Forence Jenkins	1972	Hugh B. Currin
1957	J. Vern Owens	1973	Allen Leake
1958	Mrs. Victor O'Neill	1974	George Nicholson, M.D.
1959	State Board of Education	1975	W. A. Bartlett, M.D.
1960	Harry D. Boivin	1976	Winston D. Purvine, L.L.D.
1961	Paul D. Angstead	1977	Stafford Hansell

As the years wore on and Oregon Tech students became active in the inter-institutional contacts between students representing the various institutions of higher education in Oregon, a State System of Higher Education student inter-institutional organization was formed. Oregon Tech students affiliated with this organization from the beginning.

STUDENT SERVICES

From the very beginning, the institution had a Dean of Students whose responsibility it was to organize counseling and registration of students. The initial appointee, Robert L. Smith, served for a number of years

before transferring to a State System operation in Portland. During the 29-year history of the institution, there were four Deans of Students:

1947-61	Robert L. Smith
1961-73	Jack L. Churchill
1973-75	Terrance R. Brown
1975-	Timothy J. Stanaway

Counseling, both personal and academic, was a joint responsibility from the beginning, with the student services office expecting to be the leader in this activity. As on many other campuses, this worked out, in part, and in part, students sought other faculty members for counseling, both personal and academic. The necessity for clearly defining who was responsible for the various phases of academic and personal counseling was apparent by the feelings aroused between some faculty members and the student service office over whose responsibility it should be to provide basic counseling.

Over a period of years, the roles were gradually defined, and students, in general, followed a pattern although deviations at the student's option was observed. On this basis, testing activities for assistance in guidance was carried on as a part of the Student Personnel office and referrals were made for counseling, in many instances, to the Student Personnel office by faculty members.

On the other hand, students were not discouraged from seeking out members of the teaching faculty whose advice they wished to receive.

After some years, a tacit understanding developed between the teaching faculty and the student office so that most students received the kind of counseling assistance they should have. It is to be noted that there are some students who do not wish to avail themselves of institutionalized services of this nature.

In the very beginning, the need for student loan funds was apparent. The heavily veteran student body would find considerable problems developing if the Veterans' Administration checks were delayed in the beginning of the month for any reason. This was true whether all checks were late by hours or days, or whether some particular student found a difficulty in either getting started or in continuing the subsistence payments from the U.S.V.A.

As a result, the administration of the institution approached the public for the establishment of a student loan fund, and donations began to come in in the very early years of operation. Some were for regular student loan types of offering which presumed the repayment of the loan after graduation. Others were of an emergency nature designed to bridge the gap of a few days when funds would be expected, but not yet received, by the students. As the student body gathered more non-veteran students, the need for scholarships became more evident. Often a student making his own way would find difficulty, after one or two terms, in finishing out the year, with the anticipation of summer employment restoring his financial status. Scholarships for this purpose, as well as loan funds were in demand, and many persons and organizations granted such funds to the institution.

A variety of testing devices were utilized throughout the first years of the institution in an attempt to classify students for assignment to courses. Testing became more and more necessary as the increasing sophistication of the educational program made greater demands upon students, in mathematics and oral and written communications particularly. In due time it was determined that the College Entrance Examination Board tests were useful, and they became a standard part of the operation for admission.

In 1961-63, the Dean of Students and the new Director of Testing surveyed the then current testing program at OTI and found it outdated and cumbersome. Both the College Entrance Examination Board (CEEB) and American College Testing (ACT) programs were studied with the objective of establishing one or the other. Inasmuch as the CEEB program predominated in the Oregon State System of Higher Education, OTI contacted the regional representative, Bob Cameron, requesting that OTI be granted both permission and materials to do a validity study. The question was, "Are the College Boards applicable to a technically-oriented college-level student?" Over 500 students constituted the norm group for this original study. The norm population took the SAT components of the CEEB's, plus the English, mathematics, and physics achievement tests. The results of this study indicated that the CEEBs were appropriate for the OTI student population, and an institutional policy was established utilizing College Board results in two ways:

1. As an admissions option
2. As adjunct input for academic counseling/classification and advising programs.

OTI subscribed to the College Board for an institutional membership. It was recommended by the Dean of Students that Gene Stivers be appointed by President Purvine to be the administrator of the College Board institutional admissions testing program beginning with the 1963-64 academic year.

OTI initially required the Scholastic Aptitude Test components of the Board, plus the English, math and physics achievement tests until 1972. After 1972, the testing program was the Scholastic Aptitude Test components of the CEEB tests which included the verbal, math, reading, vocabulary and Test of the Standard Written English components.

It was 1950 before the first Dean of Women and Counseling Advisor was appointed. The first incumbent was Fayteen Zumwalt.

In 1951-52, the position of Dean of Men was filled by Jerry Branneman, who also served as advisor and financial aids administrator.

It wasn't until 1956 that the full-time position of Director of Placement was filled by the appointment of Frank Stanko. A year later, in 1957, Howard Rowe became the first professionally-trained Registrar for the institution. Records had been acceptably kept by prior assigned personnel, and at this time there was beginning to be more interplay with the registrars of other institutions, since some graduates were transferring to the traditional college and university.

An admissions counselor was the first effort to separate this function, so in 1960, Eugene Larsen was employed to fill the position.

In 1962, Gene Stivers was formally appointed Director of Testing and served on a basis of one-third time in Student Personnel Services and two-thirds time in Allied Arts and Science. Increasing student enrollment added a further officer in the office of Student Affairs--a Director of Financial Aid, Larry K. Stevens, appointed in 1965.

The Student Health Service had been operated through the services of a part-time doctor, with daily calls being alternated among several local physicians. The first nurse-director was Lois Glenn, R.N., in 1961.

Student recreation as carried on in an established section of a student union, has always been in temporary facilities at Oregon Tech. While on the Marine Barracks campus, the Marine recreational hall had been adapted to student union purposes. After the move to the new campus in 1964, the temporary union building was the basement of the physical education structure. Here, in the setting anticipated for a future swimming

pool, the functions of a union and of a student bookstore have been carried on throughout the period of this history.

Students have taken into account future planning toward a specialized building calling for a regular student union. Part of the student agitation for this project surfaced during the session when Governor Robert Straub greeted the public from the Oregon Tech auditorium building. Students invited and escorted the Governor to the Temporary Union Building, which was filled with students, showing its inadequacy for the purpose.

Chapter XIX, Intramural and Athletic

Physical education and athletics faculty members were responsible for carrying out the functions of organizing and directing intramural activities, carrying on the physical education instruction, and coaching intercollegiate athletics.

Intramural Activities

The necessity for supplying constructive activities became great on the old Marine Barracks campus. Not only was there requests from the students, but the problem of undesirable activities came to the attention of the administration. Forrest "Skeet" O'Connell was appointed to organize an intramural program. This program grew immediately to include a number of different activities, in part due to the isolated location of the campus: bowling, flag football, cross-country, basketball, volleyball, softball, track, table tennis, and pool. In addition, the physical education group sponsored activities in the recreation hall of such sedentary nature as chess, checkers, and pinochle, all leading to tournaments to conclude the activities of a given period of time.

As the institution moved to the new campus--much more convenient to town--the interest in intramural activities waned. It has been necessary to carry on promotional activities in order to secure sufficient interest and participation to carry out flag football, basketball, volleyball, and softball.

In addition to the intramural activities engaged in through the sponsorship of the physical education department, some club sports developed.

Certain of these grew out of physical education classes that were given on or off campus, others arose because of the interest brought to the campus by a substantial number of students. Notable club sports include karate, judo, soccer, skiing, and rifle marksmanship.

Intercollegiate Athletics

In the beginning of the proposal to create an intercollegiate athletic program, students pointed out the value of such programs in producing public classification of the school's status as being collegiate in nature. This proved to be a salient point. An important item not suggested by the veteran students of 1948 was the advertising value of sports programs. In many cases, an institution has to work at getting notable academic events published. In contrast, the sports editors of the newspapers and the electronic media expect and demand a steady flow of news concerning athletics and athletes.

Probably the greatest accrual to the school as a result of intercollegiate athletics was the unifying effect of having an activity of interest that spanned the entire school spectrum. One must realize that in the early days of occupational instruction there was little of common nature. As a result, the school could be looked upon as a loosely organized group of classes rather than as an institutional unit. The matter of having a common interest in the athletic activity did produce a noticeable improvement in the cohesion of the total organism.

In order to look at another factor in the picture, it can be said that the values of participation in athletic endeavors for the individual competitor were the same at Oregon Tech as those in the traditional college-university structure.

From the beginning, the administrative objectives for the athletic program were simply that of producing a team in the sports entered that would be competitive. Competition on a reasonably near-equal basis can produce all the benefits of an organized athletic program. Therefore, it was considered that in being competitive, perhaps from time to time, there would be good teams and, perhaps from time to time, they might be among the poorest in the competition. Taken all in all, and over the period of time, the athletic programs at Oregon Tech have met this objective. There have been some periods when certain of the programs were becoming rather consistently poor that created student concern for the athletic program.

Athletic directors at Oregon Tech were as follows:

1948-49	Dale Daugherty
1950-61	Rex Hunsaker
1962-64	Ron Pheister
1965-67	James Partlow
1968-69	Lee Schroder
1970-73	Neil Garrett
1974-	Howard Morris

During the operation of athletic programs at Oregon Tech, two major associations were joined. In the period of 1948 to about 1958, the National Junior College Athletic Association membership was maintained by Oregon Tech. The membership in the National Association of Intercollegiate Athletics began about 1965 and has continued.

In conference affiliation, Oregon Tech was a charter member of the Oregon Collegiate Conference founded in 1950. Other charter members were Oregon College of Education, Eastern Oregon College of Education, and Vanport College (later to become Portland State College).

After two years of operation, Southern Oregon College of Education dropped its affiliation with the Far West Conference and joined the Oregon Collegiate Conference.

The Oregon Collegiate Conference public colleges moved as a unit to join the Evergreen Conference in 1970. In addition to the State System colleges in Oregon, Western Washington State College, Central Washington State College, and Eastern Washington State College made up the EVCO.

Minor Sports

Over several years of operation, Oregon Tech entered into and withdrew from several minor sports. One of the earliest was collegiate rodeo. This activity was different from most college programs in that there were entrance fees for competitors at the various rodeos and cash prizes were offered. This policy raised some collegiate eyebrows, and in addition, the sport was found to be extremely hazardous.

As a result, the public institutions in Oregon which had affiliated with the National Association for Collegiate Rodeo withdrew, closing the sport as an official college activity.

At Oregon Tech, cross country, tennis, and golf were minor sports with teams representing the college sporadically. The programs were closed largely because of financial consideration. As inflation affected the increasing of costs in all sports, the total costs became a problem, and the sports were closed as an economy measure.

The minor sports area is characterized by very sketchy records so that the attempt to include a history of competition is impossible.

History of Competition in Men's Major Sports

Oregon Tech in major sports competition produced teams that were occasionally champions, usually competitive, and sometimes characterized by "character building."

In terms of most league-leading seasons and local sports fans support, basketball has emerged as the best competitive sport. Both football and wrestling have provided high points to gratify the fan following of those sports.

The following tables detail the sports history gathered in relation to these major activities:

Table 22.

OVSI/OTI/OIT Football History, 1948-1975

<u>YEAR</u>	<u>WIN-LOSS-TIE</u>	<u>COACH</u>	<u>RECORD WIN-LOSS-TIE</u>
1948	1-6-1	Dale Daugherty	3-11-2
1949	2-5-1		
1950	2-6-1	Rex Hunsaker (Forfeited--ineligible players)	58-42-4
1951	6-3		
1952	7-2		
1953	2-5-1		
1954*	6-3		
1955	0-8		
1956	4-4-1		
1957	6-4		
1958	6-2		
1959*	6-2		
1960*	9-0		
1961	4-3-1		
1962	2-6	Ron Pheister	9-14-1
1963	3-5		
1964	4-3-1		
1965	2-6	Howard Morris	7-19-0
1966	2-7		
1967	3-6		

Table 22. Continued.

<u>YEAR</u>	<u>WIN-LOSS-TIE</u>	<u>COACH</u>	<u>RECORD</u> <u>WIN-LOSS-TIE</u>
1968	2-6-1	Lee Schroder	6-11-1
1969	4-5		
1970	0-9	Neil Garrett	12-48-2
1971	1-8		
1972	1-9		
1973	1-8		
1974**	4-2-2		
1975	3-5		
1976	2-7	Don Read	2-7-0
1977	2-7		
Total OIT Record 1948-1977			97-152-10

*OCC Champion 1959 and 1970 (Co-Champion 1954)

**EVCO Champion

Table 23.

OTI/OIT Basketball History, 1948-1976

<u>YEAR</u>	<u>WIN-LOSS</u>	<u>COACH</u>	<u>RECORD WIN-LOSS</u>
1948-49	4-11	"Skeet" O'Connell	34-30
1949-50	16-7		
1950-51	14-12		
1951-52	15-10	Art Kirkland	38-36
1952-53	11-16		
1953-54	12-10		
1954-55	12-17	Wally Palmberg	91-88
1955-56	11-15		
1956-57*	14-9		
1957-58*	20-4		
1958-59	6-19		
1959-60	12-14		
1960-61*	16-10		

Table 23. Continued.

<u>YEAR</u>	<u>WIN-LOSS</u>	<u>COACH</u>	<u>RECORD WIN-LOSS</u>
1961-62*	20-6	Jim Partlow	126-125
1962-63*	19-6		
1963-64	11-15		
1964-65	15-11		
1965-66	8-15		
1966-67	9-16		
1967-68	16-10		
1968-69	15-11		
1969-70	12-14		
1970-71	1-21		
1971-72	11-15	Dan Miles	131-62
1972-73	14-12		
1973-74**	25-5		
1974-75***	25-4		
1975-76***	18-10		
1976-77***	22-6		
1977-78***	16-10		
Total OIT Record 1948-1976				420-341

*OCC Champions

**NAIA District 2 Champions--Went to National Tournament--
EVC Co-Champions

***NAIA District 2 Playoffs Runner-up 1974-75, 1975-76

Table 24.

OTI/OIT Wrestling History, 1953-1976

<u>YEAR</u>	<u>WIN-LOSS-TIE</u>	<u>COACH</u>	<u>RECORD WIN-LOSS</u>
1953-54	6-1	Bob Smith	6-1
1959-60	5-1	George Miller	18-3
1960-61	4-1		
1961-62	9-1		
1962-63	9-1	Howard Morris	106-88-5
1963-64	8-3		
1964-65	10-3		
1965-66	2-8		
1966-67	13-2-1		
1967-68	7-5		

Table 24. Continued.

<u>YEAR</u>	<u>WIN-LOSS-TIE</u>	<u>COACH</u>	<u>RECORD WIN-LOSS</u>
1968-69*	13-1-2		
1969-70*	8-6		
1970-71	9-5		
1971-72**	0-13		
1972-73	6-6-1		
1973-74	2-17		
1974-75	11-11-1		
1975-76	8-7		
1976-77	2-10	Dick Vaughn	2-10-0
1977-78	No Dual Meets	Neil Garrett	
Total OIT Record 1953-1976			132-102-5

*Champion NAIA District 2 (and OCC Champions 1968-69)

**Hosted NAIA National Wrestling Championships

Table 25.

OTI/OIT Track History, 1955-1976

<u>YEAR</u>		<u>COACH</u>
1955		Wally Palmberg
1956		George Miller
1957	OCC Conference Champions	George Miller
1958	OCC Conference Champions	George Miller
1959	Second OCC Championships	George Miller
1960		George Miller
1961		Wally Palmberg
1962		Jim Cordial
1963		Larry Burleson
1964		Larry Burleson
1965		Larry Burleson
1966		Larry Burleson
1967		Larry Burleson
1968		Neil Garrett
1969		Neil Garrett
1970		Neil Garrett
1971		Neil Garrett
1972	NAIA National Javelin Champion	Ross Cariaga
1973		Ross Cariaga
1974	NAIA National Javelin Champion	Ross Cariaga
1975		Ross Cariaga
1976		Ross Cariaga
1977	No Dual Meets	Ross Cariaga

Table 26.

OTI/OIT Baseball History, 1961-1976

<u>YEAR</u>	<u>COACH</u>	<u>CONFERENCE</u>	<u>RECORD</u>
1961-1970	Jim Partlow	OCC	N.A.
1971	Ross Cariaga	EVCO	N.A.
1972	Dan Miles	EVCO	3-23
1973	Dan Miles	EVCO	7-16
1974	Dan Miles	EVCO	19-11
1975	Dan Miles	EVCO	15-12
1976	Dan Miles	EVCO	17-16

History of Competition in Women's Sports

Women's sports activities began first in the school year 1975-76. As a result of entering this competition, the institution joined the Northwest College Women's Sports Association (NCWSA) which operates as Region IX of the Association of Intercollegiate Athletics for Women, a national organization.

In the first year of competition of 1975-76, the women made a strong record. In volleyball they won 15 matches and lost 8, placing second in small colleges at annual NCWSA small college tournament. In basketball, the win-loss record was 1 and 8, indicating the need for building interest in the sport.

In softball, the team won 9 and lost 6, placing first in small colleges at the annual NCWSA small college tournament.

Interest on campus grew throughout the years, and women participating seemed gratified at the opportunity to enter competition.

Table 27.

Women's Sport History, 1975-77

<u>YEAR</u>	<u>SPORT</u>	<u>RECORD</u>	<u>COACH</u>
1975-76	Basketball	1-8	Mary Crawford
1976-77	Basketball	4-11	Mary Crawford
1977-78	Basketball	7-10	Mary Crawford
1975-76	Volleyball	15-8	Mary Crawford
1976-77	Volleyball	11-7	Mary Crawford
1977-78	Volleyball	9-11	Mary Crawford
1975-76	Softball	9-6	Mary Crawford
1976-77	Softball	5-9	Mary Crawford

Chapter XX, Administration and Fiscal

Administrative

Oregon Tech was administered by the Oregon State Board of Education from the inception in 1946 through June 30 of 1960. Administering Oregon Tech was a task different from any of the others carried out by the State Board of Education. Here was a campus institution operating as a resident school with all of the problems associated with such an organization. The other administrative assignments of the State Board of Education were chiefly devoted to policy and standards making. It was a complete change of pace to turn to the problems of operating a campus institution.

From the beginning, the Board of Education undertook the operation of Oregon Tech with seriousness and responsibility. In the preliminary phases of negotiating with the War Assets Administration for the Klamath Marine Recuperational Barracks and applying to the State Emergency Board for funds to begin the enterprise, the Board engaged in careful discussions.

Immediately upon receiving the transfer of the campus from the War Assets Administration, and the ^{receipt}~~receipt~~ of a legislative-approved budget, the Board entered into full operational management of the institution. The State Board of Education, on October 1946, consisted of the following persons:

Earl Snell, Chairman (Governor of State)
Robert S. Farrell, Jr. (Secretary of State)
Paul Spellman - Representing Agriculture, Powell Butte
Mrs. C. W. Robison - Representing Homemaking, Portland
Irving T. Rau - Representing Employers, St. Helens
May Darling - Representing Labor, Portland
Rex Putnam, Executive Officer (State Superintendent)

By the time the State Board of Education was relinquishing administration of Oregon Tech in June of 1960, the State Board was constituted in a different manner. In 1951, the legislature had passed a bill changing the membership of the State Board. The new legislation provided for the appointment, by the governor, with confirmation by the senate, of one person for each of the four congressional districts and three representatives from the state at-large to the State Board of Education.

The Board had the following membership in 1958-59:

S. E. Brogoitti, Chairman - Representing Second Congressional District
 Mrs. Robert Caldwell - Representing First Congressional District
 Miss May Darling - Representing the state at-large
 Mr. Ralph P. Stuller - Representing the Fourth Congressional District
 Mr. Ronald E. Jones - Representing the state at-large
 Mrs. Moore Hamilton - Representing the state at-large
 Mr. Francis I. Smith - Representing the Third Congressional District

Transfer to the State Board of Higher Education presented the administration of Oregon Tech with adjustment to a much more highly structured organization. In the Central Office, the Board had assembled a number of specialists with experience and expertise in various areas. As a result, it was possible for members of the Institute staff to receive assistance and guidance based upon the experience of these Central Office functionaries.

The State Board of Higher Education, at the transfer of Oregon Tech to its jurisdiction, had the following personnel in 1959-60:

	<u>Term Expired</u>
Henry F. Cabell, Portland, President	1960
Charles R. Holloway, Jr., Portland	1961
A. S. Grant, Baker	1962
Cheryl S. MacNaughton, Portland	1963
J. W. Forrester, Jr., Pendleton (Exec. Comm. Member)	1963
Allan Hart, Portland	1964
Douglas McKean, Beaverton	1964
William E. Walsh, Coos Bay, Vice President	1965
Ralph E. Purvine, Salem	1965

The State Board of Higher Education underwent some changes between the acquisition of Oregon Tech and the period 1975-76. Chief, among the changes, was the addition of two members representing students. Both were graduate students--one from the University of Oregon and the other from Portland State University. The State Board of Higher Education membership in 1975-76 was as follows:

	<u>Term Expires</u>
George H. Layman, Newberg, President	1976
Jane H. Carpenter, Medford	1979
Betty Feves, Pendleton	1979
Edward C. Harms, Jr., Springfield	1977
Robert C. Ingalls, Corvallis	1976
Philip A. Joss, Portland, Vice President	1976
Marc F. Maden, Portland	1976
Valerie L. McIntyre, Eugene	1977
W. Philip McLaurin, Portland	1978
Louis B. Perry, Portland	1977
Loran L. Stewart, Eugene (Executive Comm. Member)	1977

Staff Improvement Policy

From the beginning of the institution, it was the administrative policy to pursue a course of constant upgrading of staff. This was accomplished by at-employment classes, by in-service classes and conferences, by exercising of higher standards as re-employment of persons to fill positions, and by establishing a policy of requirements for certain staff members.

The first of the special activities for staff improvement was the summer session seminar conducted on campus in 1950 by Dr. C. Kenneth Beach of Cornell University. This seminar was arranged in cooperation with the teacher-training department at Oregon State University.

In 1952, state departments were circularized with the information that Mr. Freeman Holmer was available for consultation and advice on administrative procedures and policies. Oregon Tech's administration entered the first request for his services with the State Budget Division. He spent considerable time at the campus and rendered a report and recommendation for use by the institution.

Administrative Improver Activities

For years, Director Purvine had applied earlier experience in supervisory and management training to department and division heads and to administrative staff. These activities included lecture sessions and conference group discussions. In January of 1961, Dr. Robert Tannenbaum and Dr. Harold Koontz, professors of business management and industrial relations, two experts in administration from UCLA, were brought to the campus for a two-day seminar. With broad consulting experience in private business, these two leaders gave valuable input for the entire supervisory and management staff at OTI. For more detail see page ____ of 1960-61 chapter.

It was a policy to encourage the administrative personnel also to engage in self-improvement. In 1956, the well-established summer session in business administration for colleges and universities at the University of Omaha was selected for attendance. Administrative personnel, W. M. "Jack" Douglass, Al Smith, and John Vale attended the workshop in that year. In the years 1957, '58, and '59, Mr. Douglass continued the series, with Brune Marchese attending in the summer of 1958. As a result of these activities, Mr. Douglass continued his education to a Master in Education

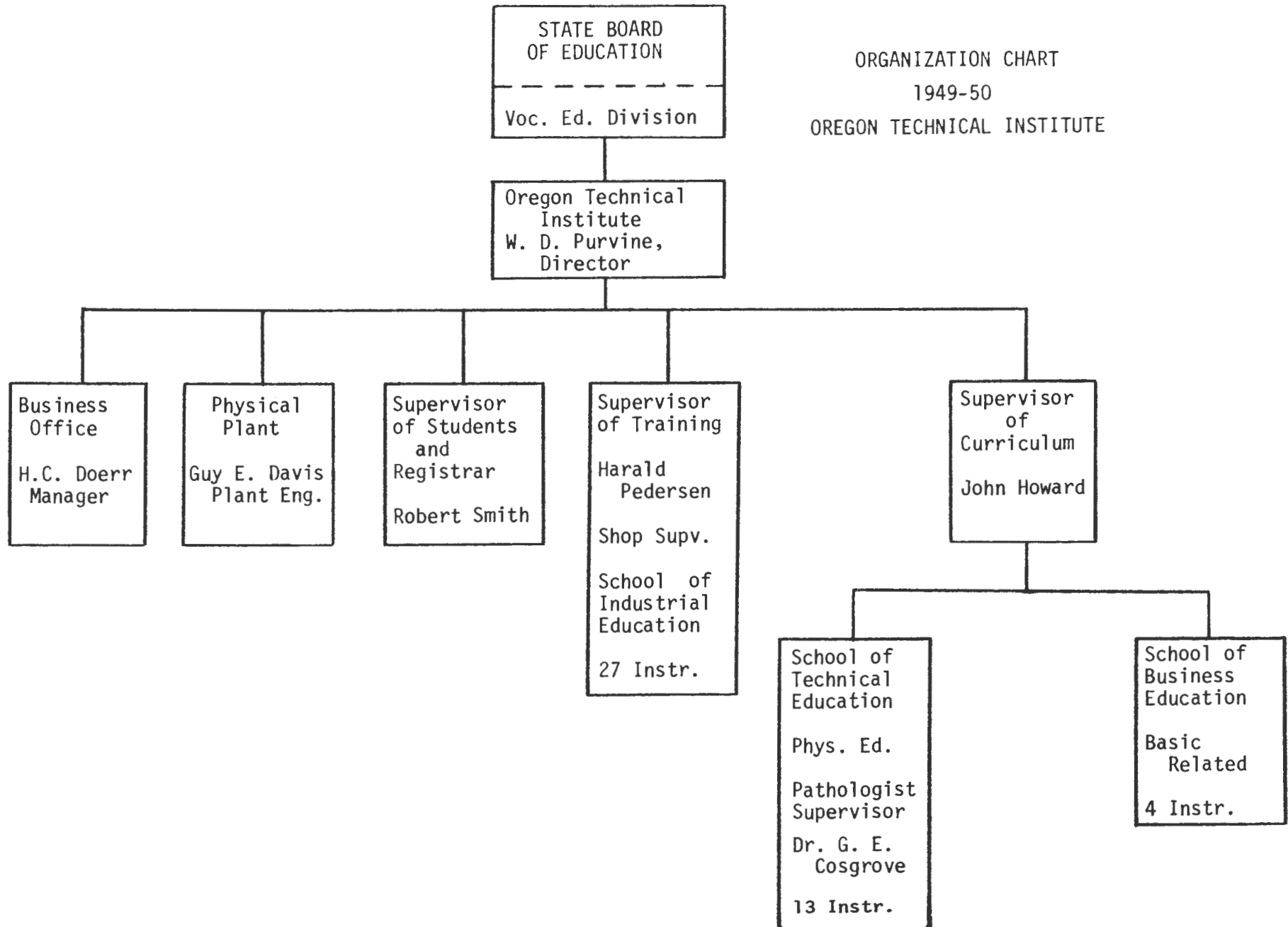
at OSU in 1960, utilizing the credits gained from Omaha to meet a portion of the requirements.

