



Appendix E

***The Journal of the
Shaw Historical Library***

***Oregon Institute of Technology
1947-1997
The First Fifty Years***

THE JOURNAL OF THE

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**OREGON INSTITUTE
OF TECHNOLOGY**

**1947 - 1997
THE FIRST FIFTY YEARS**

SHAW HISTORICAL LIBRARY

IT BEGAN WITH THE BASICS

Bob DeRosier

A peripatetic view of the beginning and development of the
School of the Arts and Sciences at Oregon Institute of Technology

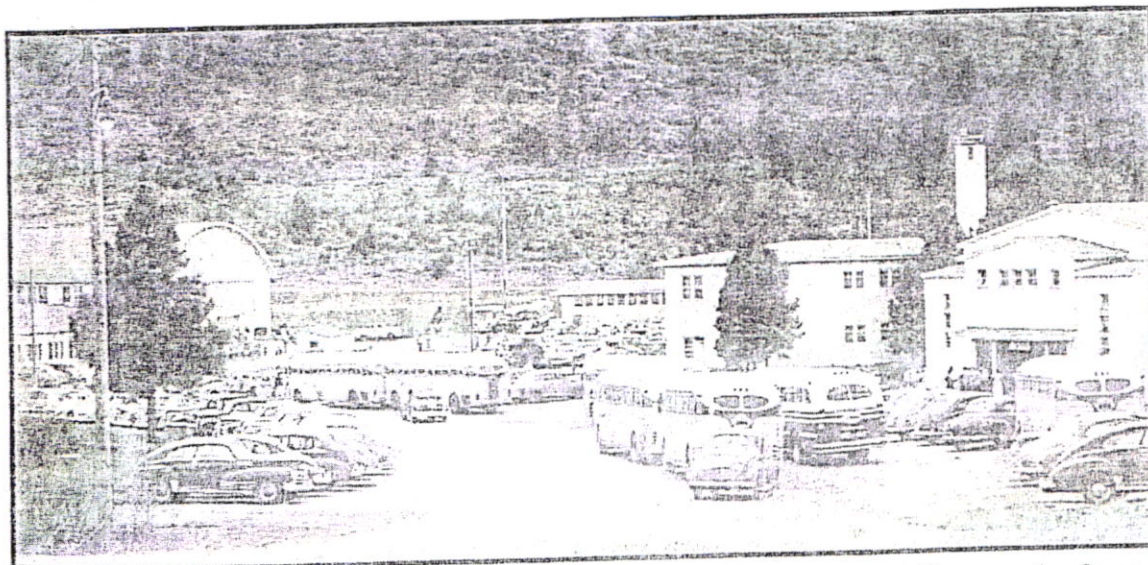
In the fifty years of its history, the Oregon Institute of Technology (OIT) has progressed from a quickly-activated school in 1947 offering vocational and apprentice training courses to a recognized institute of technology in 1996, preparing to offer its first master's degree in technology.

A scan of the 1949-50 catalog¹ reveals not only the nature of the offerings but also the level of training demanded by industry at that time. The majority of courses offered were "hands on" training programs which could provide ready employment in a country shifting from a war economy to one of peace. Many of the programs were intended to train, or re-train, a returning veteran population.

The courses which have disappeared include the auto triad (body and fender repair,

mechanics, and electricity), cooking, baking, cabinet making, carpentry, watch and clock repair, combination welding, commercial art and silk screen processing, diesel mechanics, dry cleaning, electrical maintenance and repair, gunsmithing, office equipment repair, photography, refrigeration servicing, retail business management, and sewage plant operation.

Some disappeared early and others, such as auto-diesel, gunsmithing, and office equipment repair, remained for a longer period. Still others, Accounting, Engineering Aide, Radio Communications and Radio Repair, expanded and evolved into existing programs that kept pace with the developing technologies. The basis for the current Medical Imaging pro-



Former Marine Barracks, located outside of Klamath Falls, was the site of OIT when it first opened as Oregon Vocational School, in 1947.

gram, for example, appeared first in 1952 as part of the then existing Medical Technology.

While the metamorphoses of these programs in themselves make fascinating reading, and to a degree influence the direction of this paper, they have been reported elsewhere. However, in the evolution of the institute, the contribution of the Arts and Sciences, known originally as Basic Related, is obvious, but its history has not been noted. The birth and maturation of the Arts and Sciences department influenced the academic stature of the institute and its subsequent ability to offer degrees.

The growth of the Arts and Sciences coincided with, or began as the result of, the fight to transform the Oregon Vocational School into Oregon Technical Institute (OTI). An account of this transition, which took place in 1948, can be read in a history of the school by Winston Purvine.² (It is worth remembering that without Purvine's vision, perseverance, and ability to fight in the political trenches, OIT would not exist today.) The need to improve the quality of the courses, and to change from their apprenticeship nature—which required a maximum number of hours on a daily basis—to the college practice of specified courses with credits, for a minimum hours per week, presented a challenge.