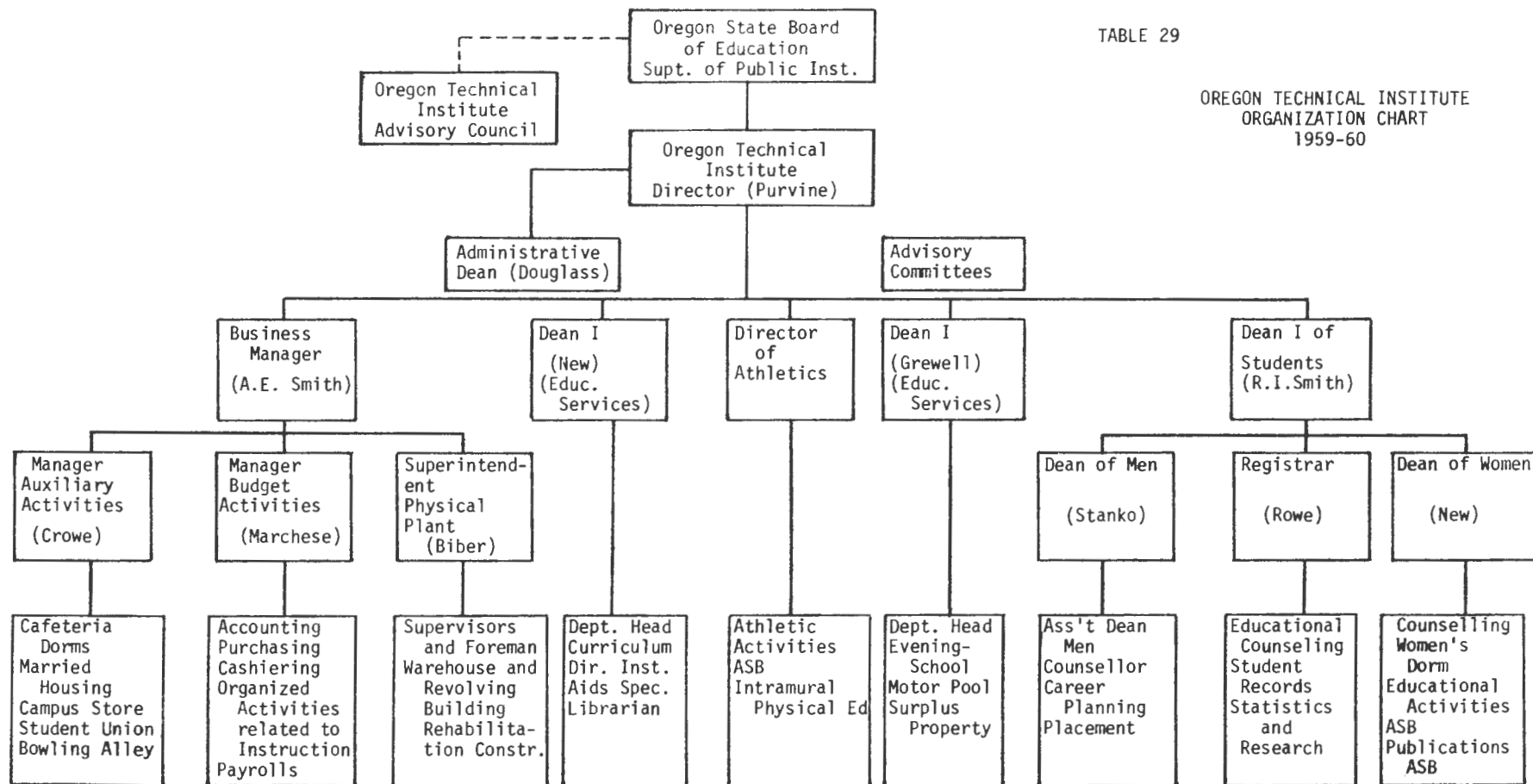
In the late 1940's, a detailed procedure manual was issued for the guidance of staff and was revised in 1952. The procedure manual included a great deal of specific information concerning policies of the State Purchasing Department, the State Board of Education, and the local policies and procedures. The first faculty handbook, as separate from the procedure manual, was issued in 1969-70. Reviewed and revised in 1972, utilizing faculty members Dillard B. Shipler and George E. Miller as editors, this faculty handbook remained in use through 1976.

In 1949-50, the organization was greatly centralized. In the beginning years, Director Purvine was involved in every development. The process of training administrative and faculty members is a gradual one; but as the staff became aware of objectives and procedures, and grew in experience, it also grew in its responsibility for involvement in administration. The following charts shows the organization in 1949-50, in 1959-60, and in 1969-70.

TABLE 28

ORGANIZATION CHART
1949-50
OREGON TECHNICAL INSTITUTE





OREGON TECHNICAL INSTITUTE
 Organization Chart
 INSTRUCTION
 Divisions of Diesel, Auto,
 Medical, Business, Metals,
 Service, Evening School
 and Motor Pool
 1959-60

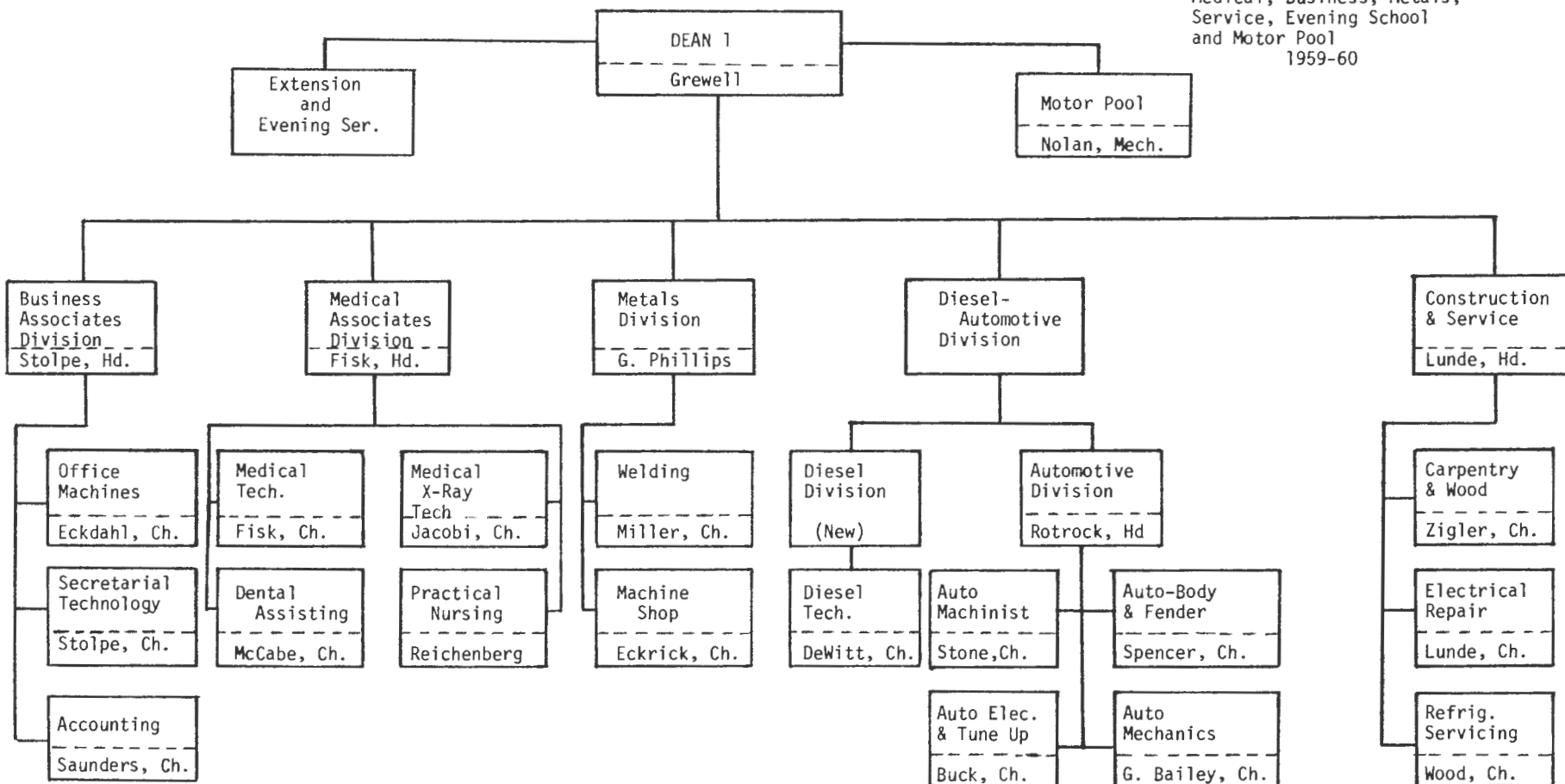
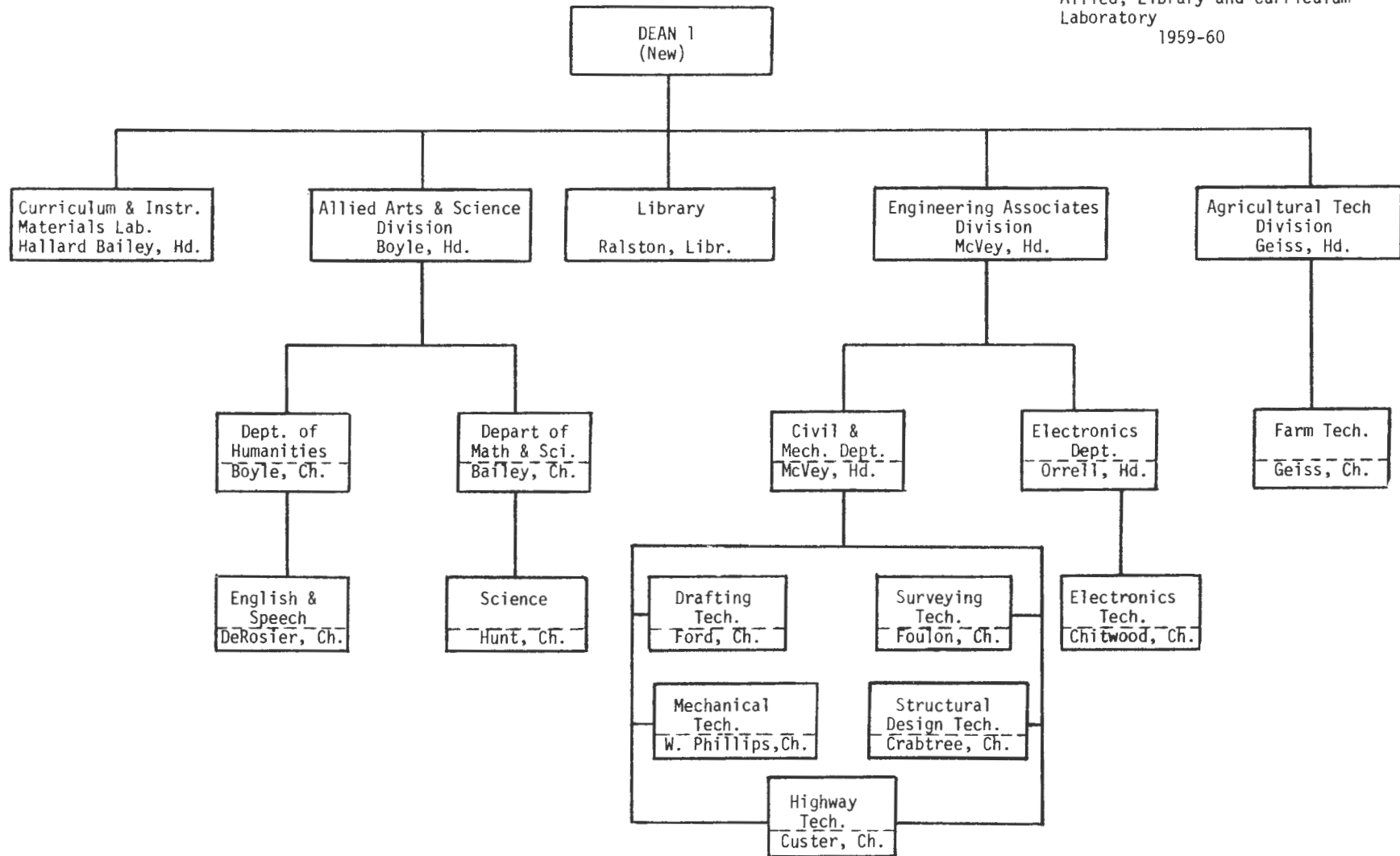


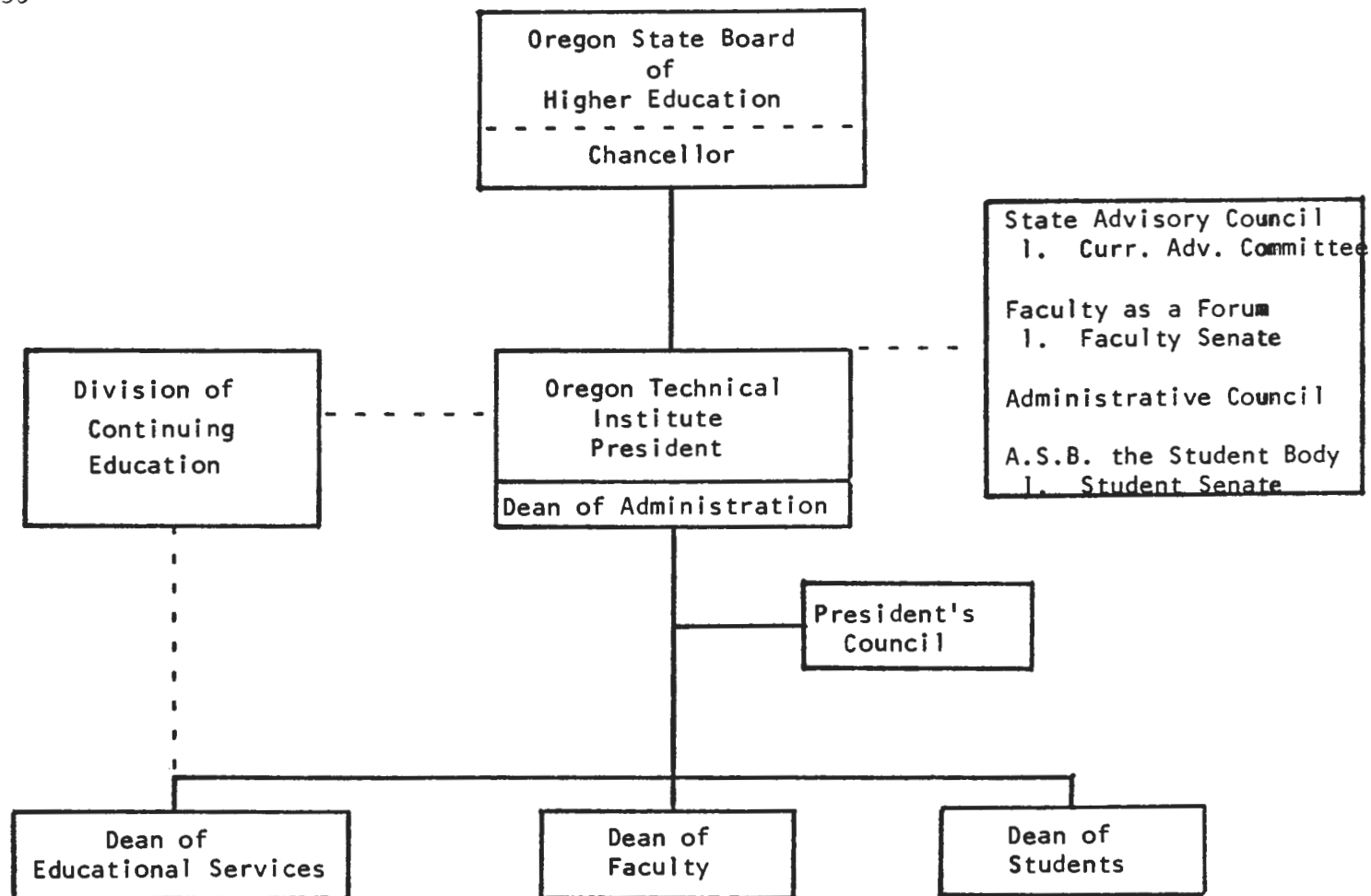
TABLE 29 (Continued)

OREGON TECHNICAL INSTITUTE
 Organization Chart
 INSTRUCTION
 Divisions of Engineering Associates.
 Allied, Library and Curriculum
 Laboratory
 1959-60



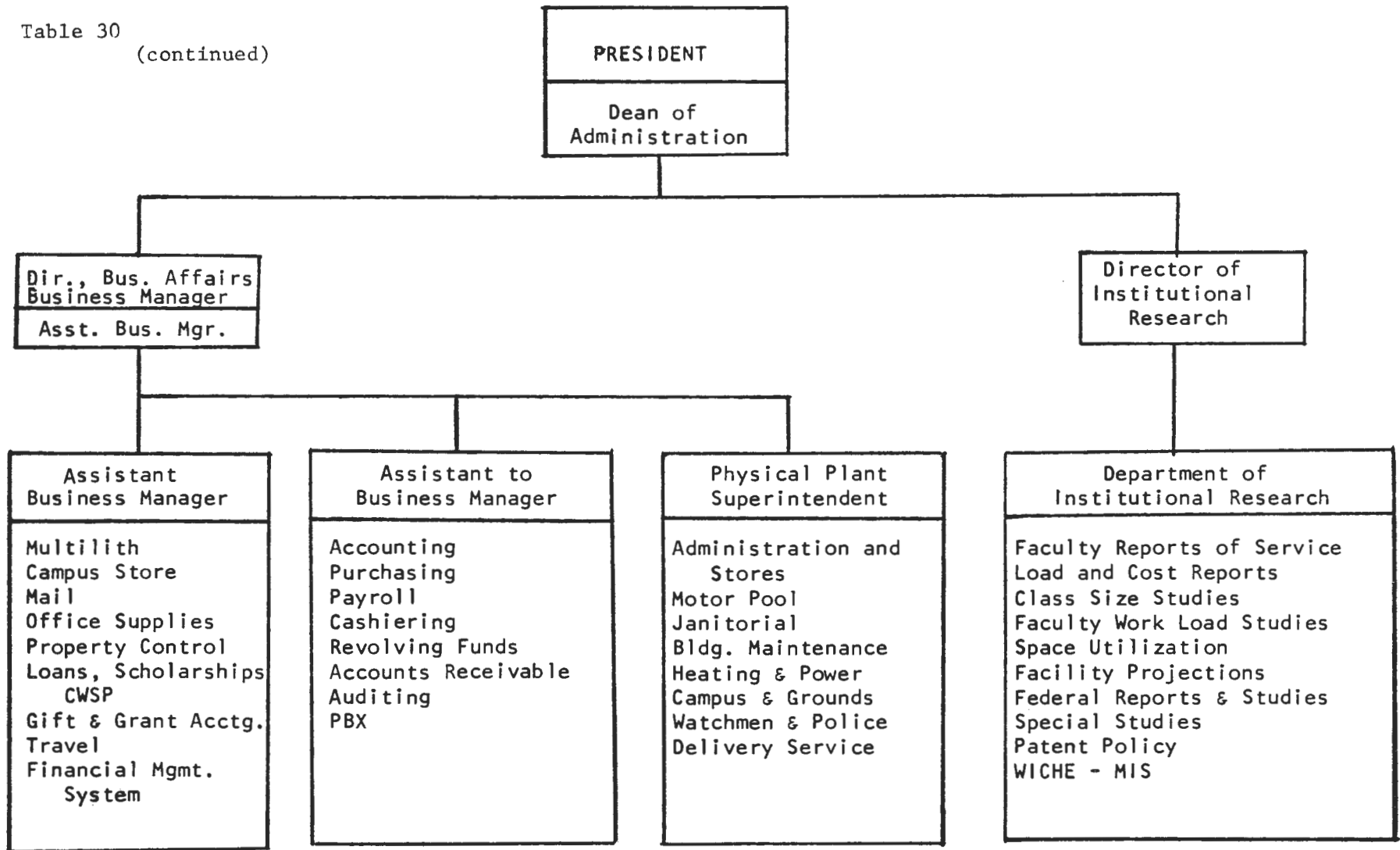
OREGON TECHNICAL INSTITUTE
ORGANIZATION CHART 1969

Table 30



OREGON TECHNICAL INSTITUTE
ORGANIZATION ART

Table 30
(continued)



OREGON TECHNICAL INSTITUTE
ORGANIZATION CHART

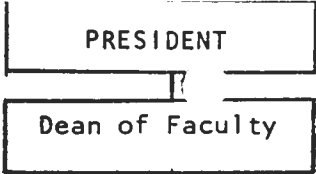


Table 30
(continued)

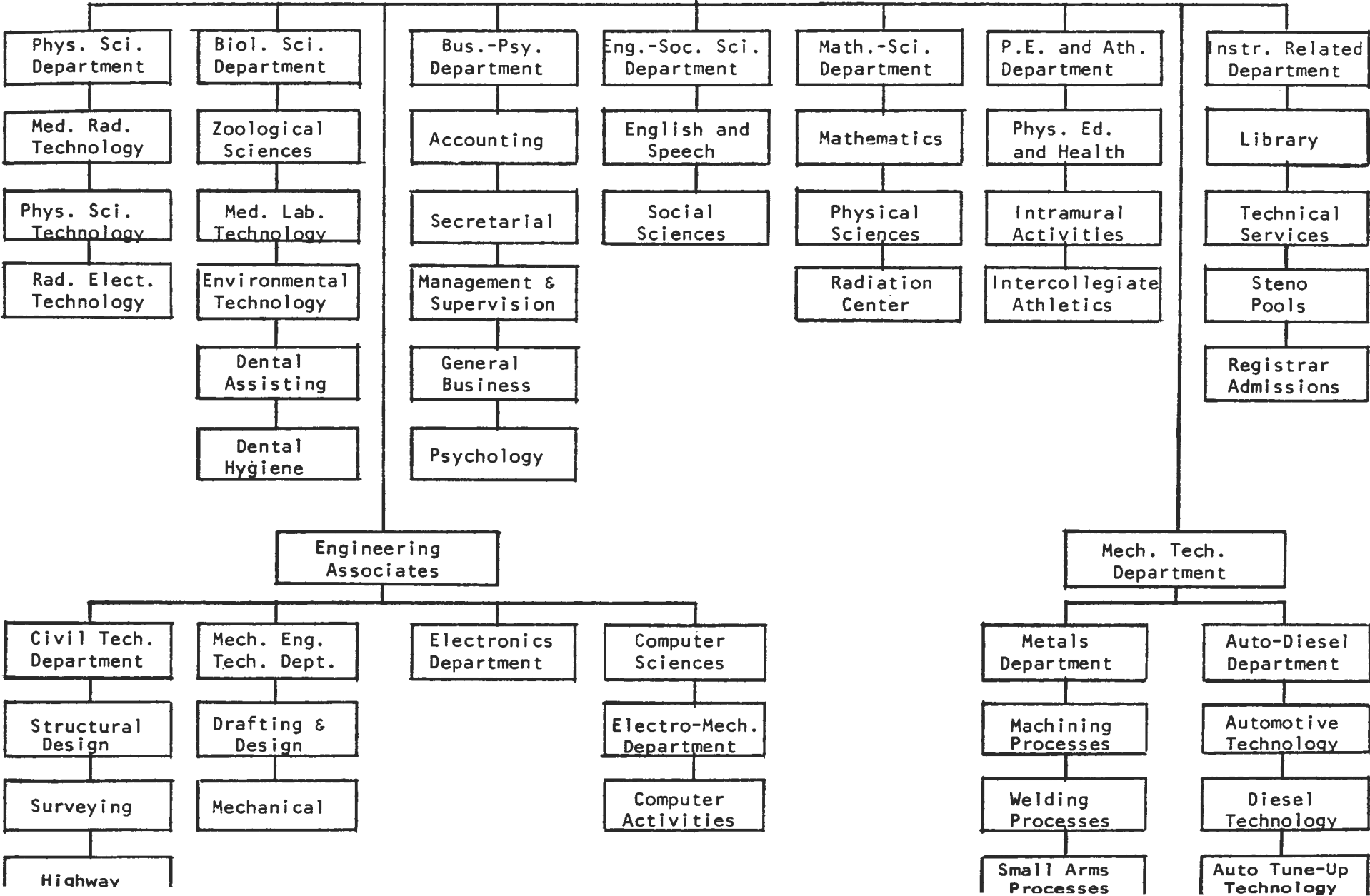
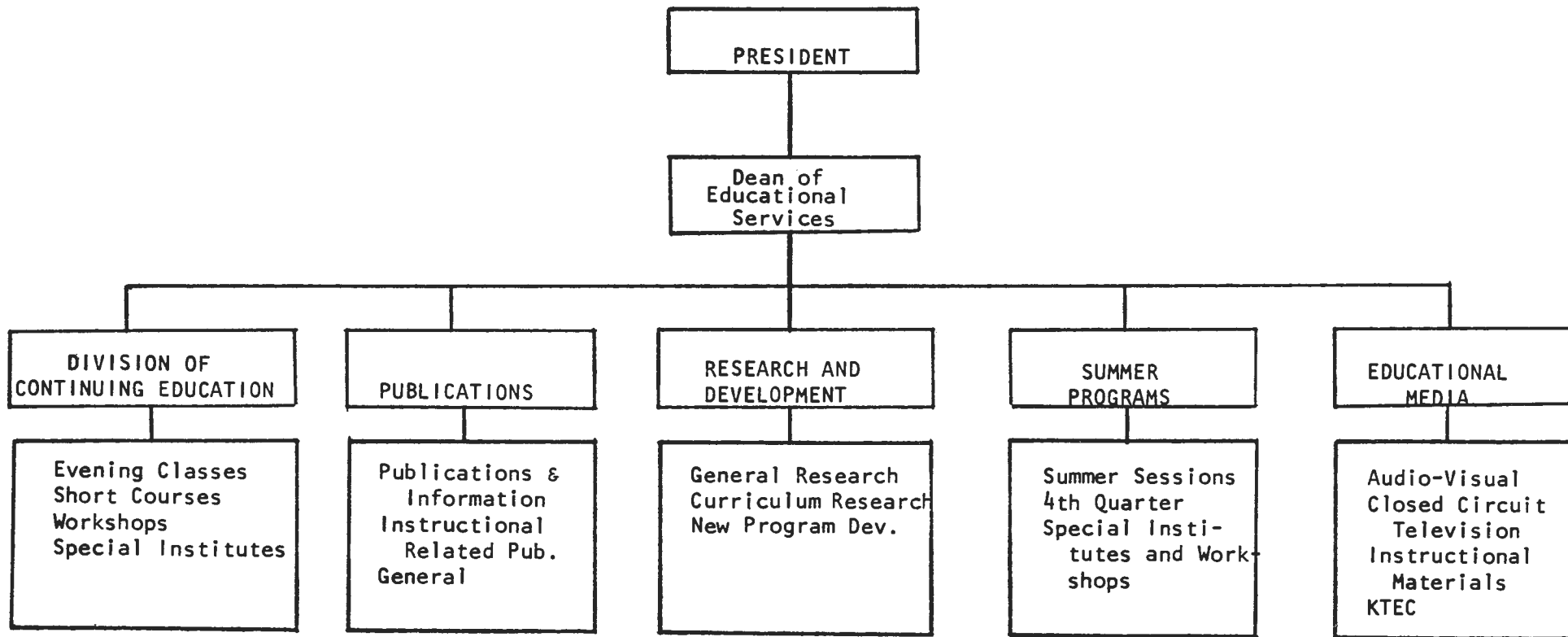


Table 30
(continued)

OREGON TECHNICAL INSTITUTE
ORGANIZATION CHART



September, 1969

OREGON TECHNICAL INSTITUTE
ORGANIZATION CHART

Table 30
(continued)

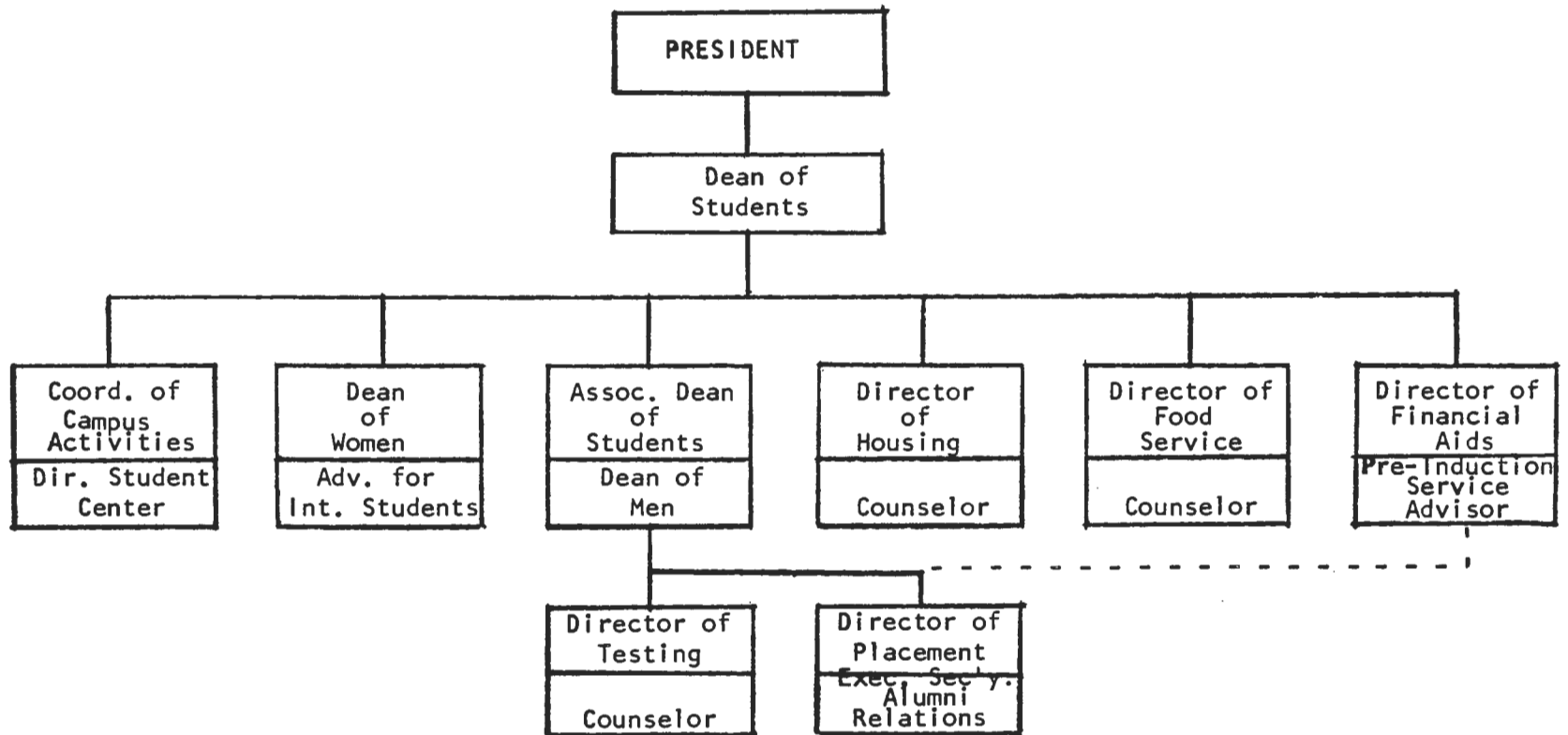
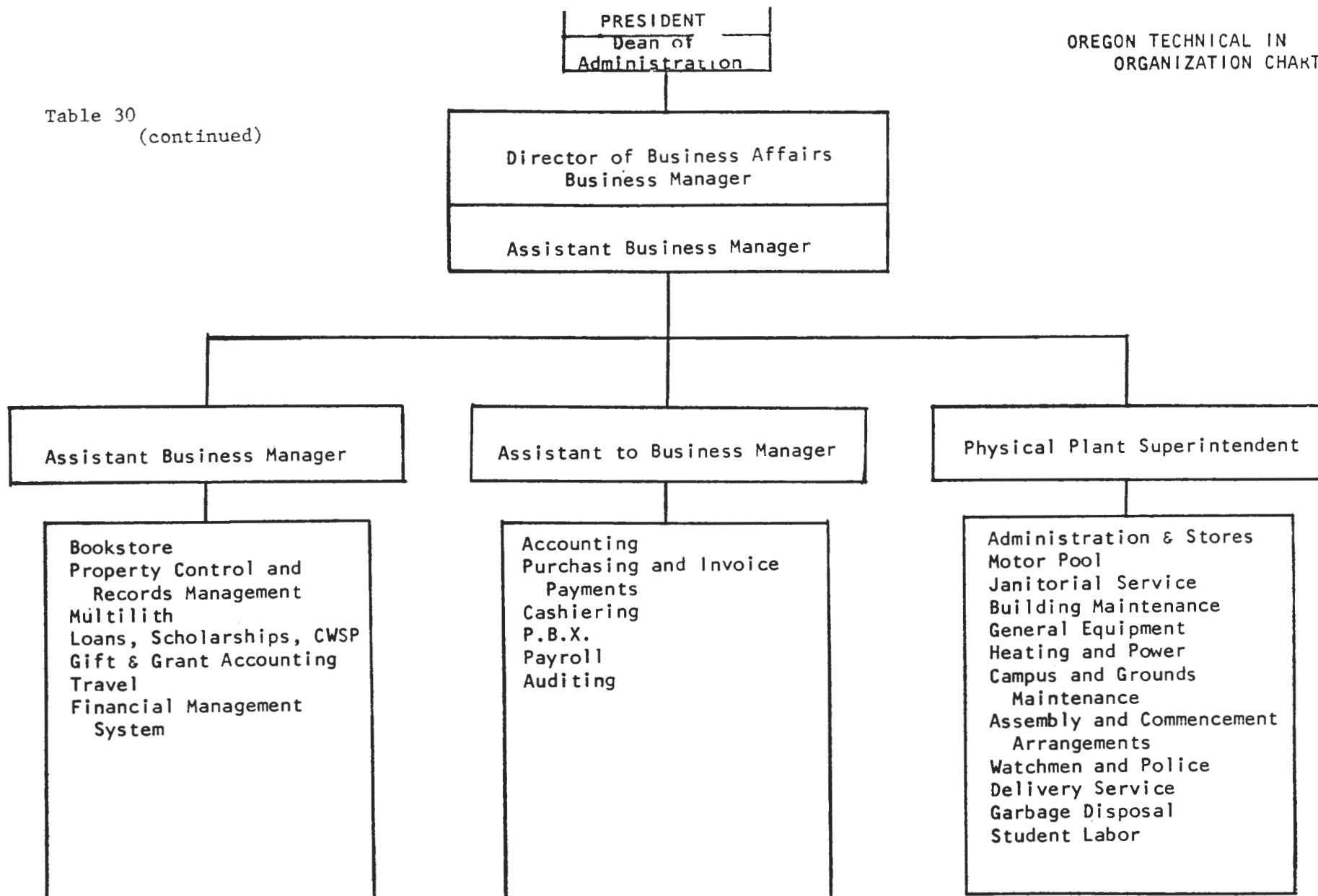


Table 30
(continued)



During the first 12 years of operation, the institution grew, not only in size, but in sophistication of its administration. The delegation of responsibility had been increased in order to utilize the initiative of various officers of administration.

By September of 1969, the administrative relationships had become regularized. A large amount of delegation and decentralization had taken place, and the president of the institution was made responsible for direct administrative relationships with three deans. The balance of the president's relationships with the President's Council, the State Advisory Council, the Faculty as a Forum, the Administrative Council and the Associated Student Body through the Student Senate, were detailed as shown in the 1969-70 organization chart which is attached.

Along with the development of greater administrative responsibility at various levels of the institution, faculty and administrative committees were organized and utilized to handle much detail of organization. The committee structure for the institution, by May 1955, had become standard for the technical institute period of development. The committee structure appears below:

Administrative Cabinet

Bailey, W. Grant
Bailey, Earl H.
Barkdoll, Cecil L.
Eckerich, Adam
Fisk, Leroy H.
Frantz, Lloyd J.
Hagen, Donald E.
Hoag, Walter H.
Lake, Catherine L.

Faculty Activities Council

Bauman, Melvin J.
Boyle, James J.
Brady, James A.
Burkart, Leonard F.
Cote, Betty
Crabtree, Jess A.
Geiss, Almon L.
Green, Roy E.
Grewell, C. C.

Administrative Cabinet
Continued

McVey, Albert V.
Morris, Donald F.
Northrup, John L.
Purvine, W. D.
Skylos, Theron G.
Spencer, Franel E.
Stone, Albert L.
Sturges, Robert F.
Zablocki, Edward

Faculty Activities Council
Continued

Hagen, Donald E.
Hoag, Walter H.
Hodges, Jack M.
Howard, John J.
Jacobi, Charles A.
LaGrande, Jack
Madole, H. Herbert
Martin, Charles E.
Phillips, Virginia
Roman, John C.
Turner, Richard L.

Academic Council

Bailey, Hallard M.
Crabtree, J. A.
Ekdahl, Gustav
Floyd, James B.
Foulon, C. Fred
French, Lawrence A.
Green, Roy E.
Grewell, Burnice M.
Grewell, C. C.
Harper, George A.
Howard, John J.
Johnstone, Murry L.
McGown, James
Orrell, Donald B.
Pedersen, H. A.
Phillips, Walter F.
Pulliam, Merlin W.
Swartz, William B.
Uerlings, Wallace F.
Zigler, Elmer W.

Faculty Rules Council and
Faculty Discipline Committee

Bailey, Hallard M.
Bailey, W. Grant
Bairoy, Earl H.
Ekdahl, Gustav
French, Lawrence A.
Grams, Ray M.
Hays, Edward L.
Harless, Vernor R.
Hessig, Richard L.
Houser, Maurice E.
Hyde, Gerald L.
Ogden, Lester I.
Orrell, Donald B.
Pedersen, H. A.
Phillips, Walter F.
Prough, Carl A.
Rotrock, Harold C.
Stang, Edwin R.
Stolpe, Carl A.
Winkelman, Alfred B.

Student Loan Committee

Anderson, M. C.
Douglass, W. M.
Roman, John C.
Smith, Robert L.
Sturges, Robert F.

Faculty Discipline Committee

Douglass, W. M.
Fisk, Leroy H.
Grams, Ray M.
Hoag, Walter
McVey, Albert V.
Smith, Robert L.

By January 1976, many different committees were developed in comparison to the 1955 charts. The assignment of duties to the various councils and committees/commissions had been clarified, and the functioning of these committees was similar to that of many other campuses. Some of the organizations met only on occasion due to the nature of their responsibilities. Others met on a near-weekly basis because of the pressing nature of their duties. There were various schedules between these two extremes for committee meetings.

OREGON INSTITUTE OF TECHNOLOGY
Standing Committee Appointments
January, 1976

PRESIDENT'S COUNCIL

Douglass W. M.
Fraser, Harvey R.
Purvine, Winston D. - Chairman
Smith, John H.
Stanaway, Tim

ADMINISTRATIVE COUNCIL

Chitwood, Paul*
Culver, G. Gene
Douglass, W. M.
Fraser, Harvey R.
Gerhardt, James R.
Grimes, William P.
Hess, Fred G.
Ives, Merlyn M.
Karr, Don J.
Lake, Catherine L.
Madsen, Russell L.
Marchese, Bruno
Marostica, George L.
Morris, W. Howard
Ogborn, JoAnne M.
Peterson, Alf L.
Pettit, Ralph L.*
Puri, Catherine M.
Purvine, Winston D. - Chairman
Rawson, Wayne R.
Smith, John H.
Speers, William F.
Stanaway, Tim
Theriault, Donald P.*

ACADEMIC DEFICIENCIES COMMISSION

76 Fraser, Harvey R.
75 Gerhardt, James
74 Hahn, Ralph W.
75 Hathhorn, James
76 Roberson, Al
76 Stanaway, Tim - Chairman

CAMPUS STORE COMMISSION

76 Hart, Irving
76 King, Dale - Chairman
74 Ogborn, JoAnne
74 Simmons, John
Smith, Alma Lee - Ex-officio
76 Theriault, Donald P.
Students - 5

FINANCIAL AIDS COMMITTEE

75 Cariaga, Ross
75 Culver, Gene
76 Furby, Lorraine B.
Huntley, John
75 Johnson, William
Kutak, Henry - Ex-officio
74 Lunde, Ole N. - Chairman
74 McCart, O. K.
76 Moore, Richard
74 Newcomb, Jerry
74 Norman, Gerald
Patterson, Jake - Ex-officio
74 Peterson, Erik
74 Raff, Richard

ADMINISTRATIVE COUNCIL (Continued)

Turner, Sarah A.
 Vaskelis, Frank M.
 Wheeler, Thomas H.
 Wogan, Franz**

Faculty Senate:

1. Boyle, James J.
2. Kurtz, Earl D.

*Faculty Senate

**Faculty Senate Alternate

COLLEGE DISCIPLINE COMMISSION

74 Hess, Fred
 75 McAtee, James
 76 Watson, Robert
 Students - 3

TRAFFIC COMMISSION

75 Douglass, W. M. - Chairman
 Hitt, Jack - Ex-officio
 76 Johnson, Truman
 74 Riker, Joseph T.
 Selleck, Charles
 Classified Staff Member (Physical Plant)
 Classified Staff Members (Open) - 2
 Students - 3

ATHLETIC ADVISORY COMMISSION

74 Connors, Thomas - Chairman
 76 Douglass, W. M.
 76 Fraser, Harvey R.
 76 Glover, Charles
 76 Hess, Fred G.
 76 Huntley, Margaret A.
 75 Morris, Howard
 76 Ogborn, JoAnne
 76 Phillips, Donald L.
 76 Smith, John H.
 76 Stanaway, Tim
 76 Theriault, Donald P.
 Wilson, Janet
 ASOIT Treasurer
 Lettermens' Club - 1
 Students - 2

FINANCIAL AIDS COMMITTEE (Continued)

75 Riverman, Suzanne
 74 Saunders, Max
 Smith, Pat
 76 Stanaway, Tim
 76 Steidley, Carl W.
 74 Svanevik, Larsen
 76 Withers, Kay
 Classified Staff Member
 (Business Office)

APPEALS HEARING COMMISSION

76 King, Marjorie (Alternate)
 74 Korzan, David
 76 Miles, Dan (Alternate)
 74 Ostrom, Ken
 Students - 2

1976 PRESIDENT'S COMMISSION ON STUDENT GOVERNANCE

76 Bronkey, Judy
 76 Douglass, W. M.
 75 Matthews, Larry
 76 Mitchell, Robert
 76 Naseth, Gary
 75 Ogborn, JoAnne
 75 Phillips, Donald
 75 Pribble, Ronald
 74 Snyder, Sue
 76 Stanaway, Tim
 75 Underwood, Jean
 75 Vincent, A. Ronald
 Students - 12

STUDENT PUBLICATIONS ADVISORY COMMISSION

76 Bronkey, Judy - Chairman
 76 Clark, Bill O.
 76 Gray, Gary L.
 76 Hajela, Dhaneshwar P.
 74 Johnson, William C.
 74 Martin, Michael
 Miller, Donald D. - Ex-officio
 Owler - Miler
 Roster, Thomas - Ex-officio
 76 Rust, Mata
 76 Silling, Edward
 Speers, William - Ex-officio
 Students - 2

FACILITIES PLANNING COMMISSION

Blanchard, Bud
 75 Chitwood, Paul
 Douglass, W. M. - Ex-officio
 76 Fisk, Leroy
 74 Ford, Robert G.
 Fraser, Harvey R. - Ex-officio
 75 Gerhardt, James
 Hitt, Jack - Ex-officio
 75 Ives, Merlyn
 Kurtz, Earl*
 Lake, Cecil - Ex-officio
 76 Marchese, Bruno - Chairman
 76 Marostica, George L.
 74 Pope, Richard
 Stanaway, Tim - Ex-officio
 75 Theriault, Donald P.
 76 Wheeler, Thomas
 Student - 1
 *VP Faculty Senate

LIBRARY COMMITTEE

Collver, Randy - Ex-officio
 75 Dodge, Burdette
 74 Fisk, Leroy - Chairman
 Fraser, Harvey R. - Ex-officio
 75 Peterson, Erik
 Rice, Harvey - Ex-officio
 75 Silva, Jay
 74 Snyder, Sue

PUBLIC RELATIONS ADVISORY COMMISSION

Clark, Bill - Ex-officio
 Douglass, W. M. - Ex-officio
 75 Garrett, Neil
 75 Huston, Paul
 75 Jones, Lewis
 75 Miller, Don B.
 76 Roster, Tom
 75 Wheeler, Thomas
 Wilson, Frank
 Students - 2

HEALTH AND SAFETY COMMISSION

76 Batishko, Charles
 Blanchard, Bud
 75 Cone, Floyd - Chairman
 75 DeRosier, Robert C.
 75 Erikson, Charles
 75 Ford, Jeanne
 76 Fraser, Harvey
 75 Furby, Lorraine
 76 Garrett, A. Neil
 75 Gerhardt, James
 Hitt, Jack
 74 Kurtz, Earl
 75 Lienau, Paul
 Marchese, Bruno
 75 Norman, Gerald
 76 Ogdahl, Ted
 75 Silva, Jay
 75 Turner, Sarah
 Students - 2
 Classified Staff - 2

CURRICULUM STANDARDS COMMITTEE

76 Dyrud, David
 75 Grimes, William
 76 Guly, Ronald
 75 Hahn, Ralph
 75 King, William
 75 Madsen, Russell
 75 Peterson, Alf
 76 Puri, Catherine
 76 Strohkirch, Charles
 75 Ward, John - Chairman
 75 Whitwer, Donald
 Students - 2

ACCIDENT INVESTIGATION COMMISSION

Smith, John - Chairman
 Blanchard, Bud
 Struble, John
 Hitt, Jack
 Brazell, Mondell
 Skudstad, Don

With the growth of organizations there came need for financial resources and these being supplied produced variation in the staffing of the institution. One of the means of analyzing and comparing the changes that occurred appears in the next table.

Table 31.

Personnel Comparison OTI-OIT
(from monthly payroll documents)

	<u>1948</u>	<u>1960</u>	<u>1976</u>
Approximate Students	521	760	2345
Teaching Faculty	42	78	144
Classified Staff	95	87	129
Administration*	6	12	28
Student Labor	171	141	355

*Includes administrators, counselors, and academic library.

The personnel comparisons in the above chart shows that teaching faculty ratio to students varied over a period of years. In 1948, with 521 students enrolled in the highest month of the year, 42 teaching faculty were adequate. In 1960, a reduction in enrollment had occurred due to the closing of several courses adjudged to be too vocational for continuation in the technical college. At that time, the teaching faculty to student ratio was approximately 10 to 1.

By 1976, when the institution had grown to enrollment over 2,300, 144 teaching faculty were active on the staff, representing a ratio of about 1 to 14.

Classified staff fluctuated also between these years in the table. The drop in classified staff in 1960 reflected a budget stringency, as the legislature looked forward to a new campus where physical plant personnel could be greatly reduced. During the final years of occupancy of the old campus in 1962-1964, a minimum of maintenance was carried out.

Administrative personnel, including administrators, counselors, and the academic library appointees, grew as the institution expanded in size, but at a lower rate than the number of students.

The sharp increase in numbers of students employed in any month is a result of federal work-study funds and other features of later programs.

Classified Service, Collective Bargaining

The Oregon State Employees Association was elected as bargaining agent by the classified service. Collective bargaining for a contract began in 1966. Representing the employer were Bruno Marchese, Business Manager, and W. D. Purvine, President. The OSEA representative was Ed Wilson.

Facilities and Their Management

The old campus facilities were a mixture of excellent and poor. The buildings were of very good, solid construction, and the external surfaces were of Johns-Manville transite. This material was weatherproof and contributed to the dry and well-insulated character of outside walls. It was, at the same time, very brittle and subject to fracture on contact. As a result, maintenance was reasonably high even though the transite was a permanent surface not requiring painting. The roofs were made of sheetrock for sheeting covered by built-up tarpaper surfaces. As a result, the tarpaper tended to create blisters during hot weather that would, in some cases, be six or eight feet across. Upon contraction in the winter term and from the weight of the snow, these blisters would occasionally break, allowing water to seep into the sheetrock. Great

caution had to be exercised by workmen repairing roofs, as stepping on a wet section presented the danger of dropping through into the attic. Considerable cost was involved in the maintaining of roofs, and because of the large expanse of roofs, Oregon Tech was selected as a test facility utilizing the highway department laboratory's personnel to develop roofing materials and coating specifications. It was felt that those items that would withstand conditions in Klamath Falls would render excellent service to the state on buildings located in less rigorous climatic areas.

The Institution was, in effect, a small city. It provided its own fire department and sewage treatment operation facilities. It purchased water at the city limits and maintained a street department. In the winter mornings, the institution plowed the access road to the city limits and utilized cinders from the coal-burning furnaces as surface sand on ice and snow.

Heating was a major problem. In the beginning the underground heat lines were all activated when the steam furnace was in operation. There was a single shut-off valve at the plant which cut off all the lines. After some negotiation with surplus property officials, the institution was able to obtain a railroad carload of valves from a defense installation that was being closed. These valves were of nominal cost to the institution, but their installation was expensive. Holes were dug for valves over the main line and the branches so that the steam could be restricted to areas that were in use since the institution was using only a portion of the 80-odd buildings available.

Since there was some line-loss even when a building was not utilizing steam, the fuel cost was reduced from \$135,000 the first year to less than \$100,000 in succeeding years.

In addition, heat problems were caused by the fact that solar radiation would make an exposed side of a building very warm while rooms on the shady side would be quite cold. Heat control equipment was introduced into the buildings so that the two sides of each floor were separately heated in accordance with need.

These and many other minor adjustments, aided in reducing the heat budget to a total of approximately \$95,000 a year which, by comparison with other institutions, was exceedingly costly.

A combination of circumstances, the above-mentioned cost of maintenance and heating, and a legislative feeling that the institution deserved better accommodations, led to discussions as to the future of the Barracks campus. An engineering study was carried out by consulting engineers Stevens and Thompson of Portland, and the findings were that the state would be money ahead to construct a new campus. Consideration was given to the possibility of replacing structures on the current site but that alternative was rejected.

With the climate at Klamath Falls, the fiscal officers of the state government and the state legislature discussed the need for geothermal heating and, in making provisions for a new campus, indicated that ground hot water for heating would be an important consideration. Accordingly, in 1959, the Ways and Means recommended to the legislature and a bill was passed appropriating \$150,000 to the State Board of Higher Education to provide for water-well exploration and planning for a new campus. State Board of Higher Education officials requested that the Board of Education instruct Oregon Tech administrators to manage cooperatively in consultation with the Board of Higher Education officials.

As a result, the administration at Oregon Tech sought information and found that there were two possible sites: one was east of downtown Klamath Falls and quite hilly; one was the O'Connor land north of the city where the territory could be easily annexed to the city. It was on the O'Connor land that the Higher Education authorities agreed water-well exploration should be undertaken, together with campus planning.

The first attempt at locating a hot well struck a suitable supply of cold water and the basis for a school-owned reservoir in the long-range planning by the architects and engineers. The second well was one of moderate output, but it was of desirable heat, being in the 175° to 180° range. The third well was not very successful and was cold. Another cold water supply to go with well one was obtained in drilling well four. Wells five and six were sources of hot water for heating added to well two. Well characteristics are shown in Table 32.

Table 32.

Analysis of Wells Drilled

	<u>WELL NO. 1</u>	<u>WELL NO. 2</u>	<u>WELL NO. 3</u>
Depth of Well	1,205 ft.	1,288 ft.	1,150 ft.
Static Water Level	449 ft.	332 ft.	110 ft.
Water Level at Testing	532 ft.	550 ft.	355 ft.
Temperature at Testing	78°	176°	65°
Volume of Water Pumped	510 GPM	107 GPM	175 GPM
Water Use	Domestic & Irrigation	Domestic Heating	Domestic & Irrigation
Casing Used			
12 inch	---	441' 3"	---
10 inch	---	---	---
8 inch	686' 0"	803' 0"	705' 7"
6 inch	544' 10"	515' 0"	---
Cost of Well			
Drilling	\$10,038.00	\$11,082.50	\$ 7,410.00
Testing	2,076.00	3,425.00	1,325.00
Casing	<u>4,836.12</u>	<u>7,592.00</u>	<u>3,012.87</u>
Total Cost	\$16,950.12	\$22,099.50	\$11,755.87

Table 32. Continued.

	<u>WELL NO. 1</u>	<u>WELL NO. 2</u>	<u>WELL NO. 3</u>
Drilling Started	Sept. 1959	Jan. 1960	June 1960
Drilling Completed	Feb. 1960	June 1960	Sept. 1960
	<u>WELL NO. 4</u>	<u>WELL NO. 5</u>	<u>WELL NO. 6</u>
Depth of Well	1,224 ft.	1,716 ft.	1,800 ft.
Static Water Level	315 ft.	358 ft.	359 ft.
Water Level at Testing	550 ft.	393 ft.	540 ft.
Temperature at Testing	92°	192°	146°
Volume of Water Pumped at Testing	400 GPM	442 GPM	250 GPM
Water Use	Domestic & Irrigation	Domestic Heating	Domestic Heating
Casing Used			
12 inch	733' 0"	530' 3"	416' 4"
10 inch	315' 6"	814' 6"	867' 6"
8 inch	207' 7"	318' 6"	294' 6"
6 inch	---	648' 1"	677' 8"
Cost of Well			
Drilling	\$15,317.75	\$20,322.50	\$21,466.50
Testing	1,750.00	1,750.00	2,000.00
Casing	<u>5,939.32</u>	<u>9,180.00</u>	<u>8,816.74</u>
Total Cost	\$23,007.07	\$31,252.50	\$32,283.24
Drilling Started	Oct. 1961	Oct. 1961	May 1962
Drilling Completed	May 1962	July 1962	Feb. 1963

With the approval of the Board of Higher Education for the O'Connor property as the place to construct new facilities, the institute administration negotiated with various persons locally to acquire the real property. A financial campaign to meet the legislative request that the community supply the property was undertaken and resulted in the purchase of 120 acres of land for the main part of the campus, and a tongue of 3 acres to provide a site for the water reservoir and the original #1 well. The county donated 32 acres of property that was in its possession. The SBHE purchased 5 acres for well sites south of the main block of campus land.

Table 33.