To appreciate the distance covered in the development of OIT, we must understand the conditions existing at the opening of the Oregon Vocational School (OVS). These conditions can be demonstrated by the experiences of one of the first instructors hired.

Before he was hired to teach drafting and blueprint reading, Jesse Crabtree had worked in the field of engineering. On Crabtree's first day on campus in 1947, Harald Pedersen, the Supervisor of Training, took him to the former Marine messhall, and told him that somewhere in this building, he could find things to use in his teaching. Pedersen also told him he had six students. Saying that he had other things to do, and that he would be back, Pedersen left. He never returned.

Crabtree initiated the Engineering Aide program, which eventually grew to become Civil Engineering Technology, teaching in what was literally a one-room school. He instructed each student individually when needed, and all students collectively when possible. He improvised as he went, teaching, in addition to basic engineering material, the arithmetic, the writing, the manner of dress, office management techniques, and aspects of communication that were relevant. Crabtree noted that professional engineering offices at that time had engineers but no aides. The offices needed competent technicians with the basic knowledge to run the offices.

Exploring as well as teaching, Crabtree had to do it all: Find texts, write the course material, prepare the handouts.³ And he did it well, watching the department grow until his retirement in 1976.

In those earliest years, instructors all taught everything they thought their students needed to know and they taught them in working conditions. "Hands on" education was a reality in the auto classes; the x-ray, medical technology, and electronic labs; the cooking classes, and the dry-cleaning area. Over-the-shoulder instruction was the common practice, stressing the practical and the applicable. The goal was for the student to become employable on completion of his or her studies.

One outstanding feature of the instructors was their backgrounds. All came with applied experience. First, they were soundly based in their fields, and, second, they could teach within that field. However, having to teach material outside their fields did take time away from their major subjects. Charles Jacoby, in X-ray technology, knew his students had to understand physics, so he taught that aspect of physics which applied to X-ray. In electronics and in engineering, the instructors taught the mathematics needed. In medical technology, the instructors taught the biology needed until they were able to hire a graduate, Gene Stivers, who had a bachelor's degree in sci-

ence prior to coming to the campus. Not all instructors were concerned about these outside subjects—one instructor in the industrial area told Ole Lunde, a math instructor, “I can teach my students all the math they need on the back of an envelope!”⁴

During the formative years, courses outside the major programs were scarce. In the 1951-52 OTI catalog, some courses were listed as Basic Related courses and there were three instructors listed to teach these courses, but no formal area seemed to exist. The courses appeared in the various major curricula only. One found in the “Description of Course Subjects for the Automotive Machinist” was described as:

5F-111,115. Basic Related Information. First and second year basic related courses include parliamentary procedures, basic lettering, oral expression, trade arithmetic, trade sciences, and the fundamental principles of employment. 10 Term Hours⁵

Another course, illustrating the specificity of the subject was described in the “Engineering Aide-Surveyman” curriculum as:

6D-223, 224. Mathematics. The subject is basic practice in algebra, geometry, and trigonometry, but is limited to that part of mathematics essential to the surveyor. 10 Term Hours⁶

A course in Medical Technology also illustrated the limitations necessary at that time:

3D-147, 148. Clinical Chemistry. Determining the amount of the various chemical constituents in the blood by use of the colorimeter and titration methods; making standard working and normal solutions. 20 Term Hours⁷

These conditions existed at OVS, and then OTI, because the institute was pioneering and had no blueprint to follow. The instructors taught that which they knew was essential and directly related to their subjects, relying on resourcefulness and innovation.

One impetus for change and for the creation of the Arts and Sciences as a department came from outside when the Institute asked the Engineers Council for Professional Development (ECPD) to examine six of its courses as the first step towards securing accreditation. This was a major step in advancing the curricula from a training concept to one with technical foundations. The search for accreditation began in 1951, and recommendations in 1953 by the chairman of the ECPD committee directed the future of the later-named Arts and Sciences division.

The changes that transformed the institute came gradually. In 1953, the title “Allied Subjects” appeared for the first time in the OTI catalog, and under the designation SA (Service Allied), eight courses were listed: Practical Mathematics, Practical Communication, Public Speaking, Parliamentary Procedure, Industrial Relations, Employment Principles, Business Records, and Business Operation.⁸

Also, for the first time, all courses were evaluated in terms of credits rather than in term hours, a major step away from the vocational concept. The description of one course in the Allied Subjects reveals its relationship to the technologies:

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 Credits⁹

At this time, the area of Allied Subjects had three instructors. Coincidentally, another new area, Intramural Activities and Physical

Education, also had three instructors, two of whom were assigned to teaching in the newly created Allied Subjects area.

The Allied Subjects just existed, not as a school, not as a division, not as a department. It appeared to fill a need, but it also seemed to defy description.

Some causes for the changes in the curriculum may be found, indirectly, in the dispute waged between the beliefs held by the Director of the Oregon Department of Vocational Education and the beliefs held by the Director of OTI as to the way classes should be taught. The dispute was indicative of the movement away from vocational training and towards technical education. This dispute would continue for a number of years and is fully documented in the volume by Dr. Purvine.

In this period, major course instructors were still trying to teach all aspects of their profession. Fred Foulon was hired in 1954 in the Civil Engineering department as an instructor and rose to be the director and developer of the OIT Metro Center in Portland. In his first years, he had to teach the physics and the mathematics students needed to understand the engineering principles. He said, "I knew more physics than the students, but I had to study many evenings to keep ahead and relate the physics to the technology."¹⁰ When the ECPD letter requested that mathematics, physics, science and writing be taught separately, some instructors in the major courses enthusiastically welcomed and endorsed this reform. Others, however, did not approve and regarded the change as challenges to their turfs.

In 1953, the Allied Subjects listed six instructors, but four were also listed as counselors (part time) and one of these, Robert Smith (also listed as Bob Smith), was the Dean of Students. Thus, there appeared to be only two full-time instructors, Robert Burk and James J. Boyle. Burk, who was listed as the supervisor, had been the lone instructor in the Dry

Cleaning program, which was officially dropped in 1957 due to low enrollment.

James Boyle was hired in 1953 to teach, as he phrased it, "...something about labor relations."¹¹ Boyle, probably more than anyone else, was responsible for the growth and direction of the Allied Subjects. An avid reader, Boyle donated 700 books from his private collection to the OTI library, doubling the number of volumes in the library. Students at that time did not spend much time in the library, not for lack of interest but because library research was not required and the technical listings were minimal. Some departments had their own subject libraries which were available to their students and which the students were required to use.

In his first years, Boyle taught math, English, Speech, Introduction to Business, and Small Business Management. As a new hire, his assignment was not unlike that of the instructors teaching the technical subjects.

The change in the years between 1953 and 1956 can be seen in a comparison and description of courses offered. Under the heading Allied Subjects in the 1953-55 catalog, one statement defines the policy then in existence:

In some courses, specially approved allied subjects will be taught by the major course instructor. These courses will be listed in the major course curriculum and designated by the major course letter prefix followed by an allied subject number.¹²

The 1955-56 catalog lists eleven courses available in the Department of Allied and Elective Subjects: Practical Mathematics, English Essentials, Report Writing, Public Speaking and Parliamentary Procedure, Effective Study, Applied Science, Industrial Relations and Employment Principles, Salesmanship, Human Relations, General Science, and Foremanship.¹³ The vocational aspect of these courses is obvious.

All of these courses carried five credits. To receive their diplomas, students in OTI for five or more terms were required to take ten credits, or two courses, from this list, a number not taking too much time from the selected major.

However, if students wanted more options, they could request that any of the following courses be offered: U.S. History; American Political Institutions, Theater and Theater Workshop, Basic Electricity, two terms of Humanities, Practical Mathematics, Family Relations. These courses carried no credit but required five term-hours of work. Three courses, Band, Group Singing, and Journalism, did offer five credits each, which would apply towards graduation. One can imagine which courses were popular.

The band was directed by Brooks O. Custer, an instructor in the Civil Engineering department. Students referred to the group as "Custer's Last Band."

Boyle, in addition to his teaching assignments, was also the coach of the OTI golf team. On one competition at the University of Nevada, he met Harold Bailey, an accomplished golfer. Learning that Bailey had changed his Civil Engineering major to mathematics and had earned a Bachelor of Science degree, he recruited Bailey in 1955.

OTI then had two Baileys: Hallard Bailey who was the audio-visual department; and Harold Bailey, who joked that he was *THE* math department, its chairman and flunkie. Harold's nickname was Hal, which only added to the confusion.

"Math" Bailey was reserved, deceptively so. He would stop in the coffee room on the new campus before going to class, carrying his class preparations—his grade book and a piece of chalk—listen for a few minutes, take a quick nap, and leave to teach his class. Few knew that Harold had been a commercial artist in San Francisco, had attended law school, (he taught the Business Law course in addition to his math classes) was both an accom-

plished interior decorator and a tailor, and was to retire from the U.S. Army Reserves as a Lt. Colonel.

Harold built the mathematics department. When new courses were required, Harold had them already in place. Once, on the old campus, an instructor in technology was presenting a laborious method for determining an engineering solution. A student interrupted him to show him a more efficient way for the calculation. When the instructor learned that Bailey had taught the students that formula, the instructor took a seat the next day in Bailey's class.

He was quiet and efficient. On the old campus, he coached the track teams. On the new campus, he designed the parking lot divisions and assignments and wrote the regulations, which are probably still in effect. On his last day on campus in 1972, he took three thin folders from his filing cabinet, having systematically cleaned out the cabinet previously, said goodbye to the author, his only officemate for 16 years, and left.