Building Valuations
Oregon State Board of Higher Education
Oregon Institute of Technology

4/1/76

<u>BUILDING NAME</u>	<u>PURCHASE DATE</u>	<u>CAPITALIZED VALUE</u>	<u>APPRAISED VALUE</u>
Owens Hall	1963	\$ 668,644	\$ 1,764,466
Semon Hall	1963	826,920	2,150,034
Mechanical Electrical	1963	26,326	69,689
Heat Exchanger	1963	15,800	41,930
Snell Hall	1964	284,635	747,255
Physical Education	1964	981,751	2,579,139
Cornett Hall	1964	1,523,913	3,938,161
Library Commons	1964	1,271,168	2,366,719
Physical Plant	1964	254,660	669,957
Paint Shed	1967	2,398	5,540
Boat House	1967	2,500	5,771
Storage Shed Garage	1967	10,273	23,563
Pump House	1963	3,092	7,141
Pump House #5	1971	2,254	3,796
Pump House #6	1971	1,925	3,243
Boat House #2	1971		4,212
Pump House #2	1972	1,552	2,313
Semon Hall Addition		2,386,790	2,827,253
Residence Hall	1964	2,350,656	5,963,319
		\$10,615,257	\$23,173,501

The new campus dedication was held in the school year 1964-65. Important officers in attendance were Governor Mark Hatfield, Chancellor Roy E. Lieuallen, Board President Charles R. Holloway.

In the development of the new campus, the original parking lots were supplied by appropriations. Shortly after this had occurred, the legislature and the State Board of Higher Education determined that parking lots should be self-sustaining. As a result, the original lots were planned for maintenance, security enforcement, snow plowing, and sanding under the funding of parking fees and fines beginning in 1968.

The concept of self-sustaining buildings and facilities applied to the residence hall, the commons, the student union and parking facilities. User fees and charges were set to defray operation, maintenance and bond retirement.

Budgets

Over a period of years, budgets have reflected both the policy of the legislature in supporting the institution and the growth of enrollment. In order to illustrate this, we have extracted summary sections of various budgets for reproduction here. These budgets are 1946-49, 1951-52, 1961-62, 1971-72, and 1975-76:

Summary Statement of Disbursements

Inception October 1946, to June 30, 1949

	<u>Total</u>
Administrative Division	\$ 48,498.07
Institutional Service Division	56,060.96
Instructional Service Division	30,742.69
General Instruction Division	453,739.27
Physical Education, Recreation and Library	9,614.79
Physical Plant Operation and Maintenance	630,031.19
Veterans' Agriculture Program	11,075.63
Auxiliary Enterprise Expenditures	191,172.05
Intramural Activities	20,924.43
Organized Activities Related to Instruction	49,803.25
Unallocated Pay Roll	27,928.79
Capital Outlays (Instructional Capital Outlays Excluded)	234,196.11
Refund Various Revenues	2,155.11
Unrecorded Expenditures	16,171.36
Book Entry for Pay Roll July 1, 1947, to March 31, 1948	275,523.73
Total Pay Rolls July 1, 1947, to March 31, 1948	239,769.62
Unclassified Expenditures	3,796.14
Transfer to Business Manager's Fund	<u>2,500.00</u>
Total	\$1,752,655.73

Summary Statement of Expenditures by Division
and Objective Classification
July 1, 1951, to June 30, 1952

Administration	\$ 45,948.49
Institutional Service	66,945.66
Instruction Service	36,890.44
General Instruction Courses:	
Business	17,446.58
Trade and Industry	159,919.85
Technical	72,247.48
Agricultural	---
Short Term and Special	6,637.26
Physical Education and Recreation	19,145.38
Physical Plant Operation & Maintenance	300,316.05
Building Alterations & Other Improve.	68,624.25
Refunds	<u>1,908.93</u>
Total Institute General Fund Exp.	\$796,025.37

BUDGET DISBURSEMENTS
Educational and General Funds
Fiscal Year Ending June 30, 1962

SUMMARY DISTRIBUTION BY EXPENDITURES	Total Expenditures	
	Unrestricted	Restricted
Administration	\$ 46,614.71	\$ 975.41
Library and Museums	21,713.03	1,200.38
Institutional Service		
Divisions	132,660.58	3,921.94
Instructional Service		
Divisions	96,819.95	1,458.11
Instruction	709,060.08	58,729.39
Organized Activities Relating to Instruction		24,720.83
Extension	1,829.23	1,358.92
Research	2,378.16	8,616.57
Physical Plant	256,004.72	30,069.82
Capital Outlay		<u>3,773.03</u>
Totals	\$1,267,080.46	\$134,824.40

SCHEDULE OF CURRENT GENERAL FUND EXPENDITURES
YEAR ENDED JUNE 30, 1972

Total Instruction and Departmental Research	\$1,970,957.56
Total Libraries and Museums	93,359.79
Total Student Services	213,458.31
Total Operation & Maintenance of Phys. Plant	463,682.79
Total Capital Improvements	3,442.00
Total General Administration	280,266.36
Total General Institutional	<u>100,648.51</u>
 TOTAL EDUCATIONAL AND GENERAL FUND	 \$3,125,815.32
 TOTAL AUXILIARY ENTERPRISES	 \$ 221,939.67

SCHEDULE OF CURRENT GENERAL FUND EXPENDITURES
YEAR ENDED JUNE 30, 1976

Total Instruction and Departmental Research	\$3,383,773.53
Total Libraries and Museums	149,965.97
Total Student Services	316,517.81
Total Operation and Maintenance	726,594.81
Total General Administration	406,761.08
Total General Institutional Expenditures	<u>114,479.91</u>
 TOTAL EDUCATIONAL AND GENERAL FUND	 \$5,180,786.48
 TOTAL CURRENT AUXILIARY FUNDS	 \$1,188,926.35

Faculty Salaries

Many levels of impact on salaries characterize the process of determination. The State Board of Higher Education determines a budget request for the State Governor's analysis and legislative recommendation. The Governor's recommendation is studied and usually modified by the Joint Ways and Means Committee. The supportive documents of the final budget action earmark funds for the biennial faculty salary increases.

The balance of the process is internal for the State Department of Higher Education. The Central Office applies the legislative directive to faculty salaries as a whole and produces tentative allocations to each institution. The State Board reviews, possibly amends, and then approves allocations and standards. At Oregon Tech the directives and allocations are applied after consultation with the Administrative Council.

OIT faculty salaries in 1975-76 averaged:

<u>Rank</u>	<u>Fall Quarter</u>
Professor	\$19,754*
Associate Professor	18,436
Assistant Professor	16,142
Instructor	12,737

*\$20,037 including supervising dentist.

GRANTS AND GIFTS

In recent years, grants and gifts from various sources grew rapidly. The State of Oregon Educational Coordinating Council and U.S. Department of Health Education and Welfare were prominent donors. The OIT Geo-Heat Center became the agent for numerous larger grants in the 1975-77 period.

Partial List of Grants 1975-77

ECC (Educational Coordinating Council) <u>Puri</u>	\$ 26,494
U.S. Department of Interior--Youth Corps.	24,430
U.S. Bureau of Land Management	44,136
State (OSU) Greenhouse	19,000
U.S. Environmental Protection Agency <u>W. Johnson</u>	3,500
U.S. Department of Interior <u>Roster</u>	5,000
ERDA (Energy Research and Development Administration) <u>Karr</u> .	383,385
ERDA <u>Lund</u>	18,944
ERDA <u>Culver</u>	164,000
ERDA <u>Lienau</u>	119,839
PNRC (Pacific Northwest Regional Commission) Aquaculture	
<u>Johnson</u>	17,568
PNRC Aquaculture <u>Johnson</u>	45,848
PNRC Geo-Heat Center <u>Lienau</u>	3,000
PNRC Geo-Heat Center <u>Lienau</u>	5,922
PNRC and Oregon Department of Energy <u>Lienau</u>	10,000
U.S. Geologic Survey <u>Lund</u>	31,101

Don B. Miller was made responsible for securing equipment gifts and grants in 1974-75.

Summary of Equipment Donations, 1974-76

PRIVATE INDUSTRY

1974-75	\$ 26,814
1975-76	43,936

Summary of Equipment Donations, 1974-76 (Continued)

PACIFIC N.W. REGIONAL COMMISSION

May 1976-	<u>414,671</u>
TOTAL	\$485,421

Various instructors and administrators had secured some equipment gifts, especially since 1960.

Student Loan Funds and Scholarships

Loan funds were very small in the early years of Oregon Tech and grew gradually. By July 1, 1976, loan funds had become substantial. The following is an excerpt from the official report on loan funds:

A. SUMMARY OF LOAN FUND

	<u>Total</u>	<u>Institutional</u>	<u>PHS Nursing</u>	<u>National Direct</u>
ASSETS, July 1, 1976				
Cash	\$ 94,770.86	\$ 8,425.53	\$ 3,796.94	\$ 82,548.39
Notes Receiv.	<u>1,184,166.31</u>	<u>114,009.13</u>	<u>21,057.87</u>	<u>1,049,099.31</u>
	\$1,278,937.17	\$122,434.66	\$24,854.81	\$1,131,647.70

The latest available listing of scholarship donations of \$500.00 or over appears below:

Scholarship Funds

<u>Donors</u>	<u>1976-77</u>
Soroptimist Club--Klamath Falls	\$ 800.00
Georgia Pacific Foundation	666.00
Jackson Foundation	1,200.00

Scholarship Funds (Continued)

<u>Donors</u>	<u>1976-77</u>
Pacific Gas Transmission	\$1,000.00
Crown Zellerbach	1,500.00
Vander Ahe	500.00
Jessie Miller School Fund	800.00
Bascom Scholarship	500.00
Boise-Cascade Stroh.	650.00
William Kilworth Scholarship	1,000.00
Helen Danner Mem.	500.00
Klamath Falls Kiwanis	702.00
Leslie Parker School	500.00
PIH Women's Guild	2,708.00
Jeld-Wen	600.00
North Bend Student Body	500.00
OIT Faculty Wives	600.00
Jackson County Legal Sec.	500.00
Jeld-Wen WENCO	600.00
Mildred Litster Trust	600.00
Columbia Corporation	750.00
Beane Trust	760.00
Bank of Commerce	500.00
Milton Freewater	500.00
3-M	500.00
Chiquita Brands	5,366.00
WEYCO EHT	500.00

College Work Study funds for assisting students and the Institution
in 1976 were:

Instruction	74,346.42
Library	7,862.09
Student Services	8,951.27
Physical Plant	982.32
Administration	3,368.38
General Institution	1,043.44

All categories of student aid totalled \$528,935.97 for the fiscal
year ending June 30, 1976.

APPENDIX A

Plan of Instruction and General
Policy in operation of Oregon
Technical Institute

Approved June 15, 1955, By State
Board of Education

10. PLAN OF INSTRUCTION AND GENERAL POLICY IN OPERATION OF OREGON
TECHNICAL INSTITUTE

(Explanation of references: The material included in parenthesis at various points throughout this plan is for information as to previous State Board of Education actions or laws affecting such provisions. When the initials SBE and a date appear, this is indication of an action taken on that date by the State Board of Education. When ORS, followed by numbers, appears, this stands for Oregon Revised Statutes and the numbers represent the section. When Oregon Laws of a given year are noted, it refers to the session of the legislature which enacted the authority in a Chapter.)

I. GENERAL PURPOSE

The Institute shall provide practical and terminal instruction as a basis for immediate employment and later advancement in agricultural, business, industrial, and technical occupations. Courses of major study will be broad in concept to permit graduate entry into one of the payroll classifications within a closely related job group. Primary instructional emphasis will be given to occupational skills and knowledges. Practical training, applied theory of related technical nature, allied subjects of general and job educational value, subjects of elective nature, and some remedial instruction, will be offered in each major course for individual growth and development.

Guidance programs adapted to individual student requirements and Institute needs will be maintained for the purpose of better individual student adjustment. (SBE-June 1, 1950; Sept. 20, 1950)

Co-curricular areas of student activities will be conducted in a cooperative program, using staff personnel as advisors and students as participants. (SBE-March 24, 1948; Sept. 10, 1952)

II. ADMISSION OF STUDENTS (SBE-June 13, 1952)

- A. Students will be admitted to the Institute if at least sixteen years of age, and
- B. The student shows evidence of being able to profit by the instruction.
- C. A high school graduate or equivalent if the student is above the age of compulsory high school attendance, and/or
- D. A written notice from the appropriate high school authority is accepted by the Institute to provide that the requirements of compulsory attendance are to be met by attendance in an Institute program, and

- E. Qualified citizens of the United States of America shall be admitted without reference to residence, religious creed, or racial origin, provided that this provision does not in any way restrict the right of the State Board of Education to require the collection of an additional tuition charge for persons who do not meet in-state residence provisions.
- F. A full-time student shall attend twenty (20) or more clock hours weekly. (SBE-June 6, 1951)
- G. Applicant waiting lists may be administratively established.

III. PROBATION OF STUDENTS OR DISMISSALS (SBE-June 13, 1952)

- A. A student will be on general probation for the first term of work in any major course. Successful completion of the term will entitle the student to regular standing.
- B. Special probationary status will result from failure to meet grade standards (subsequent to the first term), or for wilful violation of Institute rules or public laws.
- C. Suspension and dismissals may result from student violations of attendance or personal action rules.

IV. GENERAL OPERATION

The State Board of Education may provide that the following are done in operating the Institute:

- A. Financial
 - 1. Maintain and use Oregon Technical Institute Account in the General Fund. (ORS-344.330)
 - 2. Accept and use appropriations made by the Legislature. (Enacted biennially)
 - 3. Maintain and use the Special Checking Account with the State Treasurer. (ORS-344.360)
 - 4. Maintain and use the Business Manager's Revolving Account. (ORS-344.340)
 - 5. Maintain and use the Warehouse Revolving Account. (ORS-344.345)
 - 6. Enter into contracts with persons, firms, and corporations with approval of the State Board of Control - its successor in this function being the State Department of Finance and Administration. (ORS-344.320)
 - 7. Purchase and sell the Mountain View Housing Project. (OL, 1951-Chapter 210)
 - 8. Direct the collection and refund of fees, service charges, deposits, etc. (ORS-344.310) (Note--Detail of application appears as Appendix D, Tuition and Fee Schedule)

- a. Resident and non-resident tuition
 - b. Student activities fee
 - c. Student insurance or medical service fee
 - d. Late registration fee, late payment fees and other penalty fees
 - e. Board, dormitory, and other housing rental charges
 - f. A building fee for auxiliary enterprise remodeling or construction
 - g. Deposits
 - h. Breakage and damage charges
- 9. Approve biennial and annual budgets and reports. (ORS-344.310)
 - 10. The operation and profits of the Recreation Hall, bowling alleys, Coca-Cola machines, and telephone pay stations, assigned to the Associated Student Body. (SBE-Sept. 20, 1950; ORS-344.310)
 - 11. Approve Chart of Accounts. (SBE-Sept. 16, 1954; ORS-344.310)

B. Management of Enterprises

- 1. Operate on-campus housing and the Mountain View Housing Project. (SBE-March 24, 1948; Dec. 9, 1954; ORS-344.320)
- 2. Operate or give permission for campus enterprises or services as bowling alley, campus store, concessions, U. S. Postoffice, rifle range. (ORS-344.320)
- 3. Operate cafeterias for students, employees, and their families. (ORS-344.320)
- 4. Provide for agreements with employees and management rules concerning intellectual property to include copyrighting and patenting. (SBE-June 9, 1954; ORS-326.102; ORS-326.104; ORS-326.106)
- 5. The Director of Oregon Technical Institute, with the approval of the State Director, be authorized to establish welding and other War Production Training classes in cooperation with public and private agencies. (SBE-Sept. 20, 1950)

C. Salary and Position Specifications

- 1. The State Director is empowered to approve instructor salary rates to \$350.00 per month and give provisional approval to higher rates subject to final approval of the State Board of Education. (Note: Base salary was \$335.00 at that time.) (SBE-Sept. 22, 1948)
- 2. Approve organization charts. (ORS-344.310)
- 3. Approve salary schedules for unclassified personnel. (ORS-344.310, 240.205)

D. Instructional Scheduling

1. Approve annual school year calendar. (ORS-344.310)
2. Approve instructor-student ratios. (SBE-Dec. 1, 1952, June 9, 1954)

E. Student Organizations

1. All student organizations must have approval of the administration for organization and continuation. (SBE-June 13, 1952; ORS-344.310)

F. State Advisory Committee (SBE-May 29, 1947)

The area "contiguous" for Oregon Technical Institute was established as the entire state.

V. INSTRUCTIONAL OPERATION (Note--Detail of application appears as Appendix A, Unclassified Salary Program, Appendix B Position Descriptions, and Appendix C Self-Improvement Cycles.)

A. Instructor (including Supervising Instructors) Personnel Requirements (SBE-Dec. 22, 1949)

1. Qualifications

a. Instructors in the Department of Industries

(1) Practical Experience

Trade experience shall be not less than three years in the specific field of instruction, beyond the learning period. The experience must have been sufficiently varied to include all processes required in the instructional area.

(2) Education Background

(a) Formal - High school graduation or equivalent.

(b) Technical - No specific trade-technical training will be required, but preference will be given well-qualified instructors having technical training applicable [sic] to the field of instruction.

(3) Teacher Training

(a) Pre-employment teacher training is not required, but preference will be given well-qualified instructors with applicable teacher training.

(b) Pre-service teacher training of not less than ten clock hours will be furnished by the Institute.

(a. Above-SBE-Dec. 22, 1949; March 21, 1952)

b. Instructors in the Department of Technical Associates and Graphic Arts Associates

- (1) Practical Experience
Occupational experience shall be not less than three years in the specific field of instruction, beyond the learning period. The experience must have been sufficiently varied to include all processes required in the instructional area.
- (2) Educational Background
 - (a) Formal - High school graduation or equivalent
 - (b) Technical - No specific occupational-technical training will be required, but preference will be given well-qualified instructors having technical training applicable to the field of instruction.
- (3) Teacher Training
 - (a) Pre-employment teacher training is not required, but preference will be given well-qualified instructors with applicable teacher training.
 - (b) Pre-service teacher training of not less than ten clock hours will be furnished by the Institute.

(b. Above-SBE-Dec, 22, 1949; March 31, 1952)

c. Instructors in the Department of Business Associates

- (1) Practical Experience
Business experience shall be not less than three years in the occupation, beyond the learning period. The experience must have been sufficiently varied to include all processes required in the special field of instruction.
- (2) Educational Background
 - (a) Formal - One year of training beyond High school graduation.
 - (b) Technical - One year or equivalent in subjects with application to the field of instruction.
- (3) Teacher Training
 - (a) Pre-employment - Either one year (or equivalent) of teacher training or one year's experience in teaching.
 - (b) Pre-service teacher training of not less than ten clock hours will be furnished by the Institute.

(c. Above-SBE-Dec. 22, 1949; March 31, 1952)

d. Instructors in the Department of Agricultural Training

- (1) Practical Experience
The instructor should have been farm-reared; in any case, he shall have had at least two calendar years of farm experience after arriving at the age of fourteen years.

- (2) Educational Background
 - (a) Formal - The instructor shall be a graduate of a standard, four-year agricultural course of college grade in an institution which has been approved for the training of teachers of vocational agriculture.
 - (b) Technical - The instructor shall have at least eighty quarter hours in undergraduate technical agricultural subjects.
- (3) Teacher Training
 - (a) Pre-employment - The instructor shall have not less than eighteen quarter hours in education subjects, including a course in "Special Methods of Teaching Vocational Agriculture", and observation and practice teaching.

(d. Above-SBE-Dec. 22, 1949; March 31, 1952)

e. Instructors in the Department of Engineering Associates

- (1) Practical Experience

Engineering or engineering associate experience shall be not less than three years in the occupation, beyond the learning period. The working experience must have been sufficiently varied to include all processes to be taught.
- (2) Educational Background
 - (a) Formal or Equivalent, and (b) Technical Graduation from a recognized institution in the field of engineering; or Graduation from a recognized institution of technical institute type in the field of instruction; or as an equivalent, possession of a state license in engineering.
- (3) Teacher Training
 - (a) Pre-employment teacher training is not required, but preference will be given well-qualified instructors with applicable teacher training.
 - (b) Pre-service teacher training of not less than ten clock hours will be furnished by the Institute.

(e. Above-SBE-Dec. 22, 1949; March 31, 1952)

f. Instructors in Allied Subjects

- (1) Practical Experience

Occupational experience shall be at least one year in approved fields.
- (2) Educational Background
 - (a) Formal - Four-year college graduation or equivalent.

- (b) Technical - Subject matter credit of college grade with application to the field of instruction.
- (3) Teacher Training
 - (a) Pre-employment - Either one year (or equivalent) of teacher training or one year's experience in teaching.
 - (b) Pre-service teacher training of not less than ten clock hours will be furnished by the Institute.
- (f. Above--SBE-Dec. 22, 1949; March 31, 1952)
- g. Technical (Graduate) Assistant Instructors
 - (1) Graduation from the particular course at Oregon Technical Institute, or equivalent. (SBE-Dec. 22, 1949; June 9, 1954)

2. Annual Terms of Work (SBE-Dec. 22, 1949)

- a. Regular instructors, supervising instructors, and Supervisors I, on an annual basis for employment and salary unless found guilty of unprofessional conduct harmful to the course and/or the Institute. Formal notification in writing signed annually by both the instructor and the Director, not later than the Friday following the end of the Spring term, will constitute a mutual agreement for the coming school year.
- b. Instructor, Regular-Limited, on an annual basis for employment and salary limited by: (SBE-Sept. 22, 1948)
 - (1) Need for services from term to term
 - (a) Winter Term and Spring Term:
Instructor will be held over until the tenth school day following registration for these terms, pending adequate enrollment. If he receives no notice by the tenth school day it will constitute a mutual agreement to complete the term.
 - (2) A finding guilty of unprofessional conduct harmful to the course and/or the Institute.
 - (3) Formal notification in writing signed annually by both the instructor and Director, not later than the Friday following the end of the Spring Term, will constitute a mutual agreement for the following year except as specified in (1) and (2) above.
- c. Instructors, Special, (SBE-Sept. 22, 1948) and Technical (Graduate) Assistant (SBE-Dec. 22, 1949), hired on a basis of completing the term, or such other special definite period as needed.

3. Time-off Provisions

a. Vacations

- (1) Instructors, Supervising Instructors, and Supervisors I
Vacation time is between Friday one week after the closing of the Institute's regular annual calendar and the Monday occurring two weeks prior to the opening of the Fall term. (SBE-Dec. 22, 1949)
- (2) Instructors and Supervising Instructors
"Between term" vacation is permissible for instructors and supervising instructors provided the first day (and as many ensuing days as may be necessary) is used to complete grades and the 3300 Account inventory. When these are completed the remainder of the vacation time may be spent as desired, provided conditions in the individual's classroom or shop do not require his presence. (SBE-Dec. 22, 1949)
- (3) Supervising Instructors and Supervisors I may be called back to work before the opening of the Fall term up to five working days earlier than the regular instructional staff.

b. Instructor Emergency Absence

Instructors absent from instruction due to emergency other than illness of self are subject to the following policy:

- (1) Such absence must be approved in advance, if possible.
- (2) The instructor must pay an approved substitute instructor (without cost to the Institute), or
- (3) The instructor will lose pay for the day(s) absent.

c. Retirement and Sick Leave provisions to be those of the general state service. (SBE-Dec. 22, 1949; Dec. 15, 1953)

B. Instructional Supervisor Personnel Requirements

Positions included are

- (1) Technical Institute Supervisor of Instruction, Supervisor IV
- (2) Technical Institute Dean of Students, Supervisor IV
- (3) Technical Institute School Supervisor, Supervisor III
- (4) Technical Institute Instructional Materials Specialist, Supervisor II
- (5) Technical Institute Visual Aids Specialist, Supervisor II
- (6) Technical Institute Director of Athletics, Supervisor II
- (7) Technical Institute Dean of Men, Supervisor II
- (8) Technical Institute Dean of Women, Supervisor II

1. Qualifications

a. Practical Experience

Practical experience requirements shall be those of a Technical Institute Instructor II in the field for which the individual is qualified as an instructor.

b. Educational Background

- (1) Formal - The supervisor shall be a graduate of a standard four-year course of college grade with Bachelor's degree or equivalent, required.
- (2) Technical - Technical education requirements will not be mandatory but preference will be given to candidates possessing technical training in the area of their teaching or in the field of supervision.

c. Teacher Training

The supervisor shall have had teacher training sufficient to earn a minimum of twelve (12) Improvement Points, or shall be required to pursue such additional training as will meet this minimum during the year of probationary appointment.

2. Appointment and Tenure

- a. Appointment - By the State Board of Education upon the recommendations of the Institute Director and the State Director (SBE-May 29, 1947)
- b. Probation - All appointments to a supervisory position are probationary for the first twelve months. Special probation may be established by the Institute Director.
- c. Terminations - The State Board of Education empowers the Director to discharge unclassified personnel for good reason, such person having privilege of appeal to the State Director and the Executive Officer of the State Board. (SBE-May 29, 1947)
- d. Tenure - Indefinite during satisfactory service and for the duration of need for the position.

3. Annual Terms of Work

- a. Twelve months service in positions of: (SBE-Dec. 22, 1949)

Supervisor IV, III, and II

b. Time-off Provisions

The rules of the State Civil Service Commission are adopted for Supervisors IV, III, and II.

C. Local Advisory Committees

As a means of coordinating occupational needs and curriculum content, representative employer-employee advisory committees may be organized by the Institute to make recommendations as to the type of instruction and equipment desirable for a particular curriculum or group of related curricula. (SBE-June 6, 1951)

1. Membership on local advisory committees shall be by invitation of the Institute administration, who shall also determine individual "Regular" or "Alternate" member status and term of such membership if that appears desirable.
2. Insofar as practicable, local advisory committee membership shall comprise equal representation from employers and employees or professional personnel and employees in the occupation or related occupations concerned, the number of such memberships to remain flexible to meet varying program situations.

D. Course Content

1. The content of each instructional program shall be gauged to meet the changing needs of the occupational area, at a level adequate to assure acceptance and advancement within that area through necessary skills development, related technical knowledge, and allied and elective subjects of general or job educational value. (SBE-Dec. 15, 1953)
2. The laboratory-shop training shall utilize equipment and instructional projects paralleling those found in the usual working environment of the occupation.
3. The schedule of laboratory-shop instruction shall meet minimum catalog requirements. So far as sequence is concerned, the following will be a minimum:
 - a. In the Department of Business Associates - One hour or more.
 - b. In the Department of Technical Associates, Engineering Associates, and Graphic Arts Associates - One hour, but two or more hours whenever instructional management conditions permit.
 - c. In the Department of Industries - Two or more hours, as instructional management conditions permit.

- d. In the Department of Agricultural Training - One hour, but two or more hours whenever instructional management conditions permit.

This instruction shall provide basic and progressive skills development based on practical projects typical of the occupation.