Another major shift in direction occurred in 1956-57. In 1955-56, the Institute had about 78 faculty. The hiring philosophy, then and now, required that the candidate have industrial or comparable work experience. Most of the teaching faculty in those early days had attended four-year and two-year colleges, technical schools, and military schools, but had not attained a degree. Their industrial experience was extensive and they were highly competent in their fields. When OTI's philosophy of hiring faculty with industrial experience was coupled with new requirements of degrees in higher education, the match between industry and OTI was complete.

The teaching philosophy emphasized the practical, the applied, the hands-on facet of teaching. Theory was taught as it was useful to the application and could be demonstrated, not for the sake of theory itself. The balance between the two is defined in a quote from the 1949-50 catalog: "The man who knows

how will be found with a job, but he will be working for the man who knows why."¹⁴ The success of this philosophy was cited in a comment made at a later date and attributed to a dean in the School of Engineering at Oregon State University, "OTI grads will make money for you right away."¹⁵

Such practice produced, then as now, graduates welcomed by industry for their ability to apply their education immediately. This practice must have been unique in Oregon. An article appearing in the Klamath Falls *Herald and News* described OTI as "...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."¹⁶

The subsequent expansion suggested by the ECPD recommendation of 1953 and the action of the State Board of Education in 1956 to increase the Allied Subjects requirement from 10 credits to a minimum of 15 credit hours could have created a department with liberal arts overtones and interest in building its own empire. To support this contention, an examination of the hiring from 1956 to 1958 shows a remarkable change in the number of degree-holding teachers appearing on campus.

The school catalogs underwent a major style change in 1956. One change was the documentation of both the industrial and academic credentials of the faculty. Previously, the 1955 catalog listed only the names of faculty—about 78 faculty and administration, of whom 24 had bachelor's degrees, and 2 had master's. Two medical doctors were listed on the staff as advisors. Because no academic history of the faculty appeared until the 1956 catalog, the accuracy of these numbers is questionable.

In 1956, with the new catalog formatting, we find that the number of faculty increased to 95, of whom 27 had bachelor's degrees, and 6 had master's degrees. In 1958, the bulletin showed those faculty holding master's degrees had increased to 18. Such an increase in academics could, and in some areas did, create

an animosity among the non-degreed. The author recalls walking in the industrial shop building to see the work of, and the machines used by, the students in his classes and being told by the dean of that division, "You don't belong here. Get back where you belong." The author continued on his way to see his students.

A corresponding increase in the number of course offerings also occurred. From the 11 limited offerings in 1955, the newly named School of Arts and Sciences in 1958 was offering over 48 courses. Rather than the single Practical Mathematics, the School now offered nine courses in mathematics, ranging from a no-credit Introductory Mathematics course to Differential Calculus. Four courses were offered in physics, 3 in chemistry, 4 in writing, and 3 courses in the area of sociology, and others in the field of business. The school also had courses in theater, publication, physical education, intramural sports, band and group singing for the students. In addition, under the heading of Allied Service Courses, were two drafting and blueprint-reading courses. Obviously, the new school offered a mixed bag, but the courses presaged the direction of the Institute.

With the courses came a mixed bag of instructors. One who was hired from the East, found the old campus, drove around the campus, drove down the hill, called in his resignation from downtown Klamath Falls, and was never seen on campus. Others came and stayed. One notable was Hiram Hunt, hired to teach physics, who appeared on campus in a blue suit that sported a "ruptured duck" in its lapel, a high-crowned cowboy hat, and a stiff back. Hiram would stand outside his classroom with his railroad watch in hand. When the minute hand signaled time for the class to begin, Hiram walked into the classroom, locked the door, and began teaching. Students who were late could pound on the door, but they were not admitted and could not make up the class. Attendance was not a problem in physics.

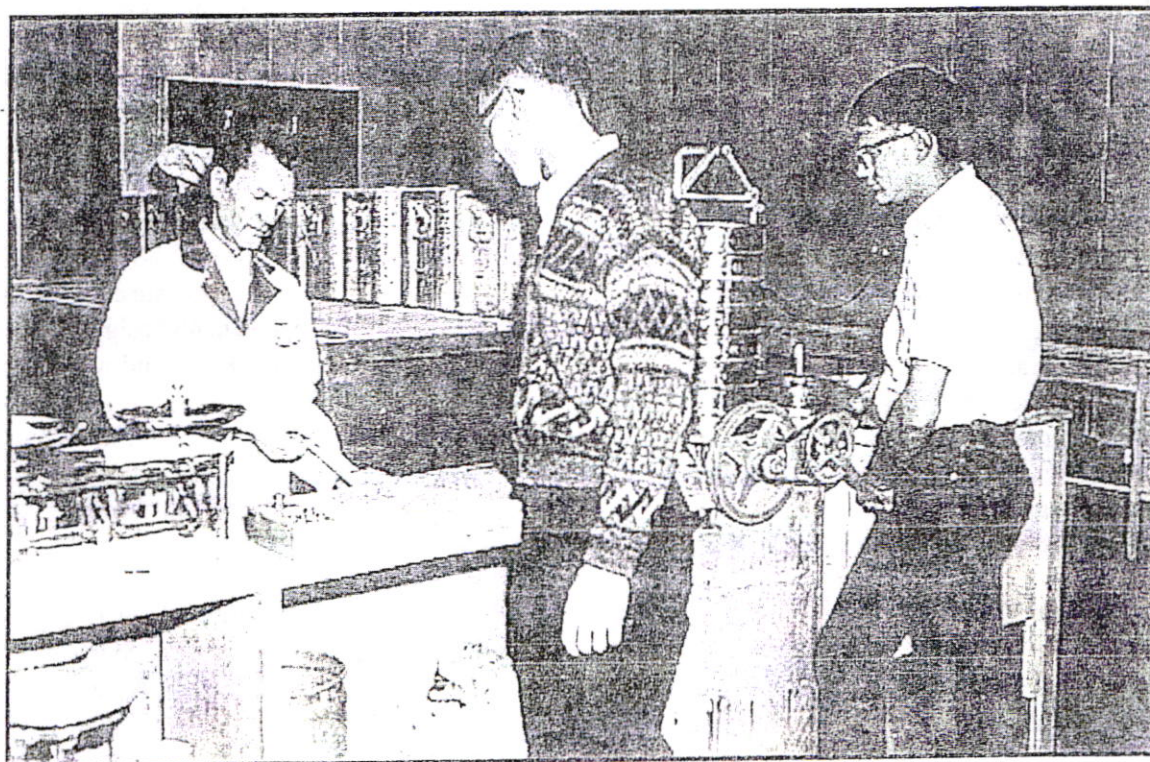
Though he was strict, Hiram was an excellent instructor and fit the mold of experience coupled with education. His classes were models of application of theory and his courses reflected the support of the content taught in the major areas. For example, he would place a student on a piano stool and whirl him to illustrate centrifugal force, having the student extend his arms and then pull them close to his body. Other students would have to draw the conclusions, and then all the students had to write and submit their reports.

Such incidents were common in the way the new courses were taught. Don Whitwer taught mathematics and drew on his military background in electronics for examples of problems to illustrate the relationships of the two fields. One summer, Don worked as a surveyor's aide to extend his knowledge of field work in civil engineering.

This cooperation also existed among the technical areas and the English department.

The English department at that time had two instructors, the author and Phil Govedare. Govedare was born bald and remained so but possessed an authoritative voice with which he displayed his voluminous knowledge. The author appeared one fall with the only beard on campus, acquired after a summer welding accident. When one freshman asked a sophomore which English instructor to take, the response was "Beardy or Baldy, it doesn't matter. They are both SOB's." The comment elicited praise for the alliteration if not for the content.

However, this department introduced a system in the technical writing course in which the student chose a topic from his technical field for his report. The report would have two readers: one from the technical area who judged the report for technical accuracy; and one from the writing area who judged the report for structure, grammar, and style. This technique showed the student the integration



Two civil engineering technology students receive instruction in the Highway laboratory from Professor Jesse Crabtree.

of style and substance endorsed by his technical field. Because of this practical application of subject matter, instructors in the technical areas strongly supported the writing program requiring well-written lab reports and assigning papers to be written for their classes. Library use became extensive. David Hull required comprehensive reports from the students in his Survey Law classes, insisting that the students be able to read carefully and write well.

Fred Foulon noted that such cooperation and support by the Arts and Sciences for the technical programs were regarded as almost ideal by the ECPD members. He also commented that OIT, over the years, was highly rated nationally and regarded as the model to be copied. Foulon served on several ECPD committees evaluating engineering programs in other colleges which enabled him to observe that "OIT stood head and shoulders above the other schools because of the strong cooperation between majors and the Arts and Sciences."¹⁷

The relation between ECPD and OTI was influenced by Dr. Purvine, who served on many of its committees and was the chairman of the Engineering Technology council. Purvine saw to it that members from each OTI technology were on accreditation visitation committees, thus keeping the Institute aware of the status of academic technology throughout the county.

Accreditation, essential for professional recognition and transfer of credits, in such technologies as Medical Technology, X-ray Technology, Dental Hygiene, and Nursing, as well as in engineering, led to the expansion of the number of general education courses. Thus, in 1957, the State Board of Education authorized OTI to award the Associate Degree in Applied Science which required 15 credits in Allied Arts and Sciences.