4. Technical subjects and information shall be presented during definitely scheduled class periods of regular length and as "over-the-shoulder" informal instruction during the regular laboratory-shop periods.
5. Allied subjects shall be presented during definitely scheduled, regular class periods. Their choice is subject to advisement and in all cases must meet the diploma requirements established by the Academic Council. (SBE-March 31, 1952)
6. Remedial instruction shall be available for those students who fail to meet minimum entrance requirements in a given subject. Such instruction shall not be part of the regular training program but shall be offered as an extension of the school day, without credit toward graduation, and at no extra tuition cost to the participating student. (State Advisory Committee-Jan. 31, 1955)
7. Elective subjects outside of the required major course curriculum will be offered. (SBE-March 31, 1952; Dec. 15, 1953)
8. Credit hours shall be given each student on the basis of one credit hour for each two hours of laboratory-shop work per week, and one credit hour for each one hour spent in classroom work per week. (SBE-March 31, 1952)
9. A standard, small form diploma is to be granted upon graduation as approved by the Academic Council. (SBE-June 6, 1951; Sept. 29, 1951; March 31, 1952; Dec. 15, 1953)

E. Course Length

The length of a training program shall remain flexible to meet the variable requirements of that occupation. Changes in course length or other expansion of course content shall receive consideration of the appropriate local advisory committee, if there be one established, and meet with approval by the Academic Council and Institute Director. (SBE-March 31; [sic] 1952; March 31, 1954)

VI. TEACHER TRAINING AND CERTIFICATION

A. Summer Self-Improvement Policy (SBE-Dec. 22, 1949; March 31, 1952)

1. Each regular instructor and supervising instructor shall complete the following requirements during each three-year period of the first full six years of service:
 - a. Occupational Refresher
 - (1) One period of approved occupational refresher employment of not less than six weeks during the Institute's summer vacation, or
 - (2) One period of approved occupational survey of not less than two weeks nor more than four weeks, followed by report.
 - b. One period of full-time attendance, with full load of approved professional improvement, in summer teacher training or technical training during the Institute's summer vacation.
 - c. One summer period open to the instructor's or supervising instructor's disposal, except that in case of need, the individual may be required to spend an additional two weeks in shop renovation, equipment repair or other work of the occupation without additional remuneration.
 - (1. Above Section--SBE-Dec. 31, 1949; March 31, 1952)
2. In each period of five years next following the completion of six full years of service, each regular instructor or supervising instructor shall complete self-improvement as required by the Institute administration as follows:
 - a. One period of summer session or technical training
 - b. One period of occupational refresher
 - c. Three summer periods remain open to the individual's disposal unless needs of the Institute make necessary the assignment of one additional summer for a type of special self-improvement activity.
3. Each educational supervisor shall complete the following requirements during each three-year period of the first full six years as a supervisor: (SBE-Dec. 22, 1949)
 - a. One period in full-time attendance with full load of approved professional improvement in college summer school or technical training during the Institute's summer vacation.

- b. Approved visitation of vocational, technical, or other schools (followed by report), or industrial visitation up to thirty days during one school year.

(3. Above Section--SBE-March 31, 1952; June 9, 1953)

- 4. In each period of five years next following the completion of six full years of service as a supervisor, each educational supervisor shall complete self-improvement as required by the Institute administration as follows:
 - a. One period of summer session or technical training
 - b. One period of approved visitation of vocational, technical, or other schools, or industry, followed by written report.

B. In-Service Training Policy

- 1. Each regular instructor, supervising instructor, and educational supervisor shall attend in-service training sessions as offered at the Institute.
- 2. At the beginning of employment each new instructor shall be given ten clock hours of in-service training.
- 3. In-service training classes, courses, and seminars will be offered annually in varied subject matter areas to meet needs of instructors, service to students, and needs of the Institute.
- 4. The Institute may invite and pay for guest speakers or teacher trainers for the in-service program. (SBE-June 13, 1952)

C. Certification

- 1. Instructors, supervising instructors, and educational supervisors who have satisfactorily completed both summer improvement program and in-service training to the date, are eligible for "certificates, although of a specialized type, would be issued through the usual channels, being recommended by (Mr. Purvine) the Institute Director and (Mr. Paulson) the State Director, and issued by the Superintendent of Public Instruction." (SBE-March 31, 1952)
 - a. One-year OTI Certificate - One covering a full school year's employment required.
 - b. Five-year OTI Certificate - An instructor, supervising instructor, or educational supervisor having a record of a satisfactory full year under a One-year Certificate, is eligible for the Five-year OTI Certificate.

D. Sabbatical Leave (SBE-Dec. 15, 1953)

Sabbatical leave for the Institute Director and supervisors is permissible by regular action of the State Board of Education.

Sabbatical leave for instructors is by special action of the State Board of Education.

VII. ADMINISTRATIVE DIRECTIONS

- A. As shown by the approved organization chart, the State Director of Vocational Education has general supervision through the Institute Director. (ORS-344.310; SBE-Sept. 17, 1953)

APPENDIX B

Oregon Technical Institute
Klamath Falls, Oregon

State Board of Education
September 3, 4, 5, 6, 1958

EXHIBIT "A" - REPORT ON REPORTS

Item 7 of the agenda explanation promised a summary and analysis of I - Stevens and Thompson and the State Fire Marshal reports in their impact on the 1959-61 budget; II - Legislative Interim Committee actions; and, III - Planning consistent with national trends.

Summary

I. Stevens & Thompson Report State Fire Marshal Report

A. Much of the recommendations for 1957-59 completion have been followed.

B. Items for 1959-61 have been budgeted in the "Extension Budget Request". These are either large items or improvement projects totaling \$805,763.

C. The "Extension Budget Request" will be submitted to the Budget Division. It is likely that it will not be printed with the "Basic Budget" and "Building Program", but may be held as a memorandum of need in event no building program is recommended or approved.

D. Ten year cost estimate - Building Program

Acceptable estimates of costs for the projects presented in the advance agenda material were not available at time of preparation. Mr. Trapp of Stevens and Thompson was called upon to supply a breakdown of costs for buildings included in the plans submitted to the June meeting of the State Board. From these the later building project estimates were then prepared. Mr. Trapp also provided an estimate of utility installation costs.

(a) Preliminary Planning

Master Plan Complete	\$ 28,900
----------------------	-----------

Land Acquisition (Community)	
(No Charge)	

Land Acquisition (State)	13,000
--------------------------	--------

Lot 19 - 22 acres @ \$200	4,400
Lot 18 - 20 acres @ \$350	7,000
Lot 22B - 3 acres @ \$200	600
Closing costs (title search, etc.)	<u>1,000</u>

Utility Installation	284,800
----------------------	---------

To Engineering Science Building	218,800
To Allied Arts and Medical Associates Building	33,000
To Administration Building	33,000

To Dormitory and Cafeteria (Auxiliary Accounts)	(58,000)
To Family Housing (Auxiliary Accounts)	(52,000)
	<hr/>

(b) Suggested Projects
1959-61

(1) Engineering Science Building		\$1,200,000
Construction	1,143,000	
Architect-Engineering Fees	<u>57,000</u>	
(2) Allied Arts and Medical Associates Building		1,370,000
Construction	1,305,000	
Architect-Engineering Fees	<u>65,000</u>	
(3) Administration Building		1,500,000
Construction	1,428,500	
Architect-Engineering Fees	<u>71,500</u>	
(4) Dormitory and Cafeteria Utilities	58,000	
Construction	1,926,000	
Architect-Engineering Fees	96,000	
Family Housing Utilities	52,000	
Construction	262,500	
Architect-Engineering Fees	<u>13,500</u>	
	2,408,000	1,204,000 (50%)

1961-63

(5) Agriculture		760,000
Construction	724,000	
Architect-Engineering Fees	<u>36,000</u>	
(6) Warehouse and Maintenance		589,000
Construction	561,000	
Architect-Engineering Fees	<u>28,000</u>	
(7) Auditorium - Physical Education		871,500
Construction	830,000	
Architect-Engineering Fees	<u>41,500</u>	

(8)	Engineering Laboratories and Shops Construction	2,438,000	\$2,565,000
	Architect-Engineering Fees	<u>127,000</u>	
(9)	Dormitory Extension and Family Housing Units Construction	1,048,000	
	Architect-Engineering Fees	<u>52,000</u>	
		<u>1,100,000</u>	550,000 (50%)

1963-65

(10)	Wing for Building (2) and Building (1) Construction	1,143,000	1,200,000
	Architect-Engineering Fees	<u>57,000</u>	

1965-67

(11)	Science Associates Building Construction	845,000	887,200
	Architect-Engineering Fees	<u>42,200</u>	

1967-69

(12)	Library - Physical Sciences Construction	950,000	997,500
	Architect-Engineering Fees	<u>47,500</u>	

TEN YEAR ESTIMATE

\$14,020,900

APPENDIX C

Flesher Report
September 11, 1958

PUBLIC VOCATIONAL-TECHNICAL EDUCATION
IN OREGON

Report of a Survey Made for
The Oregon State Board of Education

By

W. R. Flesher, Director of the Survey
Marie A. Flesher, Associate Director
Robert M. Reese, Associate Director
and
Other Members of the Survey Staff

SCHOOL SURVEY SERVICE

W. R. Flesher, Director
3838 Kioka Avenue
Columbus 21, Ohio
1958

FOREWORD

On August 30, 1957, at the invitation of the Oregon State Board of Education, W. R. Flesher and Marie A. Flesher of the Ohio State University met with the State Board, its Executive Officer, its Secretary, and others to discuss a possible State-wide survey of "vocational-technical education." At that meeting the Fleshers presented their proposal for such a survey. On September 11, after additional discussion between the Oregon group and the Fleshers, the State Board of Education officially authorized the survey to be conducted by W. R. Flesher, with Mrs. Flesher to serve as an Associate Director. Robert M. Reese, also of the Ohio State University, was selected as a second Associate Director to represent the area of "vocational-technical education." The Fleshers were to represent general education.

The directing group of three members were assisted by six additional staff members all of whom were from outside Oregon. Their names are listed later in this report. As far as the Survey Staff was able to ascertain, Oregon has the distinction of being the first State in the nation to have a survey of "vocational-technical education" conducted by an outside survey group.

In addition to certain preliminary work on the survey before going to Oregon, the various members of the Survey Staff spent a collective total of 99 weeks in residence in Oregon. On September 5, 1958 the directing group presented its preliminary report to the State Board of Education. That report emphasized primarily the tentative conclusions and recommendations of the study. The survey recommendations were released in final form to the Oregon public through the State Board of Education on September 11, 1958. The complete report was then edited for publication and is presented herewith.

The Directors of the survey wish to express their appreciation and that of the entire Survey Staff for the cooperation of many groups and individuals in Oregon. Members of the State Board of Education were very cooperative throughout the study. The Board's Executive Officer and State Superintendent of Public Instruction, Dr. Rex Putnam, and members of his staff gave help as needed. Especially helpful were State Director O. I. Paulson and his entire staff in the Division of Vocational Education. Valuable assistance was given also by Winston D. Purvine, Director of Oregon Technical Institute, and his colleagues at the Institute. The Directors of the "area" vocational schools at Eugene, Oregon City, and Salem provided a variety of help as did the administrators in charge of Benson and Girls' Polytechnic High Schools in Portland and Central Oregon College at Bend. Members of management and labor cooperated through interviews and the return of questionnaires. To the thousands of students, former students, teachers, school administrators, board chairmen, and many types of laymen appreciation is expressed for their help in returning survey questionnaires.

It is the sincere hope of the entire Survey Staff that those who read the survey report will do so carefully, particularly as regards the three summarizing chapters at the close of the report, will observe the interrelatedness of the several parts, and will recognize the proposals as a total, long-range plan for educational progress in Oregon. It is the wish of the Survey Staff that the results of the survey will be beneficial for years to come as Oregon's leaders and general citizenry work together to improve not only the program of "vocational-technical education" in the public schools of the State but as they work also toward the improvement of all education in Oregon.

Columbus, Ohio
December 15, 1958

W. R. Flesher
Marie A. Flesher
Robert M. Reese

CHAPTER 2

AN OVERVIEW OF "VOCATIONAL-TECHNICAL EDUCATION" IN OREGON

This chapter¹ will serve an orientation purpose in that it provides background of a "vocational" nature for the six chapters which follow it and which deal with the separate components of the total survey.

"Vocational education" in its broadest interpretation may encompass any and all types of education which have as their major purpose preparation for earning a living or for the upgrading of persons in their existing occupational situations. In this context "vocational education" can be considered as old as man himself since his very existence has always been dependent upon his being able to provide food, clothing, and shelter for himself and his family. The process of handing down the necessary skills from father to son or mother to daughter, however, is far different from the complex organized educational programs required today in the many skilled, technical, and professional areas of human endeavor.

For purposes of this survey, Vocational education is considered to encompass all types of instructional programs which have been or may be legally provided as the result of the basic Smith-Hughes and subsequent educational acts of Congress. Included are instruction, supervision, and teacher training in agriculture, homemaking, distributive education, and trade and industrial education (including technical and service areas) as well as Vocational guidance activities.

As the complexity of life increases, the means by which youth and adults may become productive citizens must also become more diverse and more complex. As a result of the extremely rapid development of mechanization in this country, not only on the farm and in industry but also in the home and office, well-organized and well-equipped programs of Vocational education have increasingly become essential to the maintenance of the economy.

The development in Oregon of the technical institute near Klamath Falls, with its emphasis upon the technical-knowledge elements of certain occupations, is no doubt a reflection of this increased need for technically competent workers in addition to the need for those possessing the skills of various occupations.

Skilled-Manpower Relationships

There exists throughout the nation a great deal of apparent inconsistency with regard to the terminology used in the areas designated as "vocational education" and "technical education." In fact, the absence of a consistent use of terms may be characterized as resulting in a "state of confusion." Both education and industry seem to be plagued with this difficulty.

¹Written principally by Robert M. Reese.

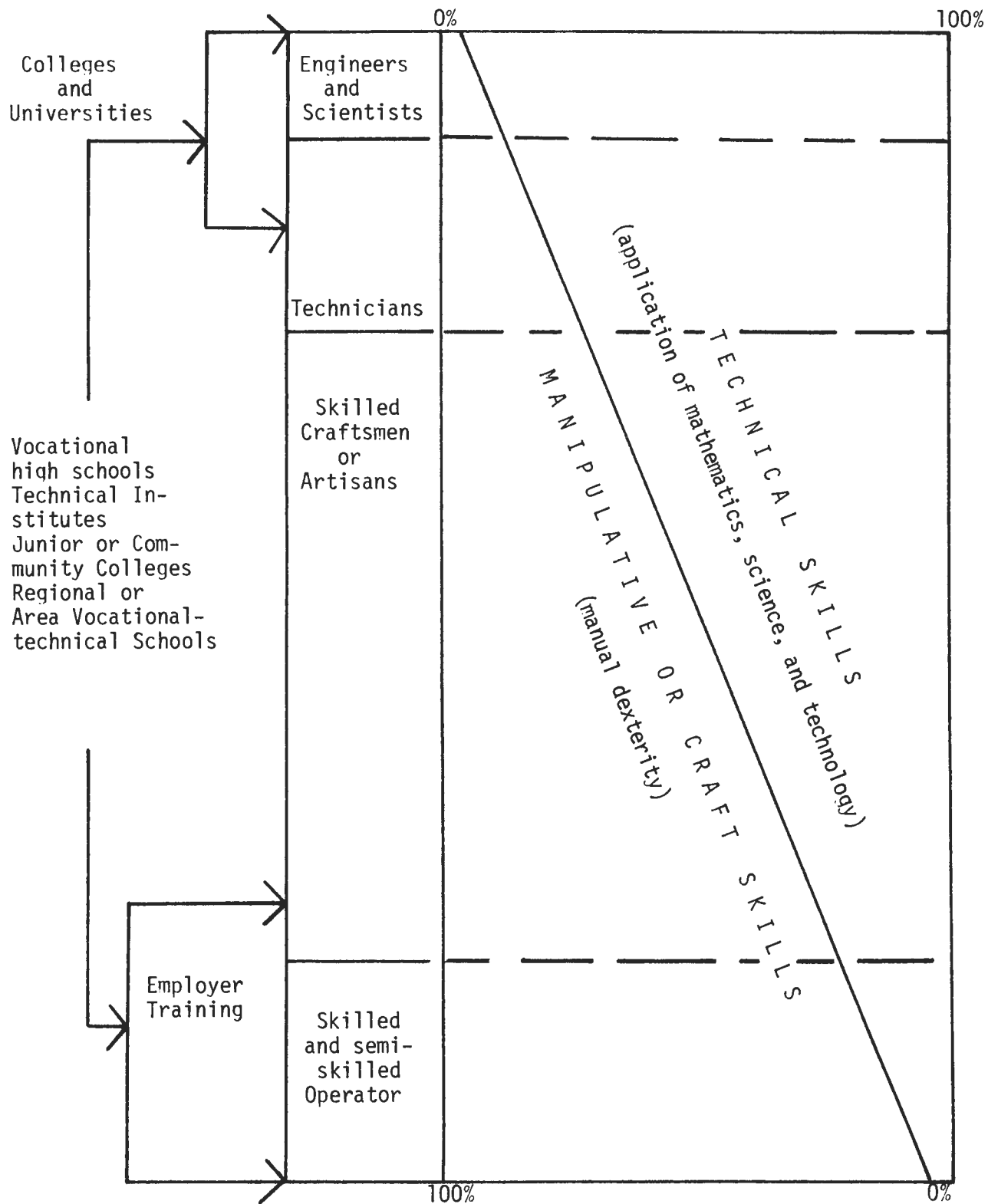


Figure 4. Occupational Relationships and Types of Schools Serving Skilled-Manpower Needs

An attempt will be made in this section to reduce this confusion. The emphasis here is admittedly on that type of education usually associated with schools, colleges, and the - - -

Administrative Organization and Practices

Figure 5, presented earlier, indicates the organization for Vocational education at the State level which existed until 1957. In that year a somewhat major change occurred; the Legislative Assembly removed Oregon Technical Institute administratively from the Division of Vocational Education where it had been since its beginning 10 years earlier and placed it under the immediate direction of the State Board of Education. Provision was also made to appropriate the necessary operational funds directly, and State and Federal Vocational education funds are no longer allocated to this school's instructional program. Teacher education, however, continues to be provided by Vocational education funds through Oregon State College.

This change in organizational structure, nevertheless, has not changed the basic objectives of the Oregon Technical Institute. Its 1957-58 catalog states:

The objective of the Oregon Technical Institute is to contribute to the scientific, technical, industrial, agricultural and economic welfare of the state through provision of technical institute type of education. The practical approach is used to develop employability through laboratory, technical, theory, and elective classes.²⁰

This bulletin further states that "The primary function of instruction at Oregon Technical Institute is to impart to students those skills, techniques, mathematics and sciences necessary to serve successfully within the occupational area in which they will seek employment."²¹

One of the important problems of Vocational education is in the apprenticeship program. To work effectively in this area of service requires the development of very close working relationships with a number of involved groups and agencies. For example, the State official in charge of providing related instruction to apprentices must work cooperatively with organized labor groups, management, and the State Apprenticeship Council as well as with the local school administrators and the boards of education under whose direction the instruction is provided. There is strong evidence that these relationships now exist in Oregon to a commendable degree. One strong indication of this is the outstanding work which has been done in the development of instructional materials for apprentice programs.

²⁰Oregon Technical Institute Bulletin, 1957-58. p. 8.

²¹Ibid, p. 8.

One situation, however, should be given attention; namely, representation on the State Apprenticeship Council. The State Apprenticeship Law states that: "The Director of the state agency for vocational education or his designated representative shall be an ex-officio member of said council without vote."²² It states further that "The Council shall establish standards for apprenticeship . . . issue such rules and regulations . . . and perform such other duties as are herein imposed."²³

It would seem only natural, therefore, that since the activities of this Council can affect the trade and industrial education service's related instruction program for apprentices, the State Supervisor of trade and industrial education rather than the State Director should be the Vocational education representative on this Council.

The Division of Vocational Education has apparently an effective and democratic plan for recruiting new staff members. The pattern in use requires the State Supervisor of the service affected to publish a notice of the opening and to state the minimum qualifications required for the applicant. Following the State Supervisor's evaluation of applications received, he may invite one or more persons to the State office for an interview. Scheduled interviews are with (1) the State Supervisor; (2) the Supervisor and Director of Vocational Education; and (3) the total State Vocational staff. The State Director next recommends selected individuals to the State Board of Education for employment.

The absence of both a state-wide representative advisory committee and local school administrator's advisory council to advise and counsel with the State Director on problems affecting the total program is no doubt one of the causes of the rather poor communication which was evident to certain members of the Survey Staff. In a number of situations local school personnel as well as representatives of labor and management were somewhat critical of persons and/or services within the Division of Vocational Education. State-wide advisory groups such as the two named above can prove extremely valuable as sounding boards and also as promoters for the program. Oregon's current State Plan for Vocational Education makes appropriate provisions for a representative advisory committee. The standards established by the State Plan for such a committee appear sound and workable and could, if properly utilized, have a very beneficial effect on Oregon's program of Vocational education.

Another administrative problem observed by some members of the Survey Staff was one of lack of communication at the local level due to visits on occasion by the State Director without the Supervisor of the Vocational service affected. It is quite understandable that no two persons look at a program from the same viewpoint; nor is it uncommon for two persons to recommend different corrective measures, a situation which may confuse local school personnel. For this reason it is normally considered the

²²Oregon State Apprenticeship Council, Oregon's Law and Plan of Apprenticeship, 1950, Section 7. p. 6.

²³Ibid, Section 8.

prerogative of the Supervisor of a particular service or his staff to make supervisory visits to all local programs. The State Director, when he wishes to make visits to local centers, should be cautious in his remarks involving program policy or improvement unless the State Supervisor is present or has agreed in advance to the proposal. Evidence was obtained from a number of sources that the State Vocational staff needs to re-analyze and re-evaluate the functions of State administration and of State supervision, and to limit the work of each level to the accepted functions. One serious problem found by the Survey Staff in the area of administration was in the financial and statistical records available. It was extremely difficult to obtain reliable and consistent records involving either enrollments or finances about the various Vocational programs. In no way is this to reflect upon the qualifications or abilities of the persons keeping these records but rather upon the complicated system being used. One example of the difficulty found in obtaining reliable data was that enrollment by counties did not check with enrollment by programs for the same year. This type of inconsistency occurred frequently and made it quite difficult for the Survey Staff to analyze and compare data from a number of different angles.

The office of the Director of Vocational Education should be the one central source for annual summaries of both financial and enrollment statistics for all Vocational programs. It should not be necessary to search through detailed records "in the basement" for pertinent data. Neither can the reports prepared for the U.S. Office of Education be considered adequate alone, since these reports combine statistics which should be available separately within the State. - - -

- - - - this school from the Division of Vocational Education also changed the reporting procedures for financing Vocational education.

Data contained in Table 23 indicate how large a portion of Oregon State Vocational funds were credited to Oregon Technical Institute's Vocational program for each year for five years of the period when the Institute operated under the Division of Vocational Education.

TABLE 23

STATE FUNDS, TO THE NEAREST DOLLAR, EXPENDED IN OREGON
FOR VOCATIONAL EDUCATION, 1951-52 THROUGH 1955-56,
AND THE PER CENT CHARGEABLE TO OREGON TECHNICAL INSTITUTE

Item	1951-52	1952-53	1953-54	1954-55	1955-56
Total State Vocational expenditures	\$391,452	\$421,777	\$435,741	\$522,024	\$574,674
State funds expended by Oregon Technical Institute	205,880	196,905	221,855	270,611	316,132
Per cent Oregon Technical Institute is of total	52.6	46.7	50.9	51.8	55.0

Source: U.S. Office of Education, Digest of Annual Reports of State Boards for Vocational Education . . ., 1952 through 1956, and data provided by Oregon's State Department of Education, Division of Vocational Education.

Table 23 illustrates the fact that approximately one-half of the State money reported as expended for Vocational education was utilized by Oregon Technical Institute. These data clearly show, moreover, the reason for the abnormal percentage as reported in Table 22 for Oregon's State expenditures for trade and industrial education.

Relationships among the Vocational Programs

Continuously since the development of the formal Vocational education program in 1917, the various services of agriculture, homemaking, and trade and industrial education in the several states have found it wise to cooperate for the benefit of the total program. In 1936 distributive education became a fourth partner in this educational family.

To a reasonable degree, the Survey Staff observed that there was such a cooperative relationship within the Oregon Division of Vocational Education. There are, however, certain problems which contribute to some confusion and duplication of effort. One example is the separation of public service training, a trade and industrial area, from the remainder of the trade and industrial program. The result is an evident lack of coordination among all trade and industrial activities. This practice also prevents the best possible utilization and coordination of supervisory personnel for all of trade and industrial education. Another direct relationship which existed until recently was the Division's supervision of Oregon Technical Institute. Two separate agencies of the State Board of Education are now attempting to provide the same basic kind of program although it is evident from the observations of the Survey Staff that neither the quality of the two programs nor the financial support available has been comparable in recent years. - - -

- - - salable occupational skills. Oregon's concern regarding the need for a quality post-high school program of Vocational preparation is commendable. Such a program has as a potential service group, approximately three-fourths of the 18-to-25-year-olds.

An important facet of Oregon's program of "vocational and technical education" at the post-high school level is the Oregon Technical Institute located at Klamath Falls. This institution began operation in 1947 in an abandoned Marine hospital, which was obtained by the State Board of Education for use as a "Vocational school." This center has consistently extended its offerings since the beginning and offers instruction at the present time in more than 30 occupational areas. The individual courses, however, can be grouped into four major divisions: technician, craftsman, agriculture, and business training.

Table 28 presents the enrollment comparisons from 1949 through 1958 in these four divisions of courses at Oregon Technical Institute.

TABLE 28

OTI ENROLLMENTS BY MAJOR AREAS OF INDUSTRY,
1949-50 THROUGH 1957-58

Year	Agriculture		Business		Skilled crafts		Technical		Total enrollment
	Enrollment	% of total	Enrollment	% of total	Enrollment	% of total	Enrollment	% of total	
1949-50	16	1.6	47	4.7	804	80.0	138	13.7	1,005
1950-51	12	1.1	72	6.8	830*	78.9	139	13.2	1,053
1951-52	13	1.5	77	9.1	652**	77.2	103	12.2	845
1952-53	39	4.7	72	8.7	540	65.7	172	20.9	823
1953-54	46	5.1	87	9.6	542	59.7	233	25.6	908
1954-55	53	4.8	76	6.9	701	63.1	279	25.2	1,109
1955-56	53	4.2	94	7.5	799	63.7	308	24.6	1,254
1956-57	58	4.7	97	7.8	744	60.2	338	27.3	1,237
1957-58	48	4.1	81	7.0	650	55.7	387	33.2	1,166
Total	338	3.6	703	7.5	6,262	66.6	2,097	22.3	9,400

Source: Records of Oregon Technical Institute.

*Figures changed to correct computational error in original data (plus 4).

**Figures changed to correct computational error in original data (plus 1).

These data indicate that the largest growth has been in the technician training areas such as medical technician, X-ray technician, engineering technician, and highway technician. The technician training areas included 13.7 per cent of the total enrollment in 1949-50 and 33.2 per cent in 1957-58. The agriculture area has changed only slightly (from 1.6 per cent in 1949-50 to 4.1 per cent in 1957-58). The skilled crafts areas (which include such fields as diesel mechanics, auto mechanics, carpentry, office machines repair) have dropped from 80.0 per cent of the total in 1949-50 to 55.7 per cent in 1957-58. The business area has shown a slight growth during these same years ranging from 4.7 per cent to 7.0 per cent of the total enrollment.

These data reflect a change in the emphasis at Oregon Technical Institute during the last several years in which the crafts areas and agriculture have not been expanded, while the training of technicians has received the major emphasis. This does not imply, however, that areas other than the technician programs have been neglected.