As noted earlier, the expansion brought to the old campus a number of degree-holding

instructors. Even though they also had industrial or work experience, there was a distrust by some of the resident faculty of "...those college boys."¹⁸ However, those college boys were interested in using their education and experience to support the technologies and to advance the levels available to the students. It was not long before they were included in the design of new courses, programs, and degrees.

They also came with a diversity of training, education, and experience, and were occasionally teaching courses in other than their majors: Arthur LeCours taught chemistry, physics, mathematics, and, when the lone instructor in Technical Illustration quit, LeCours taught the courses until they were phased out, allowing the students enrolled in that discipline to complete their program. Jean Underwood, hired to teach English, taught not only the English courses, but also lower level math courses and directed the school choir as well. The author, also in the English department, taught Effective Study, one very low-level math course, and psychology. It was not uncommon for physics instructors to teach math courses. At one time on the old campus, when a group of students was having difficulties with contents of a course in Strength of Materials, two physics instructors gave up their lunch time and held tutorial classes for these students. These volunteer sessions were not only well taught, they were well attended. All students passed their Strength of Materials tests.

With the push toward accreditation, and the offering of associate degrees in the two-year programs, came pressure for all instructors to have degrees. When OTI courses were accepted by other institutions for transfer credits, instructors could then take OTI courses on campus and transfer the credits to other state institutions, which shortened their time on other campuses in pursuit of their degree.

By being able to take classes on their own campus, the faculty gained time and reduced

the expense of living away from home for extended periods. It also produced other benefits. The instructors were able to appreciate and understand one another and found it easier to discuss problems. One instructor noted that the exposure to different instructors made her a better teacher.

Another benefit of faculty taking courses on campus was that instructors in the technical areas learned firsthand the content of the Arts and Sciences courses their students were required to take. They understood what their students were responsible for, and thus were able to integrate that knowledge into their programs, and, in some cases, were able to fast-forward the content of their technologies. Overall, this association forged a bond across the campus found in very few colleges but envied in many.

The pursuit of degrees is best exemplified by Ole Lunde's accomplishments. He was first hired to teach Small Appliance Repair in 1957 and arrived on campus with extensive experience but with no degree. In 1960, he was listed in the Engineering Associates department and was teaching a special course for the Dental Hygiene students involving arithmetic, bookkeeping, and accounting. He continued his own education and earned both a bachelor's degree and a master's degree in mathematics. He also earned a reputation as an excellent instructor in the mathematics department.

Lunde recalls that, by 1960, the Arts and Sciences mathematics courses had become "honest algebra and honest trigonometry courses." He observed that "...as the technologies increased so did the need for math. With the increased math, the job offers became better."¹⁹

Lunde's transfer into the Arts and Sciences from Engineering Associates illustrates one form of the interdivisional exchange which established the trust existing between the technologies and the Arts and Sciences. A reverse transfer occurred after Wayne Rawson was hired in 1954 and taught drafting and physics.

When the instructors in the Civil Engineering Technology learned of his engineering background, they cajoled him into transferring to their department. They also lured Dr. Eugene McMillin into their department. McMillin first taught mathematics for the Arts and Sciences before resigning to pursue a career with the federal government. Fred Foulon persuaded him to return to teach in the Civil Engineering Department. McMillin was respected by his students who joked that he covered so much material during his classes that he wrote with one hand and erased with the other to have enough room for his calculations. This interchange of instructors further promoted understanding between the technologies and the Arts and Sciences.

Another facet of the intermingling surfaced in the move to the new campus in 1964. The new offices were shared by instructors from different disciplines. An instructor in diesel shared the office with a math instructor, a welding instructor could be found with a physics instructor. Even the Dean of Faculty had his office in the faculty area rather than in the administration building.

On the old campus, where the separation of the technologies was dictated by the military design of the Marine base, the Dean of Faculty, then bearing the title of Dean of Instruction, had his office in the Arts and Sciences building. When one faculty member was transferred to the Arts and Sciences, he was greeted and welcomed. He noted that his new office was bare. Some members of the Arts and Sciences told him not to worry; they were experienced in scavenging—as was everyone on the old campus—and would help him. He came back from his class and was delighted to see that his office had a splendid new desk, two chairs, filing cabinets, and a table. When he glanced next door, which happened to be the Dean's office, he saw an empty office, no desk, no chairs, no cabinets, and no table. He promptly put on his coat and hat, put his lunch bucket under his arm and went home.

These new instructors brought more than a sense of humor to OTI. John Yarbrough, an instructor in the technologies, noted that the Arts and Sciences instructors brought a feeling of collegiality on campus which helped develop the sense of a college community.²⁰ It was this sense of community that led to the formation of the Faculty Senate in 1965, a move led by James Boyle, George Miller, Arthur LeCours, and the author, all members of the Arts and Sciences. The Senate was accepted and endorsed by the OTI faculty and the president.

The Faculty Senate showed its maturity early when in 1965 it rejected the Mosser Plan, a plan from a member of the State Board of Higher Education, which proposed to take money from that which had been apportioned for salaries and use it for merit raises for exceptional teachers at the undergraduate level. The problem as seen by the OTI Faculty Senate was that the Board was attempting to dictate how the institutions were to apportion their salaries. OTI alone took this stand.²¹ Later in the year, the University of Oregon Faculty Senate also rejected the plan and then other higher education institutions followed. The initial action by the OTI Faculty Senate helped to bring a sense of unity to the faculty.

Still later, in 1967, Arthur LeCours and George Miller led the move to establish the Interinstitutional Faculty Senate, a forum for all the colleges and universities in the Oregon State System of Higher Education. Lecours was elected the first president of this organization.

During those early years on the old campus, there was an openness to ideas that were solidly conceived. When new classrooms were needed, one of the former barracks could be remodeled to provide the rooms. There was also freedom, academically, to try new ideas, to redirect old programs, to explore new directions. Boyle, explaining his leadership during these years, said, "I just pointed the instructors and then got out of their way."²²

However, he did not just get out of the way. During the period when TV quiz shows were popular, one of his faculty mentioned that there should be some prizes available for students. Shortly thereafter, Boyle, with the help of Catherine Lake, appeared as quiz master of a show on the new TV station in Klamath Falls, quartered on the old campus. The quiz show offered OTI scholarships to the local winners. For a number of years, Boyle was the announcer on the public address system for football games. Amazingly, he also found time to coach the rally squad in dances and formations that were decades ahead of their time.

While there was change on the campus, not all progress was accepted gracefully. Some students protested and some instructors resented the changes and the increase in the number of required electives. Others took advantage of it: Robert Dortch, class of 1959, had to wait on campus until his wife finished work in the administration building; to occupy his time, he took every math class that was offered, even though only one class was required for his major in Surveying.²³

The students of this period were, on the average, an older group. Many were veterans, and many worked to pay for their education. Other students came from small towns and a goodly number were farm raised; all brought a notable work ethic. Most gas stations in Klamath Falls had OTI students on the gas pumps in the evening, and grocery stores had OTI students as clerks, bag boys, and shelf stockers. Some were bartenders and others found work on the railroads and on the evening shift in the mills. It was common for students with families to work 30 hours or more a week.

They were, however, cooperative and supportive of one another. There are stories of single students using their bows and arrows to hunt deer. They carried the carcasses into the large military-type shower bays, butchering them there, and washing the blood and gore down the drains. The venison was shared with families in the married dorms.

Life for the married students presented many problems. One problem was cars speeding through the married student area where there were children. After a petition, the students were permitted to develop a series of speed "unbumps"—depressions in the road which caught the driver's attention immediately. Shortly after the installation, the wife of one of the administrators, driving through the area faster than the speed limit, was rocketed out of her seat to the roof of her car when she hit the "unbump". Sad to say, the depressions were filled the next day.

Although obtaining food could be a problem, one group of students working and living in the firehall held a collection contest and filled three closets solidly with the small cereal boxes taken from the cafeteria over a two-year period. Other amusements were hiking in the hills, constructing toboggan runs, and measuring the distances a water-filled balloon could be propelled using surgical rubber tubes obtained from the medical tech students.²⁴

The effectiveness of the cooperation among the departments was demonstrated in another unique project. OTI helped Klamath Union High School develop a program for students interested in technology. These students were enrolled in a unified program of shop courses, woodworking, history, mathematics, and writing. The instructors worked closely together in designing the interrelationship of the curriculum and the projects. Upon completing high school, students enrolled at OTI and were quite successful both while there and after their graduation.

That adjunct program was an affirmation of the OTI belief in educational integration and mutual support of curricula.

Having the Dean of Faculty housed near the faculty was beneficial for all, for the faculty frequently were asked their opinions and for help in dealing with administrative problems. The help was gladly given, but the proximity of offices could itself give rise to prob-