Another method of showing the present program of Vocational education in Oregon is used in Table 29 and Figure 7. Table 29 shows by Vocational areas the number of preparatory Vocational programs and the enrollments in these programs for each of the 36 Oregon counties. Figure 7 then illustrates the number of occupations for which training is now provided by the public schools in each Oregon county.

These data show that in 1956-57 only seven counties (about one-fifth of the total counties) offered at least one class in each of the four Vocational areas. Five counties had no such classes, and 16 (about one-half) offered instruction only in agriculture and/or homemaking. In other words, 11 counties, or 31 per cent of the total, offered no homemaking programs; 25, or 70 per cent, no distributive education; 23, or 64 per cent, no trade and industrial education; and 6, or 17 per cent, no instruction in agriculture. The fact is that of the 13 counties which do have Vocational trade and industrial instruction available, only six, or 17 per cent of the total 36 counties, provided instruction in three or more occupational areas.

It may surprise the reader to learn from these data that lack of Vocational education opportunities in Oregon is not limited to the sparsely populated rural areas. Multnomah County, for example, represents the highest concentration of population in Oregon, yet at the time of the survey it provided preparatory instruction, meeting State Board of Education standards, in only two programs in agriculture, eight programs in distributive education, and one area of trade and industrial education (practical nurse education). Benson Polytechnic School at one time did provide a number of additional approved areas of Vocational education, and survey interviews with industrial and labor leaders in the area provided evidence that they think that greater emphasis on service to the non-college-bound student should again become the major purpose of Benson Polytechnic as well as Girls' Polytechnic. From Figure 7 and Table 27 it is evident that Oregon youth are not being provided equal educational opportunity as regards preparation for earning a living.

The high schools of Oregon fail to a great extent in providing education to meet either the occupational needs of youth or the needs of Oregon employers. One of the contributing factors to this situation is the educational philosophy and attitude of a community as reflected by the lack of support provided to Vocational education by the board of education and school officials.

The State Superintendent of Public Instruction in 1952 issued a policy statement concerned with the scheduling of high school students in trade and industrial and distributive courses. Paragraph two of this release states:

It is generally accepted that secondary schools in Oregon should, with very few exceptions, offer a comprehensive educational program. Such an acceptance means that students should have an opportunity for educational experiences that are best suited to their abilities and interests. For some it may be limited to meeting the minimum requirements for graduation; for others it may be a program which is essentially college preparatory; and for a third group it may be a combination of general educational and vocational work. It is also recognized that student bodies of all secondary schools include students with a wide variety of abilities and interests. If these students are to be served, it is important that: - - - -

- - - - A portion of the program is the responsibility of the State Supervisor of trade and industrial education, who conducts his work with the help of two assistants, one of whom has primary responsibility for instructional materials. The State teacher trainer reports administratively to the Dean of Education, Oregon State College, but may be considered, in effect, to be a member of the staff of the State Supervisor of trade and industrial education. The contract between the State and Oregon State College is a cooperative relationship which identifies the responsibilities of the teacher trainer.

Another portion of the State's program of trade and industrial education is the responsibility of the State Supervisor of public service training. In effect, the State Supervisor of this service has two assistants although they are not resident members of his staff. The salaries of the two assistants are reimbursed 100 per cent by the State; they devote all of their time to fire training and are resident in local school districts. The school locations of the assistants vary from time to time.

Oregon Technical Institute⁴

One of the three parts of the program of trade and industrial education in Oregon is Oregon Technical Institute. The Institute, located at

⁴Chapter 7 will also deal (almost exclusively) with Oregon Technical Institute, particularly that part of the Institute's program falling in the category of "technical institute type" of education.

Klamath Falls, was opened for instruction in July, 1947. For 10 years the school was operated as a responsibility of the State Director of Vocational Education. In June, 1957, the State Board of Education, pursuant to a law enacted by the 1957 Legislative Assembly of Oregon, created a separate department embodying the activities of the Oregon Technical Institute and providing that the Director of the Institute report administratively to the Superintendent of Public Instruction.

Oregon Technical Institute views its purposes as:

The objective of the Oregon Technical Institute is to contribute to the scientific, technical, industrial, agricultural and economic welfare of the state through provision of technical institute type of education. The practical approach is used to develop employability through laboratory, technical, theory, and elective classes.⁵

The Institute defines its scope as follows:

The primary function of instruction at Oregon Technical Institute is to impart to students those skills, techniques, mathematics and sciences necessary to serve successfully within the occupational area in which they will seek employment. To balance this concentration of offerings designed primarily for occupational competence, the curricula also emphasize general education subjects which help the student to understand the world in which he lives, assist him to express himself, help him to live harmoniously with others, and to assume his appropriate citizenship and community leadership responsibilities.⁶

Trade and Industrial Education at the Institute

From the beginning a significant percentage of the enrollment has consisted of students in the skilled crafts or other occupations commonly identified with programs of trade and industrial education. This has ranged from approximately 80 per cent of the program in 1949-50 to approximately 60 per cent of the program in 1956-57, according to the judgment of the Survey Staff. The decrease in the percentage represents primarily an increase in classes of a technical nature rather than a lack of interest in classes of a trade nature.

⁵Oregon Technical Institute Bulletin, Vol. 8, No. 1, 1957-58. p. 8.

⁶Ibid.

Classes considered by the Survey Staff to be of a trade and industrial nature and the 1956-57 enrollments for these classes are shown below:

<u>Class</u>	<u>1956-57 enrollment</u>
Auto Body and Fender	72
Auto Electricity and Tune-up	33
Auto Machinist	5
Auto Mechanics	58
Baking	11
Cabinetmaking	20
Carpentry	21
Combination Welding	20
Welding Technology	1*
Diesel Mechanics	243
Diesel Technology	4*
Electrical Repair	25
Gunsmithing	23*
Industrial Processes	10*
Machine Shop	39
Refrigeration Servicing	36
Sports Equipment	12
Commercial Illustration	25
Screen Printing (silk screen)	11
Sign Painting	4
Practical Nursing	16
Office Machine Technology	44
Watch Repair Technology	<u>11</u>
Total	744

Of the total enrollment of 1,237 pupils reported for the 1956-57 school year, 42 per cent came from Klamath County and the adjoining counties (Lake, Deschutes, Lane, Douglas, and Jackson); 45 per cent of the students came from the other counties of Oregon; and 13 per cent of the students came from other states and foreign countries.

The Institute Staff

The enthusiasm and professional attitude of the administration and instructional staff of OTI were readily apparent to the Survey Staff. The instructors of the trade programs are masters of the occupational areas they teach. The range of industrial experience of the trade teachers, prior to joining the OTI staff, is from two years to 25 years, with an average industrial experience of 12 years.

The years of teaching experience (as reported in OTI's 1957-58 catalog) of the trade instructors show a range from one to 13 years, with an average of six and one-half years. An estimate of the education achievement of the total OTI staff and the trade instructor group is shown in Table 47.

Table 47

COLLEGE DEGREE STATUS OF THE STAFF AT OREGON TECHNICAL INSTITUTE

Degree status	Per cent of	
	Total staff (N = 89)	Trade instructors only (N = 34)
Less than a baccalaureate degree	53	94
Baccalaureate degree	27	6
Master's degree	19	
Doctor of Medicine	1	

Source: Oregon Technical Institute Bulletin, 1957-58.

All of the instructors complete a 40-hour in-service program of teacher training conducted in part by a resident member of the administrative staff and in part by assistance from the State teacher trainer for trade and industrial education at Oregon State College. Every three years instructors are required to complete a minimum college summer session program of a professional-growth type. Plans for supervision of instruction appear to be generally effective.

Significant gains can be made, however, by continuing to improve the quality of instruction. Teachers should have definite professional-growth plans which they formulate and pursue because they desire to extend their own frontiers of understanding and competence. Equally important with personal professional-growth plans of instructors are programs of in-service training and improvement which are largely conceived and conducted by the instructors and the staff. Such programs should be conducted with minimum outside help.

As an illustration, let it be assumed that the members of an instructional staff of any subject matter area - automotive, for example - desire to study their own program. Under the leadership of their own group, with assistance from the supervisory staff if necessary, they should review their group purposes, objectives, and achievements; and, in general, they should try to reach an understanding of their program. At this point they should set tasks for themselves, correct weaknesses which they detect, and share experiences toward improvement of the "best" phases of their program. Such a program would require frequent staff meetings, would involve many studies of the "action research" type by individuals or small groups, and would provide for and require contributions from each member of the group.

The Institute's Physical Facilities

It was the opinion of the Survey Staff that instructional equipment at OTI ranged from above average to excellent. A large percentage of the present instructional equipment used in National Defense and War Production Training was moved to OTI when the school was established in 1947. Additional equipment has been obtained from surplus property and from other sources. OTI instructors were not asked in their inquiries to comment about the quality and quantity of equipment, and none of the group surveyed commented - - -

Development of Technical Institute Education in Oregon

Against this background of historical development of technical education in the United States and in accordance with the definitions and terminology previously established, the technical offerings of the State of Oregon in the areas below the baccalaureate degree are being surveyed and appraised. It is apparent that even though some misunderstanding and confusion exist as to the best manner of organizing and administering each level of technical education, a pattern of thinking, consistent with national needs, is already developing.

The Establishment of Oregon Technical Institute¹³

Oregon Technical Institute was opened as a State Vocational school on July 14, 1947. Prior to that date, the State of Oregon was operating a two-part technical education program: the four-year baccalaureate degree offerings of Oregon State College and the offerings of less-than-college grade made available through the Vocational education departments of certain of the public schools of the State.

Some of these programs received Vocational reimbursement from Federal funds while some of them did not, depending upon whether or not the particular class satisfied the provisions of Oregon's State Plan for Vocational Education.

A Change in the Administrative Control of OTI

The school remained under the supervision of the Division of Vocational Education until the enactment of House Bill 732 in 1957. Among other things this Bill provided for:

1. The placement of Oregon Technical Institute directly under the State Board of Education and granting this Board the same powers of operation and control over OTI as the State Board of Higher Education has over the institutions under its control under the provisions of ORS 351.060 and ORS 351.070, including the awarding of appropriate degrees.

¹³Chapter 6 of this report also includes a section on Oregon Technical Institute.

2. The objective of the Institute to be to "contribute to the scientific, technical, industrial, agricultural, and economic welfare of the state through provisions of technical institute type of education."
3. The Board, after consulting with the faculty, to "establish courses of study and maintain curriculum patterns which require attendance for the length of time appropriate to the objectives of each curriculum."
4. Appointment of an advisory council of not more than 15 members.
5. The awarding of scholarships, not to exceed 2 per cent of the Institute's enrollment.
6. The interchange of faculty members of Oregon Technical Institute with the schools of other states and countries.¹⁴

While the enactment of this legislation did not attach the Institute to the System of Higher Education, it did provide for its control to be patterned in many ways after that exercised over the State colleges and universities by the Board of Higher Education. It also implied the right of the Institute to award the "Associate" degree, which is the appropriate award for completion of a two-year program and is the degree awarded by most of the technical institutes in other parts of the country. This change in administrative control should result in the operating policies and procedures being established which are consistent with the needs of the Oregon Technical Institute and the State of Oregon without fear that such policies might be inconsistent with those established for the operation of programs receiving Vocational reimbursement.

Since Oregon Technical Institute is the only tax-supported technical institute operated in the State of Oregon, its programs and operations have been examined in detail; the other programs within the State falling within the previously established definition of technical institute education have been given only cursory examination. These programs are those in three private schools in the State.

Survey Procedures Used

The methods used in the study of technical institute education in Oregon paralleled for the most part those followed in other major phases of the survey of "vocational-technical education." Obviously there had to be major differences since tax-supported technical institute education under the State Board of Education of Oregon is concentrated in one institution. As indicated above, some examination was made, however, of certain programs of technical institute education in three private schools of Oregon.

¹⁴Oregon Legislative Assembly, House Bill 732, Forty-Ninth Regular Session, May 15, 1957.

Criteria or Standards for Technical Institute Education

An earlier section of this chapter dealt with the national efforts in the development of standards for technical institute education. The pronouncements of the Engineers' Council for Professional Development and other related groups were, therefore, taken as the criteria for appraising Oregon's public program of technical institute education.

Other Survey Procedures

Data regarding Oregon's tax-supported program of technical institute offerings were secured through a variety of means. These included visitation to Oregon Technical Institute and other related institutions, both public and private; conferences and interviews with instructors, administrators, and students in the schools visited and with representatives of industry in a number of places; analyses of records, reports, college bulletins, and other published materials; and the interpretation of results from the use of questionnaires to instructors, former students, and the 1957-58 student body at OTI. In addition, questionnaires were used with a sample of employers of OTI graduates.

Oregon Technical Institute¹⁵

The material presented in this chapter concerning OTI was secured, as indicated earlier, from various sources. Included in this section will be certain data secured through questionnaires administered to the then current students (1957-58) and former students (graduates and dropouts) of OTI.

Curriculum

The catalog for 1958-59 shows that OTI is offering majors in 46 separate curriculum titles, available under one of the following three Schools: Agricultural Technology, Industrial Technology, or the School of Technical Associates. These three schools are in turn served by the School of Allied Arts and Sciences, which offers courses of general subject content not usually identified with one of the areas of major study. This is very similar to the pattern followed in higher education except that at OTI a student may not major in an area of study offered by the School of Allied Arts and Sciences. To offer such a major would require the addition of a great number of courses not now offered and the extension of the time required for graduation to four years. This would not be consistent with the aims and objectives of the Institute.

¹⁵Chapter 6 also contains a section on Oregon Technical Institute. It deals especially with the trade and industrial phase of the OTI program for the preparation of craftsmen.

Of the 46 major areas in which instruction is offered, four are offered by the School of Agricultural Technology, 23 by the School of Industrial Technology, and 19 by the School of Technical Associates.

The stated purpose of the curricula offered under the School of Agricultural Technology is to prepare the student for farming or related agricultural occupations for which a four-year college degree is not required. The subject matter deals with livestock, crops, soils, farm management, farm mechanics, and related occupations. The time requirement for the livestock production option is one year, while that of the other three options is two years. In subject content the curriculum of each of the majors deals almost exclusively with courses slanted toward farming and farm problems. Some freedom of choice is given the student through electives to broaden his training in nonrelated fields. In general, the curricula in this area should meet the stated objectives of the courses; however, they are exceedingly narrow in terms of general and related courses.

Within the School of Industrial Technology the courses have been designed and planned to meet the needs of industry for skilled workers in a number of areas. Generally speaking these curricula prepare graduates for employment in the next to the lowest segment of the skilled manpower team, as illustrated by Figure 4 in Chapter 2. Curricula are offered in the areas of automotive trades including diesel, metal trades, construction trades, and service occupations. In all cases the laboratory portion of each curriculum exceeds 75 per cent of the total curriculum. This, of course, places major emphasis upon the acquisition of hand skills and manipulative competence so necessary in any of the occupations for which training is offered. Such competence must be accompanied by certain technical knowledge essential for success in the occupation.

Curricula in the School of Technical Associates are generally designed to prepare the student for employment at an intermediate level between the skilled craftsmen and the professional person in the respective fields. Offerings in Business Associates, Medical Associates, Engineering Associates, and Graphic Arts are available. It is in this area that OTI has achieved national recognition by having the curricula of Structural Design Technology and Surveying Technology accredited by the Engineers' Council for Professional Development; the curriculum in Medical Technology approved by the Council on Education, Qualifications and Standards of the American Medical Technologists; and the Medical X-Ray Technology curriculum approved by the American Registry for X-Ray Technicians.

A comparison of the Auto Body Technology curriculum offered under the School of Industrial Technology with the Structural Design Technology curriculum offered under the School of Technical Associates, as shown in Table 50, will show clearly the differences in purpose, scope, and technical content of the two curricula. The comparison also emphasizes how a curriculum for preparing a craftsman differs from one for preparing a technician.

TABLE 50

TWO OTI CURRICULA: ONE FOR CRAFTSMEN AND ONE FOR TECHNICIANS

Course		Class hours per week		Credit hours
Title	No.	Lecture	Lab	
<u>Auto Body Technology (craftsmen)</u>				
<u>Term 1</u>				
Auto body tech	AB 111	3	--	3
Auto body lab	AB 112	--	12	4
Welding (gas)	W 112	2	8	5
Elective		2	3	3
Term total		7	23	15
<u>Term 2</u>				
Auto body lab	AB 122	--	15	5
Welding (gas)	W 122	2	8	5
Elective		3	2	4
Term total		5	25	14
<u>Term 3</u>				
Auto body lab	AB 132	--	15	5
Auto painting tech	AP 111	3	--	3
Auto painting lab	AP 112	--	12	4
Term total		3	27	12
<u>Term 4</u>				
Auto body tech	AB 211	3	--	3
Auto body lab	AB 212	--	12	4
Auto painting tech	AP 121	3	--	3
Auto painting lab	AP 122	--	12	4
Term total		6	24	14
<u>Term 5</u>				
Front end theory	AD 113	3	2	4
Auto body lab	AB 222	--	20	7
Elective		2	3	3
Term total		5	25	14

TABLE 50 (continued)

Course		Class hours per week		Credit hours
Title	No.	Lecture	Lab	
<u>Term 6</u>				
Auto body tech	AB 231	3	--	3
Auto body lab	AB 232	--	22	7
Elective		5	--	5
Term total		8	22	15
Curriculum total		34	146	84

Structural Design Technology (technicians)

<u>Term 1</u>				
Technical mathematics	Mth 141	3	2	4
Drawing	DE 111	2	8	5
Surveying	DE 112	2	8	5
Elective (Eng. 101)		3	--	3
Term total		10	18	17
<u>Term 2</u>				
Technical mathematics	Mth 142	3	2	4
Drawing	DE 121	2	4	3
Surveying	DE 122	2	3	3
Strength of materials	DE 123	3	2	4
Electives (physics 112, Eng. 102)		6	2	7
Term total		16	13	21
<u>Term 3</u>				
Hydraulics	DE 131	3	2	4
Surveying	DE 132	2	8	5
Strength of materials	DE 133	3	2	4
Technical report writing	Wr 207	3	--	3
Elective (physics 113)		3	2	4
Term total		14	14	20

TABLE 50 (continued)

Course		Class hours per week		Credit hours
Title	No.	Lecture	Lab	
<u>Term 4</u>				
Elementary analysis	Mth 251	3	2	4
Foundations of structures	SD 211	3	--	3
Soil mechanics	HT 211	4	6	6
Structural timber	SD 212	3	3	4
Term total		13	11	17
<u>Term 5</u>				
Analytic geometry	Mth 252	3	--	3
Structural analysis	SD 221	2	6	4
Reinforced concrete design	SD 222	2	3	3
Concrete practice	HT 222	2	6	4
Elective		3	--	3
Term total		12	15	17
<u>Term 6</u>				
Differential calculus	Mth 253	3	--	3
Project inspection	HT 232	3	--	3
Structural analysis	SD 231	3	2	4
Electrical design	E 211	2	3	3
Steel structures	SD 232	1	9	4
Term total		12	14	17
Curriculum total		77	85	109

Source: Oregon Technical Institute Bulletin, 1958-59.

In total elapsed time each program requires six terms, or two academic years, for completion; and yet from the standpoint of credit hours the auto body curriculum requires 44 while the structural design curriculum requires 109. This means 25 credit hours more for the prospective technician than for the prospective craftsman, or a 29.8 per cent greater requirement for the technician. In translating these figures to clock hours and using the standard definition of a term credit hour as representing three hours of student effort per week for a period of 12 weeks, one finds that the auto body curriculum requires a total of 3,024 clock hours of student effort during a period of 72 weeks, for an average of 42.0 hours per week. On the other hand, the structural design curriculum requires 3,924 clock hours of student effort during a period of 72 weeks, or an average of 54.5 hours per week.

The ratio between lecture and laboratory time in the two curricula also illustrates the difference in the emphasis being placed on experiences designed primarily to help the student acquire hand skills and those designed primarily to improve his technical knowledge. In the total class hours (180) in the auto body curriculum the ratio of laboratory time to theory time is 146 to 34, or 81 per cent laboratory and 19 per cent theory. In the structural design program this ratio is 85 to 77, or 52 per cent laboratory time and 48 per cent theory time.

This difference is entirely consistent with the stated objectives of the two courses. The auto body program is aimed at training students to fit into the skilled craftsman category illustrated in Figure 4 in Chapter 2, while the structural design program prepares students for employment at the engineering technician level as shown also in Figure 4.

Table 51, in which the structural design technology of OTI is compared with the structural design program offered by Cogswell Polytechnical College in San Francisco, has been prepared to provide a basis for further program analysis.

TABLE 51

STRUCTURAL DESIGN CURRICULA* AS OFFERED BY OREGON
TECHNICAL INSTITUTE AND BY COGSWELL POLYTECHNICAL COLLEGE
(SAN FRANCISCO)

Major division of curriculum	Per cent of total credit hours of the curriculum at	
	OTI	Cogswell
Basic science courses: mathematics, physics, chemistry, etc.	27.2	20.0
Major technical specialty courses: surveying, analysis, structures, soils, etc.	45.6	40.0
Allied technical specialty courses: strength of materials, drafting, hydraulics, etc.	19.3	22.8
Administrative and managerial courses: business operation, management, typing, etc.	0.0	4.3
General subjects: English, report writing, history, government, etc.	7.9	12.9
Total	100.0	100.0

Source: Current catalogs of the two institutions.

*Both curricula are accredited by ECPD.

TABLE 52

ANALYSIS OF ECPD ACCREDITED CURRICULA (COMPOSITE) FOR THE YEAR 1957
AND SIMILAR CURRICULA OFFERED AT OTI

Curriculum	Average per cent of total credit hours									
	Basic science		Major technical specialty		Allied technical specialty		Administrative and managerial subjects		General subjects	
	Composite	OTI	Composite	OTI	Composite	OTI	Composite	OTI	Composite	OTI
Aeronautics Design	15.8		62.8		16.3		1.1		4.0	
Air Conditioning and Refrigeration	20.6		43.0		20.3		3.2		12.9	
Architecture and Building Construction	23.8	27.2	37.1	45.6	23.6	19.3	4.2	0.0	11.3	7.9
Civil	21.7	19.0	54.8	51.3	12.1	21.0	1.5	0.0	9.9	8.7
Electronics, Radio and TV	18.5	19.4	65.5	67.0	6.0	0.0	3.1	0.0	6.9	13.6
Industrial Electricity	24.4		44.4		12.4		4.1		14.7	
Mechanical	31.4	19.4	26.4	28.2	19.4	43.7	7.4	0.0	15.4	8.7

Source: Questionnaire by Curriculum Development Committee, Technical Institute Division, ASEE; and OTI catalog.

NOTE: The four curricula shown for OTI are Structural Design Technology, Surveying Technology, Electronics Technology, and Drafting Technology (mechanical option). No comparable curricula are offered by OTI in Aeronautics Design, Air Conditioning and Refrigeration, or Industrial Electricity.

TABLE 54
DISTRIBUTION OF OTI FACULTY
BY DEPARTMENTAL RESPONSIBILITY AND DEGREE HELD*

Division	Highest degree held					Total staff
	None	Associate degree	Bachelor's degree	Master's degree	Doctor's degree	
Administration	2		9	6		17
Agricultural Technology			1	1		2
Industrial Technology	31		1			32
Technical Associates	12	1	7	5	1	26
Allied Arts & Sciences	<u>1</u>	<u>—</u>	<u>5</u>	<u>6</u>	<u>—</u>	<u>12</u>
Total	46	1	23	18	1	89

Source: Oregon Technical Institute Bulletin, 1957-58.

*For a faculty member who holds more than one degree only the highest is shown.

An analysis of Table 54 reveals that slightly fewer than one-half of the faculty members have any type of academic degree. While it is extremely hazardous to draw conclusions about any one individual on the basis of group data, it is apparent that as a group the faculty has been recruited with more emphasis being given to experience and performance skills than to academic achievement.

The various State plans for certifying teachers of trade and industrial subjects place a great deal more emphasis upon a person's occupational efficiency than they do upon his formal college preparation, since OIT was begun as an operation of the State Division of Vocational Education and the majority of its curricula were (and still are) aimed at the preparation of students for employment in the skilled trades, it is natural that the faculty, to a large extent, should be so constituted. In the School of Industrial Technology, in which the emphasis is upon trade skills, only one of the 32 faculty members, or 3.1 percent, holds a college degree.

In the School of Technical Associates, in which the majority of the programs are of technician rather than skilled trade level and in the School of Allied Arts and Sciences which services these curricula, 24 out of 38, or 63 per cent, of the faculty hold at least bachelor's degrees.

While students do not always have the maturity and background necessary to determine with much accuracy the instructional qualities of their teachers, it is nevertheless true that the attitude a student has toward his instructor is a definite factor in the teaching-learning situation. Below is a summary of the responses of the current and former OTI students to the question regarding the quality of the OTI instructional staff: - - -

TABLE 55
OTI ENROLLMENT SUMMARY BY OREGON COUNTIES
1949-50 THROUGH 1957-58

County	Enrollment for the year								
	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	1954 -55	1955 -56	1956 -57	1957 -58
Baker	12	4	5	9	9	16	15	11	11
Benton	18	27	14	2	10	9	18	20	19
Clackamas	4	8	9	15	17	21	27	32	26
Clatsop	13	10	9	9	14	29	24	22	21
Columbia	4	5	6	7	14	12	27	26	24
Coos	35	43	35	34	31	30	40	42	39
Crook	3	4	8	3	1	8	8	11	14
Curry	9	7	3	7	5	9	12	14	14
Deschutes	21	22	28	24	15	21	24	23	20
Douglas	25	20	23	38	35	36	24	70	63
Gilliam	--	3	1	3	4	7	6	4	1
Grant	3	9	6	7	11	8	7	7	7
Harney	8	9	10	14	10	14	6	8	8
Hood River	6	1	4	3	3	6	4	10	8
Jackson	36	21	31	19	44	68	82	60	52
Jefferson	1	2	4	4	6	2	5	7	13
Josephine	26	14	21	12	12	21	21	28	21
Klamath	314	199	179	199	204	188	248	264	241
Lake	14	17	21	12	18	17	19	18	18
Lane	24	37	31	25	30	64	90	79	79
Lincoln	11	9	13	5	14	17	15	13	14
Linn	16	14	22	38	37	41	38	38	34
Malheur	15	11	16	9	27	25	20	9	15
Marion	59	50	38	48	50	70	81	64	74

TABLE 55 (continued)

County	Enrollment for the year								
	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	1954 -55	1955 -56	1956 -57	1957 -58
Morrow	--	1	3	11	2	3	1	5	9
Multnomah	45	62	35	38	26	33	28	30	23
Polk	12	15	20	25	19	14	11	15	16
Sherman	1	1	1	3	6	5	9	10	8
Tillamook	6	9	6	6	18	12	12	13	10
Umatilla	19	20	12	15	22	34	29	23	16
Union	11	14	8	8	8	18	18	16	13
Wallowa	4	8	8	6	3	8	12	9	8
Wasco	9	10	2	12	11	15	22	14	14
Washington	14	11	21	10	22	28	27	28	16
Wheeler	2	--	7	4	5	6	7	4	2
Yamhill	15	12	15	9	13	23	29	25	26
Total (OREGON)	815	709	675	693	776	938	1,111*	1,072	997
Total OTHER STATES AND COUNTRIES	190	344	170	130	132	171	143	165	169
GRAND TOTAL	1,005	1,053	845	823	908	1,109	1,254	1,237	1,166

Source: Record of Oregon Technical Institute.

*Enrollments for Oregon counties total to only 1,066; however, other information provided totals to 1,111. Thus, there are 45 students not accounted for in the breakdown for Oregon counties.

- - - - the individual student to go to the institution that offers the program that he desires. The current enrollment of OTI proves that if a program is sound, people will patronize it regardless of location.

Both survey questionnaires developed for use with OTI students contained a question relating to distance traveled each day by those who commuted and two questions pertaining to dormitory living. There were 351 of the then current 879 students who stated that they commuted to OTI, and there were 310 of the 826 former students who indicated that they had commuted to OTI at least part of the time while in attendance there. Below is a summary of the distances these students traveled to OTI.

<u>Distance commuted each way</u>	<u>Per cent of commuters</u>	
	<u>Current students</u>	<u>Former students</u>
1 - 5 miles	69	73
6 - 10 miles	21	19
11 - 15 miles	3	4
Over 15 miles	7	4

Contrary to what seems to be rather popular opinion in Oregon, these data indicate that very few of the students who do commute travel very far. When the entire group of respondents (1,705 - commuters and noncommuters) is considered, only 3 per cent of them reported ever having commuted more than 10 miles each way in order to attend OTI. Information regarding commuting distance was secured also from the practical nurse graduates from Central Oregon College. Almost two-thirds of the responding practical nurses traveled more than 10 miles each way to their classroom and laboratory work; almost one-third of them traveled at least ten miles to participate in the clinical part of their program.

Slightly fewer than two-thirds of the total OTI students (both current and former) indicated that at some time they had lived in a dormitory at OTI. Dormitory living is recommended by 64 per cent of the current students and by 79 per cent of the former students. They listed as the chief advantages of dormitory living (1) convenience because of location, (2) opportunity for group study and companionship, and (3) low cost of living. The major disadvantages of dormitory living identified by OTI students are (1) noise and little privacy, (2) unsatisfactory food, (3) difficulty in studying, and (4) inadequate facilities.

Table 56 provides a two-way comparison of enrollments at OTI: by year for a nine-year period and by terms for each of the years. Typically the Winter Term has the largest enrollment. For a majority of years the Spring Term enrollments were the smallest.

In Table 57 OTI's enrollments are compared as regards the numbers from Oregon and those from out of State for a nine-year period. There is a fairly consistent trend of a decreasing percentage of students coming from outside Oregon although the distribution has been quite stable for the past six years.

In Chapter 2, Table 28 shows the composition of OTI enrollments for a nine-year period as regards the number enrolled each year in each of the four major categories of the Institute program: agriculture, business, skilled crafts, and technical.

In Table 28 it is evident that certain trends are developing which will doubtless have significance in the future planning of curricula of OTI. Those courses designed to train engineering and medical technicians now have 387 students, or 33.2 per cent of the total enrollment. Nine years ago these same curricula enrolled 138, or 13.7 per cent of the total student group. On the other hand, the programs aimed at the development of skilled craftsmen have decreased from 804 students, or 80 per cent of the enrollment, to 650 - - -

- - - - that their opinions may aid in reaching conclusions concerning some of the more or less controversial issues. Customer reactions and suggestions are considered important in the business world, and perhaps there may be a parallel in the educational world. Particular attention is given in this section to strengths, weaknesses, and suggestions for improvement from the point of view of the then current students.

Seventy-five per cent of these OTI students, including the former students, listed as one of the reasons for selecting OTI "the nature of the training available." Listed also by at least 10 per cent of the respondents were:

- Recommended by friends or relatives
- Recommended by OTI student
- Recommended by high school personnel
- Location of the school

Eighty per cent of the OTI respondents said that they selected their curriculum because they desired to prepare for the vocation the curriculum represented. Other reasons mentioned by at least 10 per cent of them were:

- Past experience in civilian life
- Past experience in Armed Services
- Desire to advance previous education

From the above data and from responses to other questions, it may be said that, in general, these students were aware of what they wanted to do for their life's work. Support for this statement may be found in the following conclusions drawn from data contained in the returned inquiries:

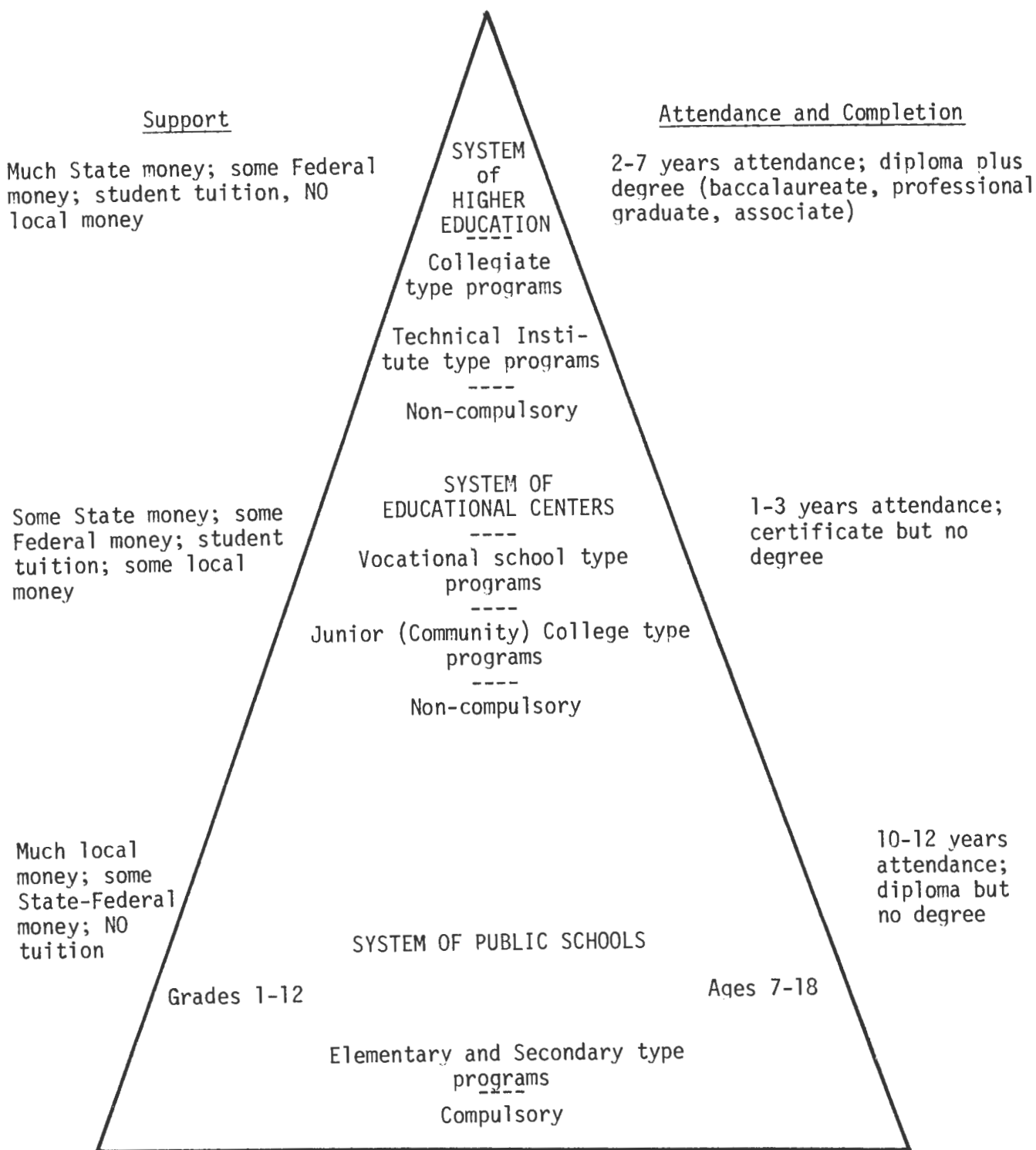
Only 5 per cent of the former students indicated that they had ever transferred from one curriculum at OTI to another.

Only 15 per cent of the former students indicated that there was some type of "vocational-technical" training desired by them, but which was not available at OTI at the time of enrolling.

There were 59 per cent of the former students who said they would take the same training if they were to have the opportunity again; 24 per cent said they would either select another school or go to work instead of following their previous plans.

Of the then current students, there were 8 per cent who had transferred from one curriculum to another at OTI; and there were 7 per cent who stated they wished they had started some other curriculum.

It is significant that 92 per cent of the current students and 91 per cent of the former students state that they recommend OTI to their friends and relatives.



(This diagram is not presented as a true "educational ladder" nor is the size of each segment of the triangle meant to imply the size of the program as regards the number of institutions or students in that system.)

Figure 15. The Recommended Pattern of Oregon Public Education

The recent and former students were almost completely in agreement that counseling services should be available to students. Below is a summary of the responses of both groups:

<u>Importance of guidance and counseling help</u>	<u>Per cent of</u>	
	<u>Current students</u>	<u>Former students</u>
Very important	73	71
Of some importance	24	21
Of little importance	3	2

- - - 12. That the System of Educational Centers be given the sole responsibility and authority for administering, under the same administrative head as the day program (the administrative head of the Educational Center), adult education of all types below the semiprofessional and professional levels but above the high school level; and that when an instructional program is desired in an outlying community of the District, it be operated under the administration and supervision of the Educational Center of the District in which that community is located and through cooperative arrangements with the local public school authorities of the outlying community.
- 13. That a kind of "allocation of function" for certain special courses in which the need in Oregon is somewhat limited be observed as regards the Vocational school type of program in the Educational Centers.¹⁴
- 14. That the administration of any lower division (college transfer) program included in the offerings of an Educational Center be the responsibility of the Educational Center District Board and its executive officer, with the necessary approval for courses and instructors being sought from the State Board of Higher Education.

Concerning The Technical Institute Type of Education¹⁵ in Oregon, IT IS RECOMMENDED:

- 1. That the purpose of technical institute education in Oregon be interpreted to mean the preparation of semiprofessional workers (technicians) such as engineering aides, X-ray technicians, medical technicians, and dental technicians.

¹⁴For example, there may be need in Oregon for only one Educational Center to develop a quality program for aircraft mechanics, which might well be located in District X. Or the Educational Center in District Y might have the program for chef training (commercial cooking), for example. In each instance the Educational Center would receive, on a "nonresident" basis, students from the other six Districts.

¹⁵Here considered in terms of the Master Plan as a part of the System of Higher Education. Recommendations regarding the specific parts of the technical institute type of education in Oregon, such as certain of the programs at Oregon Technical Institute, are presented later in Chapter 10.

2. That the technical institute programs for Oregon be considered "college level" or "college type," lead to Associate degrees, usually not extend beyond two full academic years, and be recognized by all concerned as essentially a two-year program and not the first two years of a four-year program.
3. That all programs of the technical institute type in Oregon be offered in the System of Higher Education.
4. That the traditional system of academic ranking (instructor, assistant professor, associate professor, and professor) be applied to technical institute staffs.
5. That the following guiding principle be followed in Oregon in allocating among the institutions in the System of Higher Education programs for the preparation of technicians: The preparation of a given type of technician should be carried on in association with the educational unit devoted to the preparation of the professional worker with (under) whom the technician will subsequently work when he enters employment.
6. That among the public educational institutions in Oregon only those officially designated as part of the System of Higher Education be permitted to award the Associate Degree, that the term technician be used officially only in connection with Associate degree programs, and that the term technology be used officially only in connection with programs in the institutions of higher education.

General Recommendations

Concerning Certain Problems of a General Nature in Oregon's Program of Public Education, IT IS RECOMMENDED:

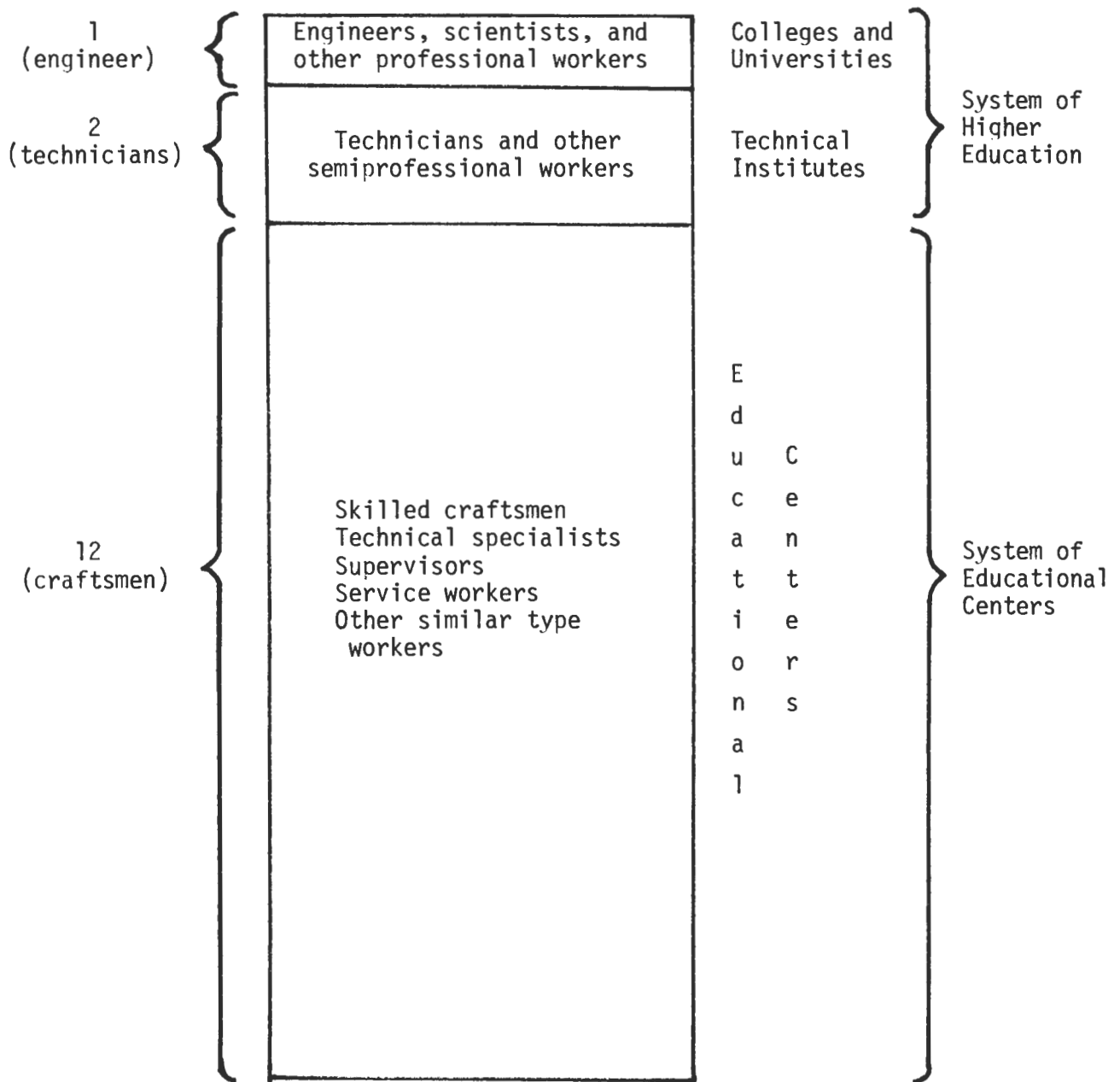
1. That the same type of cooperation which the present Survey Staff has received from State and local groups and individuals in Oregon, both lay and professional, be sought in all subsequent coordinated efforts in analyzing any problem on a State-wide basis or of State-wide significance.
2. That the interest of the Oregon press in "vocational-technical education" as evidenced by general news coverage, editorials, and the work of special staff writers be fully recognized and utilized in meaningful efforts to achieve broadly the general purposes implied in the newspaper materials.
3. That the efforts and achievements of Oregon's State Board of Education in the field of "vocational-technical education" be commended, and that the Board be given public support as it

gives careful consideration to the recommendations of the report of the present Survey - a venture which the State Board itself, with an "assist" from the Legislative Assembly, authorized.

4. That the State Board of Education support the Master Plan recommended in the first section of Chapter 10.
5. That the legal relationship of the State Board of Education to the State Department of Education be clarified to the point that the State Board of Education be considered as the State legal agency for formulating and adopting educational policy and the State Department of Education as the State legal agency for carrying out, or executing, Board policy; and that, as a part of the clarification, the Division of Vocational Education be "included" as a part of the State Department of Education.
6. That the selection of the members of the State Board of Education and of the State Superintendent of Public Instruction be essentially as recommended in the Holy report; that is, Board members to be elected by the people, and the State Superintendent of Public Instruction then to be selected by the State Board of Education.¹⁶

- - - - staff formulate cooperatively and adopt a written statement of policies, rules, and regulations to become an operating guide for all members of the Division.
7. That the members of the Division of Vocational Education restudy cooperatively the duties and responsibilities expected of the professional staff within the Division, work out a plan of assigned roles, and then limit themselves respectively to their agreed-upon functions.
8. That the professional staff of the Division of Vocational Education (a) analyze the statistical and financial data required for Federal reports and the additional statistical and financial data essential to efficient State operations and (b) improve the system currently in use of collecting, classifying, and recording in permanent form these essential data.
9. That the Division of Vocational Education establish not more than two specific dates annually (June 30 and December 31) for making Vocational reimbursements to local boards of education.

¹⁶T. C. Holy, A Study of Public Elementary and Secondary Education in Oregon, 1950. pp. 74-75.



NOTE: The vertical axis of the diagram reflects the 1:2:12 relationship presented in Recommendation 3 on the preceding page. Because of the varying lengths of formal programs of preparation for the three types of workers, TWO technicians or TWO craftsmen can be prepared for initial employment in the same length of time required for the preparation of ONE engineer. Combining this fact with the 1:2:12 relationship proposed, it becomes obvious that the number of institutions for preparing each of the three types of workers should bear some relationship to the number of institutions for preparing each of the two other types.

Figure 17. Three Types of Skilled Workers and the Three Types of Educational Institutions Recommended for Preparing Them in Oregon

10. That the State Director of Vocational Education work in cooperation with the Secretary of State's office to simplify (a) the affidavit system for making reimbursements to local boards of education and (b) other elements of the Division's fiscal procedures.
11. That the State Division of Vocational Education organize and make use of a State Advisory Committee of the nature outlined in Oregon's State Plan for Vocational Education.
12. That the State Director of Vocational Education organize and use informally (a) a small (8-10 members) Educational Administrative Council composed of local public school officials selected from various types and sizes of local public school districts which operate one or more reimbursed programs and (b) a similar council composed of the administrators of the seven Educational Centers.
13. That the State Division of Vocational Education, for purposes of granting continued reimbursement, re-evaluate periodically on the basis of accepted standards all Vocational programs, but especially those programs which are thought to be below standard.
14. That the State Division of Vocational Education study the merits of changing its pattern of reimbursement from one based upon a portion, or percentage, of the salary of each Vocational teacher to one based upon an amount allocated for an approved program (unit) of Vocational instruction.
15. That the Division of Vocational Education promote in every possible way and as rapidly as possible the upgrading of all programs, both day and evening, to a degree of quality equal to that evidenced by such examples as the aircraft program at Eugene Vocational School, the practical nursing program at Salem, and the program in office machines repair at Oregon Technical Institute.
16. That the Division of Vocational Education increase its efforts in promoting and expanding programs of extension, or upgrading, courses for adults throughout the State.
17. That the reimbursement of Vocational adult extension programs be limited to those local programs which provide, from public funds, matching financial support.

- - - - if deemed necessary, the courses be modified to provide (a) a proper balance between theory and technique, (b) adequate provision for supervised experience, (c) appropriate attention to guidance at the elementary school level, and (d) recognition of the importance of coordinating all pupil personnel services.

Concerning Technical Institute Education²⁶ in Oregon, IT IS
RECOMMENDED:

1. That the following curricula at Oregon Technical Institute be defined as of a technical institute type (for the preparation of technicians, or semiprofessional workers): Structural Design Technology, Highway Technology, Sanitation and Water Technology, Surveying Technology, Electronics Technology; and that these curricula be considered "college level" or "college type" and thus more closely related to the work of the institutions of the System of Higher Education than to that of the proposed System of Educational Centers.
2. That existing Oregon legislation concerning Oregon Technical Institute be repealed and that new legislation be enacted which will continue "Oregon Technical Institute" as a public educational agency but as an agency assigned administratively to the Oregon System of Higher Education to operate under the State Board of Higher Education, and that this assignment be made only under conditions recommended below as (a), (b), (c), (d), (e), and (f) of this recommendation:
 - (a) that the Oregon Technical Institute, in name and with the curricula stipulated in Recommendation 1, be assigned to the campus of Oregon State College as a unit administratively coordinate with the existing Schools of Oregon State College such as the School of Agriculture, the School of Education, the School of Engineering and Industrial Arts.
 - (b) that the legislation assigning Oregon Technical Institute to the System of Higher Education as a part of Oregon State College be written so as to protect the coordinate autonomy of the Oregon Technical Institute as one of the administrative units comprising Oregon State College and so as to protect the accepted distinctive values and integrity of a successful program which Oregon has already been supporting from State funds for more than a decade.
 - (c) that capital improvements (buildings and equipment) be provided on the Oregon State campus as needed to house adequately the program of Oregon Technical Institute.
 - (d) that the Oregon Technical Institute continue to issue the appropriate diploma and continue to grant the appropriate Associate degree for its programs.

²⁶This portion of the recommendations deals with the specifics of technical institute education in Oregon whereas the portion in Section 1 dealt with the "technical institute type of education."

- (e) that the chief administrative officer at Oregon Technical Institute be considered as administratively coordinate with the deans of the Schools of Oregon State College.
 - (f) that Oregon Technical Institute be financed as are all other institutional parts of the System of Higher Education with regard to both capital outlay and operation costs.
3. That if and when there should prove to be need for a second technical institute in Oregon, it be located in Portland and associated as an administrative unit coordinate with the other administrative units then existing within Portland State College.
 4. That the technical institute programs of the existing Oregon Technical Institute and of the State collegiate institutions for the preparation of medical technicians and X-ray technicians be centered as "Special Programs"³⁰ in association with the University of Oregon's Medical School, that any programs of the State educational institutions for preparation of dental technicians be centered as a "Special Program" in association with the University of Oregon's Dental School, and that appropriate Associate degrees be granted for the satisfactory completion of such programs.
 5. That the curricula at Oregon Technical Institute which are for non-technicians (those curricula NOT listed in Recommendations 1 and 4) be considered the responsibility of the proposed State-wide System of Educational Centers.
 6. That the incumbent Director of Oregon Technical Institute at the time of assignment of the institution to the System of Higher Education go with the Institute and the program as its chief executive officer, provided he has given able leadership to the program in the past and provided, of course, that he be acceptable to the controlling board and its executive officer in the State System of Higher Education.
 7. That after Oregon Technical Institute is assigned to the State System of Higher Education as a part of Oregon State College, consideration be given to utilizing the Institute Director as a possible consultant on technical institute type education (but not as an administrator) for technical institute programs at other institutions of the State System of Higher Education such as recommended "Special Programs" in technician preparation at the Medical and Dental Schools.

³⁰The term used at the Medical and Dental Schools to designate programs different in each instance from the major program responsibility of the School.

8. That until such time as Oregon Technical Institute can be located on the Oregon State campus, it observe the following recommendations, many of which will be applicable also to Oregon Technical Institute in its new setting at Oregon State College:
- (a) that the number of major objectives of Oregon Technical Institute as currently operating be appropriately reduced.
 - (b) that the catalog of Oregon Technical Institute more clearly define the student admission requirements in terms of objectives of the Institute.
 - (c) that the terminology used in curriculum titles be more meaningful and more in keeping with national usage.
 - (d) that the Institute discontinue the practice of combining students who are scheduled in a course for elective or service purposes with those who are majors in the particular area of instruction.
 - (e) that the Institute make provision for more equipment of the engineering type³¹ to be used by students in the science and testing laboratories.
 - (f) that the selection of teaching personnel be continued on the basis of the educational, occupational, and professional qualifications required by the level and type of instruction to be provided.
 - (g) that academic degrees be considered more frequently as a prerequisite for teaching in the technical institute type programs.
 - (h) that a greater effort be made to encourage faculty members to work toward either their first or advanced college degree during summer months and leaves of absence.

- - - -

- * A plan that enables semiprofessional workers (technicians) to be prepared in the same atmosphere as are their professional counterparts (the engineers, doctors, scientists)
- * A plan that encourages the joint use of staff, libraries, shops, and laboratories in the preparation programs for both the technician and his professional counterpart (the engineer, the doctor, or the scientist)

³¹That type of engineering equipment used for testing, measuring, and the like.

- * A plan which places Oregon Technical Institute (which has for too long been the center of controversy) into an appropriate and firm relationship with an accepted, on-going, reputable institution of higher education (Oregon State College), the basic purpose of which is often described as "technical education"

High Lights of the Recommendations Dealing with the General Problems of Public Education

- * They help the State Department of Education, including the State Board of Education, meet its responsibilities with even greater success.
- * They stress the need for the State (the State Department of Education, the State Board of Education, the Legislative Assembly, and the Governor) to assume increasingly their leadership roles in public education in Oregon.
- * They reduce undesirable and unnecessary duplication.
- * They emphasize differences when differences are desirable and common elements where community of effort is desirable.
- * They imply that the theory of localization must yield in many instances to the principle of "going away to school."
- * They make "vocational-technical education" more equally available to youth who have secured their elementary and secondary school education in nonpublic schools as well as to those who have attended the public schools.
- * They emphasize the desirability of "joining forces" to solve the total problem of "vocational-technical education" in Oregon.
- * They stress both the need for continuous and comprehensive planning and the place of leadership in this process.
- * They strive for greater clarification in all aspects where confusion exists.
- * They emphasize distinctive recognition for the values of the various segments of public education.
- * They emphasize the need for adequate and appropriate housing for the several services of Vocational education as well as for other parts of the State Department of Education.
- * They give ample opportunity for all groups to become "a part of the SOLUTION" rather than "a part of the PROBLEM."

This page has been intentionally left blank.

APPENDIX D

OTI Faculty Report Summary
(Related to Interim Committee and Flesher Reports)

OREGON TECHNICAL INSTITUTE FACULTY REPORT TO THE STATE BOARD OF EDUCATION

PART I - GENERAL SUMMARY AND PLAN

The need for technicians has been well documented nationally. Oregon's developments requiring technicians and technical specialists, while not scientifically determined, reveal themselves in placement and enrollment of Oregon Technical Institute - and other programs. Meeting the expanding needs becomes one of Oregon's critical problems.

ASSUMPTION

1. That the acceptance of the seven Educational Center districts proposed in the Flesher Report will occur, if at all, in the indefinite future.
2. That the separations and relocations proposed for OTI in the Flesher Report and as contingent upon establishment of such districts will be delayed.
3. That the immediate proximity of technical institute type education and the professional courses normally creates many problems for both.
4. That the Oregon State College faculty would be in opposition to operating these two or three year programs on campus (based on the study made in the 1940's).
5. That differing recommendations of study and survey groups, and the request for a joint resolution from the State Board of Education and the State Board of Higher Education by the Governor of the State of Oregon, make urgent the rather immediate preparation of a proposal for OTI operation.

CONCLUSION

1. OTI will continue to render a unique service.
2. The functions and aims of OTI should be so clearly defined as to avoid waste whether material or human in any long range development.
3. The technical institute courses could suffer in enrollment and prestige since comparisons on the same campus would naturally favor the educational program for professions.
4. The proposed transfer of certain OTI curricula to OSC should not be made.
5. The faculty at OTI should prepare a proposal to be used as a starting point. The proposal should be stated in simple, direct terms and provide for an economical long range development.

6. That a proposal of compromise nature (but without compromising educational standards) should be submitted, as itemized below:

THE PLAN

- a. Permanent resident type state institution.
- b. Location at Klamath Falls.
- c. Add technical institute in Portland area when needed.
- d. Continue "collegiate type" organization, administration and operation.
- e. Curriculum
 - 1) Place emphasis on technological courses.
 - 2) Continue industrial-technical courses.
 - 3) Restrict enrollment as necessary.
 - 4) Continue and extend Allied Arts and Science instruction.
 - 5) Maintain flexible program designed to meet individual student abilities and needs.
 - 6) Keep occupational competence as primary aim.

6.

ON THE PLAN

- a.-b. Accept Interim Committee on Education and Stevens and Thompson reports.
- c. "Industrial Community" - Interim Committee.
- d. Successful program to date.
- e. Curriculum
 - 1) Based on legislative desire and appropriate trends.
 - 2) Immediate closure before other facilities could meet needs would deny students. Coordination with technological and other facilities would avoid loss and control duplication.
 - 3) Legislation to restrict is needed.
 - 4)-5) Base for technician and technical specialist work. Allows "two-way" transfer by students showing specific capabilities. Well designed to meet individual differences.
 - 6) Main purpose of OTI.

- 7) Meet needs of business and industry.
- f. Staff selected in relation to curriculum requirements.
- g. Seek accreditation from Northwest Association of Secondary and Higher Schools, Engineers' Council for Professional Development and other professional groups.
- h. Financing
 - 1) 1959-61: State appropriation and student fees.
 - 2) 1961-on: State appropriation, student fees.
 - a) Possible school district assessment for industrial-technical students.
 - b) Possible financial contracts with "local" school districts for students - programs.
- i. Admission requirement of high school graduation or demonstrated equivalent - with specific subject requirements for acceptance in certain curricula.
- j. Assignment to a State Board

- 7) Using advisory committees and visitations to maintain effective service.
- f. Most logical and effective approach.
- g. Has been in process - seems near realization. ECPD received for some - to be requested for others. Other groups as justified.
- h.
 - 1) Time would not permit changing.
 - 2)
 - a) School districts could be assessed a per capita charge that would encourage local facilities. Legislation to assess needed.
 - b) High school, educational center, community college or area vocational school districts. Legislation needed.
- i. Extension of OTI trend in admissions - part of "college grade" standards.
- j. The question of State Board supervision should be resolved by other state authorities.

- 1) State Board of Education.
 - 2) State Board of Higher Education.
 - 3) That employee (OTI) should not be in the position of attempting to direct the employer (State of Oregon) as to conditions of service.
-
- | | |
|--|--|
| <ol style="list-style-type: none">7. That a new facility on a city campus is justified.8. That some necessary legal provisions for long range operation of one or more technical institutes are lacking (for either Board). | <ol style="list-style-type: none">7. Operating cost reductions, improved educational service and increased student, as well as public pride would result.8. A study of needs for legislation should be made. Depending on various factors, a committee made up of all or part of the following representation would be valuable: Attorney General, Legislative Council; State Superintendent of Public Instruction office; Chancellor of Higher Education office; Oregon Technical Institute; Department of Finance and Administration; Secretary of State. |
|--|--|

STATE BOARD OF EDUCATION RESPONSE TO REQUEST BY GOVERNOR HOLMES
FOR BOARD REACTION TO THE FLESHER REPORT ON VOCATIONAL-TECHNICAL
EDUCATION AND THE ADMINISTRATION OF OREGON TECHNICAL INSTITUTE

WHEREAS the State Board of Education has been given copies of the statement of the State Board of Higher Education relative to the report of W. R. Flesher on vocational-technical education, and said statement has been discussed in detail by the State Board of Education; and

WHEREAS it is the desire of the State Board of Education to give to the Governor, to the Legislature, and to the people of Oregon a clear and unequivocal statement of its position on the recommendations in the Flesher Report; and

WHEREAS the recommendations in the Flesher Report lead, in effect, to the dissolution of Oregon Technical Institute as it has been developed in the past eleven years for the reason that post-high school vocational education would become the responsibility of the Educational Centers as recommended in the Report and technical education programs now offered at Oregon Technical Institute would be divided among Oregon State College, the University of Oregon Medical School, and the University of Oregon Dental School with administration of such technical programs to be transferred to the State Board of Higher Education; and

WHEREAS the State Board of Education, by statute, has been given exclusive authority for the administration of Oregon Technical Institute and has continuously administered said Institute with the desire to improve and expand the curriculum with special emphasis on the technical courses,

NOW THEREFORE BE IT RESOLVED:

First, that the State Board of Education does hereby express its approval of and its concurrence with the statement of the State Board of Higher Education on the recommendations in the report by W. R. Flesher on vocational-technical education.

Second, that the State Board of Education does hereby recommend that there be no change in assignment of administrative responsibility for Oregon Technical Institute, and that the Institute be continued in the Klamath Falls area.

Third, that the State Board of Education does hereby endorse a plan of Educational Centers for the state of Oregon to meet the state's growing need for regional post-high school education on a broad and comprehensive basis, including community college services, vocational training, and adult education.

Fourth, that the State Board of Education hereby confirms its intent to give and to continue to give consideration to the numerous other recommendations in the Flesher Report.

Adopted by the State Board of Education
at Special Meeting on October 29, 1958

APPENDIX E

CAREER BIOGRAPHY

W. D. Purvine, President

Oregon Technical Institute
March 8, 1974

CAREER BIOGRAPHY

W. D. PURVINE, PRESIDENT

Oregon Technical Institute
March 8, 1974

Graduated with AB degree, Albany College, June 1933
LL.D. (honorary) conferred by Lewis and Clark College, 1960

Summer Courses

Oregon State College	1937	Industrial Education
Oregon State College	1938	Industrial Education
Stanford University	1939	Guidance and Counseling
Michigan State College	1944	Guidance and Counseling
University of Michigan	1958	Institute on College and University Administration
UCLA	1960	Workshop in Administration
Stanford University	1961	Workshop in Administration
UCLA	1968	Institute in College Administra- tion and Curriculum

Career Employment

Assistant superintendent and teacher - Vocational Mining School,
Grants Pass, Oregon, January to June 1936.

Superintendent and teacher - Vocational Mining School, October 1936
to June 1937.

Administrative assistant to Director of Vocational Education, State
Department, Salem, Oregon, June - December 1938.

Director (founder) - Eugene Vocational School, January - September
1938.

Assistant State Supervisor, Trade and Industrial Education, September
1938 - September 1940.

State Supervisor, Public Service Training and Assistant, Trade and
Industrial, State Department, Salem, 1940 - 1945.

State Supervisor, Trade and Industrial Education, 1945 - 1947, Salem,
State Department.

President (Founder and Director to 1961) - Oregon Technical Insti-
tute, June 1947 to present. This institution was developed from
its beginnings of a trade and vocational school to one of such
technical level that the 1959 Oregon State Legislature enacted
legislation transferring it to the Oregon State Board of Higher
Education effective July 1, 1960. The Engineers' Council for
Professional Development has given national accreditation to the
seven curricula for which requests have been made, all "2 plus 2."

The Institute received regional accreditation as a specialized higher institution in 1962, extended to four year in 1967 and reaccredited in 1972. Name changed by legislative action to Oregon Institute of Technology, 1973.

Professional Recognition

Elected member National Committee of Technical Institute Division (ASEE), "Committee of 21", June 1959 - June 1962.

Chairman, Committee on Student Selection and Guidance, (ASEE), Technical Institute Division, 1959-60.

Member, Teacher Training and Recruitment Committee, ASEE, Technical Institute Division, 1958-59 and 1959-60.

Member, Editorial Board for Report on Survey of Technical Institutes conducted by ASEE under Carnegie Corporation Grant, 1958-59. (Henninger Report)

Member, Committee arranging Governor's Conference on Higher Education at University of Oregon, October 1957.

Consultant member, Governor's Committee on Higher Education in Oregon, October 1956 to disbanding.

Participant, Western Regional Conference, San Francisco, April 1957, with President's Committee on Education Beyond the High School, and

Member, Western Regional Workshop, San Francisco, October 1956 to develop plans for April 1957 conference.

Lewis and Clark College, Portland, conferred honorary Doctor of Laws degree for service to post-high school education, 1960.

Member, Technical Institute Council, ASEE, 1962-1964
Technical Institute Council Executive Committee 1962-1964

Member, James H. McGraw Award Committee, ASEE, 1960-1962
Chairman, James H. McGraw Award Committee, 1962-1963

Member, Commission on Instruction, American Association of Junior Colleges, 1961-1964.

Secretary, Northwest Association of Junior Colleges, 1962-63, 1963-64.

Technician Task Force member advisory to the Manpower Panel of the President's Science Advisory Committee, Washington, D.C., December, 1962. (Objectives; program and appropriation for President's education presentation to Congress and a Report Number Two: Technicians Who Work With Scientists and Engineers).

Engineers' Council for Professional Development (ECPD), Technical Institute Accreditation Subcommittee, later Engineering Technology Committee. Region VII - Northwest States - Committee Member, 1957-1959, Region Chairman, 1959-1962.

ECPD Region III - Engineering Technology Accreditation (Indiana, Kentucky, Ohio, and Michigan) - Chairman, 1962-1967.

ECPD Region VII - Engineering Technology Accreditation (Arizona, Colorado, New Mexico, Oklahoma, Texas, Utah) - Chairman, 1975-77.

Member, Engineering Technology Committee (ECPD) 1962-1967.

Member, Engineering Technology Committee (ECPD) 1968-1973.

Engineering Technology Committee, ECPD, Vice Chairman - Subcommittees, 1969, Vice Chairman - Operations, 1970.

Chairman, ASEE Technical Institute Administrative Council, 1970-1971.

Chairman, ASEE Technical College Council, 1971-1972.

Member, Committee Engineering Technology Education Study NSF (Grinter Report) 1970-1971.

Member, ASEE Board of Directors, 1970-1972.

Member, National Science Foundation, Engineering Technology Study Committee, 1969-1970.

Member, Committee on Career Education, American Association of State Colleges and Universities 1971 -

Consultant to University of Toledo, The Community and Technical College, April 1, 1963 to July 1, 1965.

Listed in Who's Who in America beginning in 1963.

Listed in Who's Who in American Education.

Listed in Who's Who in the West.

Listed in Who's Who in College and University Administration.

Northwest Association of Secondary and Higher Schools, elected member of the Higher Commission 1964-1967, 1967-1970.

Chairman, Relations with Industry Committee of Technical Institute Council, ASEE.

Member, Ford Motor Company Fund; Technical Scholarship Program 1967-1971.

Recipient James H. McGraw Award in Technical Education, ASEE, 1969.

Chairman, Engineering Technology Criteria for Accreditation (Sub-Committee of ECPD Coordination Committee; EE&A-ETC) 1971-72.

Chairman, Vocational-Technical Accreditation Committee, Federation of Regional Accreditation Commissions in Higher Education (FRACHE) 1972.

Chairman, Technical College Council Nominating Committee - ASEE 1972-1974.

Member, ASEE Nominating Committee, 1972-75.

Member, Committee on Guidelines for Evaluation Committee Reports (joint regional between Northwest Association of Secondary and Higher Schools and the Western Association of Schools and Colleges) 1974 - on.

Member, James H. McGraw Award Committee, ASEE, 1973 - on.

Other

Member, Modoc Council of Boy Scouts of America.

Member, Executive Committee, Klamath County United Fund.

Member, Winema National Forest Advisory Council.

District Governor, Lions International, District Oregon 36E.

President, Klamath County Chapter, American Red Cross, 1966.

Member, ASEE, Lions International, Elks - BPOE.

CAPTIONS FOR PHOTOS

1. OVS Director at beginning of Oregon Tech Operation.
2. Condition of Marine Barrocks grounds upon transfer to the state in May 1947.
3. Forty-Fifth Legislative Assembly Joint Ways and Means Committee at OTI, February 2, 1949. Back Row: (Left to right)--- Representative Earl McNutt, Representative W.W. Chadwick; Representative Rudie Wilhelm, Jr.; Senator Stewart Hardie; Representative Francis Ziegler. Front Row: Senator Angus Gibson, Senator Rex Ellis; Representative Wm. B. Morse. Not in picture: Senator Austin Flegel (he was in Machine Shop), members not present: Senators Howard Belton; Dean Walker Carl Engdahl and Representative Henry Semon.
4. Klamath Falls Marine Recuperational Barracks May 1947 at time of transfer to State Board of Education.
5. State Superintendant of Public Instruction Rex Putnam addresses first OTI Commencement June 24, 1949. State Director Paulson is in the center of the front row with OTI Director Purvine to his left. OTI faculty occupy other chairs.
6. State Senator Angus Gibson, Chairman Ways and Means Sub-Committee on Education observes Commercial Baking work February 2, 1949.
7. Prize winning OTI booth at the Oregon State Fair, 1951.
8. Two German Educators touring OTI are shown observing an extractor at the Dry Cleaning Plant. The two are touring the country under the sponsorship of the U.S. Office of Education. Left to right: Winston D. Purvine, Director, Oregon Technical Institute; Hans Seyfreid and Gerhard Keppler, August, 1951.

CAPTIONS FOR PHOTOS

9. June 1951, Graduates Tea at the Purvine home featured Mrs. Ruth O'Connell pouring for a woman graduate. Seated is Mrs. Naomi French, standing, Mrs. Marion Howard, Mrs. Veta Purvine the graduate, Mrs. Isabella Paulson, and Mrs. Bethel Davis members of the Faculty Wives and Womans Club.
10. OTI students gathered at the swimming pool in operation by the Klamath Falls City Recreation Department.
11. Oregon Tech Faculty 1949-50.
12. Dr. W.D. Purvine, Director of Oregon Technical Institute, center, accepted a portable electronic oscilloscope as a donation from the Champion Sparkplug Company by Arthur Dickow, Northwest Area Representative of the company, left. The presentation was made at a recent student body assembly in conjunction with a demonstration by Dave Walker, Service Director, Zone Service Engineering. The oscilloscope was donated through the courtesy of the Technical Services Division of the company.
13. Oregon Tech booth at Oregon State Fair in mid 1950's.
14. 1955 meeting of the OTI state Advisory Council was on the barracks campus. Seated are State Board of Education members Mrs. Lucille O' Neill and Mrs. Georgia Patterson and Council Members Mrs. Margaret Sheridan, Harley Libby, Jess Bell and A.S. Teller. Standing are Fred Heilbronner, Rex Putnam, Ed Branchfield, Allen Leake, O.I. Paulson, William Ross, Director Purvine and Glenn Sands.
15. Oregon Technical Institute Official Seal Designed by Arthur Le Cours, Professor.
16. New campus construction beds are studied by President Purvine, Mr. Stevens, David Pugh, Ned Kirshbaum and with backs to the camera H.A. Bark and J.I. Hunderup, both of the SSHE Central Office.
17. Charles Jacobi and Dan Paris, authors, present their textbook "X-Ray Technology" to President Purvine in September 1964. The book was first by OTI faculty.
18. Eldon Storey well drill working at site that produced the first hot water well for geothermal heating of the Oregon Tech new campus-1960.

CAPTIONS FOR PHOTOS

19. Semon Hall foreground, Owens in center and Physical Education in background combine to give detail of new campus in 1965.
20. Aerial view confirms new campus as an "early melt" location.
21. The Chancellor (Richards) and central office staff of the State System met with OTI staff in an orientation session, December 1959.
22. J. Vern Owens at right displays Student Citizenship award Heard Rose donated while President Purvine holds the Presidents Award for associate degree student, 1961.
23. Chancellor R.E. Lieuellen introduces Governor Mark O. Hatfield at new campus dedication while guests listen.
24. The finished campus is now ready for fall 1965 students.
25. IBM Computer (1401) donated to Oregon Tech for support of Electro-Mechanical Engineering Technology- later named Computer Systems Engineering Technology.
26. A faculty dinner at Reames Country Club honored pioneer faculty members Mr. and Mrs. Charles Martin, and President Purvine, Jesse Crabtree and Harold "Hal" Rotrock.
27. Charles Riley, retired, displays the \$500.00 personal check which was the first donation to the community drive for purchase of the new campus from the O'Conner Livestock Company.
28. Commemorative seal for the 25th anniversary at OTI.
29. Governor Tom McCall cuts ribbon symbolically opening the 25th anniversary celebration as two OTI administrators attend.
30. Overflow classroom situation Owens Hall prior to construction of Semon 2 Hall, Class is Social Science 301, Dale King teacher.
31. Grasping the mace of academic authority, Professor Max Saunders leads the faculty section of the annual academic procession at commencement in 1971.

CAPTIONS FOR PHOTOS

32. The Oregon Institute of Technology in Portland was a YMCA college some years ago. This picture shows the 1930 Automotive Class, in part, and the building bears the institute name, "Auto-Radio Schools," and the YMCA initials.
33. Owens Hall dedication of the class room building hosted Loran "Stub" Stewart, SBHE conversing with Mrs. Rose Owens and James Owens, widow and son of J. Vern Owens, honoree. Chancellor Lienualien is in right background.
34. Gary Grimes ASOTI President 1966-67 participates in solar observation with other students.
35. Professor Roy Fisk observes lake water sampling class work in Environmental Technology.
36. Two Civil Engineering Technology students receive instruction in the highway laboratory from Professor Jesse Crabtree.
37. Accounting Technology class in Owens Hall with Professor Max Saunders Presiding.
38. Auto Technology Professor, Franel Spencer Supervises students in Auto Differential Assembly.
39. Professor Hiram Hunt and class members pose with first radioactive isotope generator in Nuclear Physics Laboratory.
40. X-Ray Technology Students perform fluroscopy experiment.
41. Ford Diesel engine is donated to Auto-Diesel Department by the motor company. Balsiger Motor Company Leaders "Mike" Balsiger and Vern Moore are standing with Lloyd Thompson, President Purvine, Ben Morrison and Dean Paul Meier.
42. Technical Secretary women listen as Don B. Miller instructs them in Technical Nomenclature.
43. A custom rifle barrel and stock are being fitted in Small Arms Processes Laboratory.
44. Acetylene Welding Laboratory is in full usage as two instructors observe work.

CAPTIONS FOR PHOTOS

45. Chevrolet Components donation is made by the company through the Dugan and Mest Agency. On left President Purvine is flanked by two Chevrolet Regional Officials. On the right George Dugan and Robert Mest appear with Hal Rotrack.
46. May Dance Queens Court, May 19, 1951 poses after election. From left to right they are Princess Kitty Decker, Queen Donna Arthur, ASB President Elliott Nichols and Princesses Dorothy Paxton and Elaine Trull.
47. 1952 Homecoming Court members were sponsored by Instructional Departments. Queen Margie Davis is seated with Princesses standing, Betty Starr, Joan Wellington, Janet Beason, Darlen Hadley and Sally McMahon.
48. Owl Football Squad of fall 1952 poses on barracks campus field. Guest house dorm is in rear. Rex Hunsaher was head coach.
49. President Purvine at retirement.
50. Students remove heavy snow load from dormitory roof. (Old campus.)
51. Typical snow fall on old OTI Campus.
52. Gary Wright, N.A.I.A. District 2 167 LB. Champion 1970, N.A.I.A. District 2 Scholar-Athlete 1969.
53. Herb McEachin, All-EVCO 74-77, All District 74-77, All American 1977.
54. Tony Grant, N.A.I.A. National Champion 1972. Oregon AAU Champion 1972, Evergreen Conference Champion 1972, N.A.I.A. District 2 Champion 1972, District N.A.I.A.2 record holder 249' 9", N.A.I.A. District 2 Outstanding Trackman 1972, School record holder, 249' 9" - 1972, holder of 6 field records.





2



3



4



5





7



8



9



10



11



12



13



14



15



16



17



18



19



20



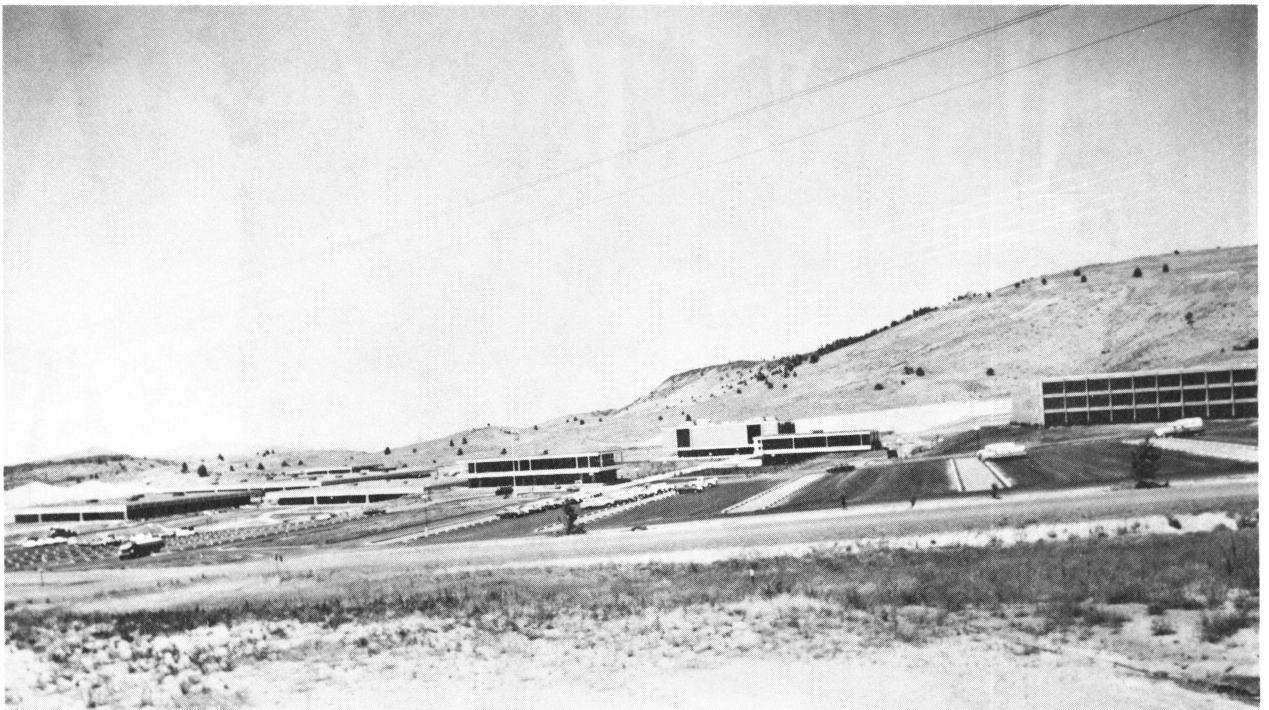
21



22



23



24



25



26



27





29



30



31



O-I-T-AUTOMOTIVE CLASS 1930
G. E. SPENCER, PRINCIPAL



33



34



35



36







39



40



41



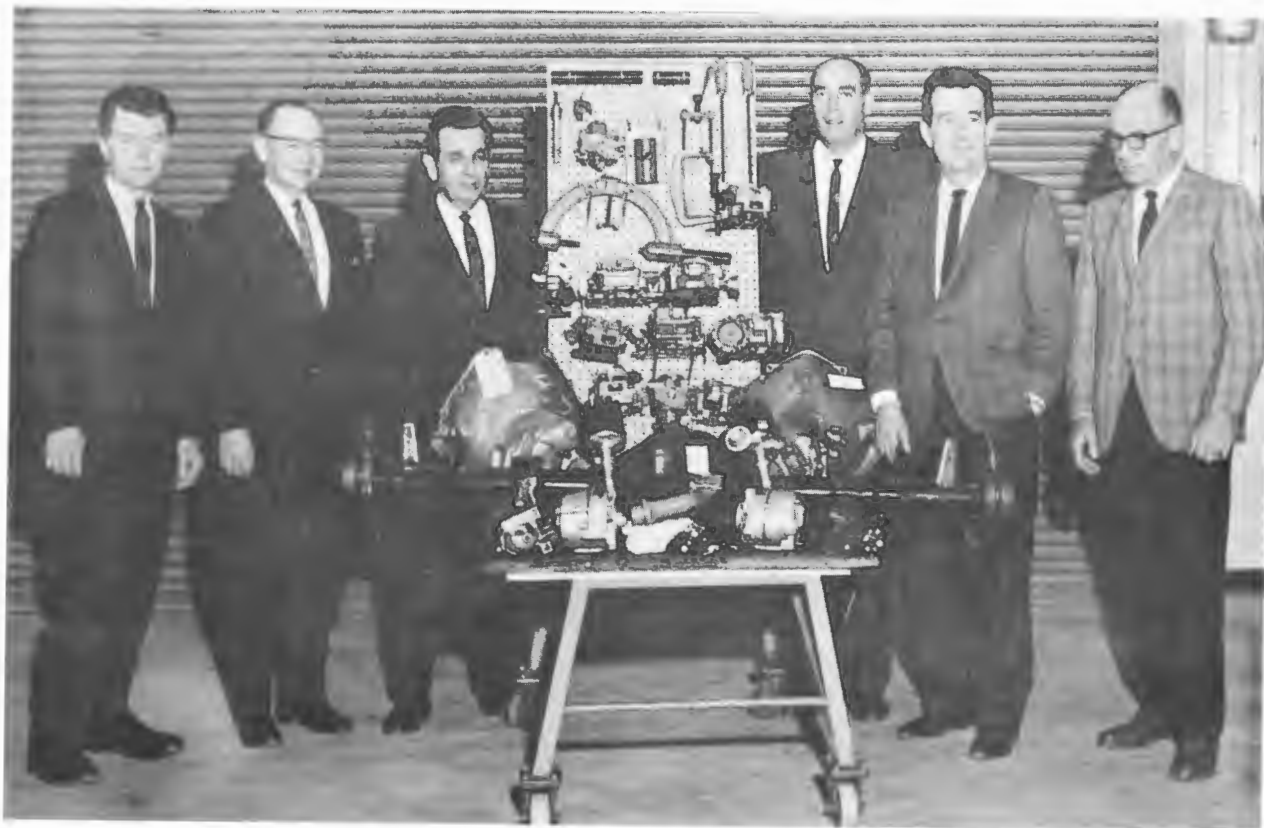
42



43



44



45



46



47



48



49



50



51

GARY WRIGHT
N.A.I.A. DIST. II
167 LB. CHAMPION
1970
N.A.I.A. DIST. II
SCHOLAR-ATHLETE
1969



52



HERB McEACHIN

All-EVCO '74 '75 '76 '77
 All-DIST '74 '75 '76 '77
 All-AMERICAN '77

NAIA NATIONAL CHAMPION 1972

OREGON AAU CHAMPION-1972

EVERGREEN CONFERENCE
CHAMPION 1972

NAIA DISTRICT II CHAMPION 1972

DISTRICT NAIA II RECORD HOLDER
249' 9"

NAIA DISTRICT II OUTSTANDING
TRACKMAN 1972

SCHOOL RECORD HOLDER
249' 9" - 1972

HOLDER OF 6 FIELD RECORDS



TONY GRANT