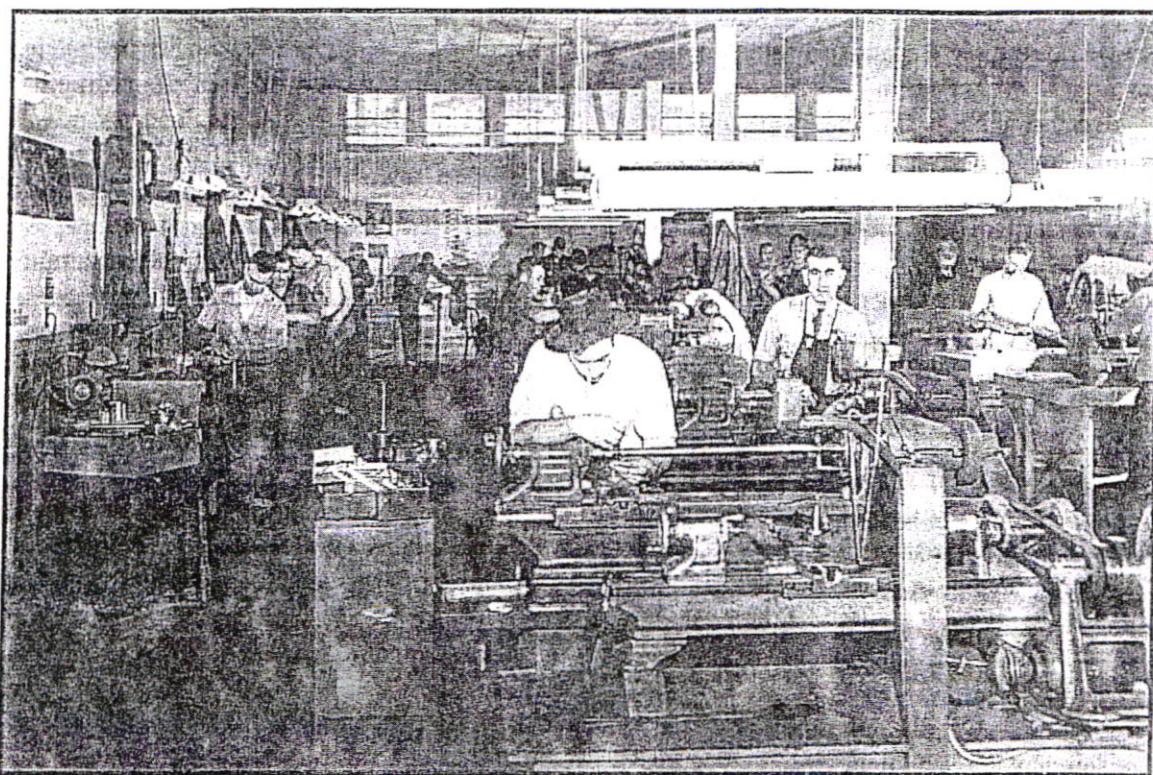
lems. Once, when the secretaries discovered that some faculty were taking advantage of the mimeograph equipment for their own purposes, one dean issued a memo stating: "The faculty will refrain from using the secretaries' reproductive equipment."

The Arts and Sciences did experience difficulties in promoting change and in quelling the fears that the Arts and Sciences Department was trying to take over the institution. While it had no problem in its role of service to the technologies, it did make attempts at innovation which could benefit the students. Quite often, these innovations demanded a hard sell against stiff opposition and, in some instances, created an object lesson for the administration. The most interesting of the latter type was an attempt to change the then current numbering system of the Arts and Sciences courses.

Boyle, in complete agreement with several of his department leaders as to the rationale, called a meeting and the course numbers were changed to coincide with the numbering systems used by other institutions in the state system of higher education. The rationale was that the OTI student should be given equivalent credit for doing equivalent work. During the meeting with the top administrators, the Dean of Instruction, Division Chairman Boyle, and heads of various departments involved were told that they were not going to be allowed to take over the school. The course numbers would be immediately changed back to the original system.

A few weeks later, Mrs. Johnson, a member of the State Board of Higher Education raised the question of the course numbers of the Arts and Sciences being different from those of other institutions in the state system. The Arts and Sciences Division was immediately ordered to change its course numbers to align them with those of other schools.²⁵

In 1966-67, the Bachelor of Technology was offered first in the Medical Technology



Gunsmithing was taught at OTI from 1947 to 1981.

and then, in ensuing years, in other technologies. At that time, the Arts and Sciences courses were in place for the upside down curriculum, in which the students took the majority of their technical courses in their first two years and received the Associate's degree, and then in the next two years took the courses in the Arts and Sciences.

No college is without problems. One problem at OTI was enrolling students who did not want to major in any technology but wanted to earn college credits at home or who were not ready to select a major but wanted time to examine the fields available to them. These students were labeled "Unclassified," which created difficulties in finding classes for them. Some instructors in the technologies believed they had exclusive rights to certain Arts and Sciences classes and resisted having unclassified students occupying the chairs they had reserved for their students. Advisors for the unclassified students were Arts and Sciences

instructors who found that their advisees could not understand why they were objects of discrimination. The eventual solution was the formation of a General Studies Department, initially staffed by instructors from the Arts and Sciences.

In recognition of the lack of courses just for students who were preparing to transfer to other colleges and prior to the formation of the General Studies Department, the first course in Humanities was designed, and staffed, by a coalition of Arts and Sciences instructors. Boyle, once again displaying his leadership, gained administrative approval for offering the course. The three-term sequence again illustrated the uniqueness of the institute. Because no one instructor had the time to take on another full-time course, four instructors volunteered, each teaching a segment within their area of expertise: Boyle—History; DeRosier—Literature; George Range—Music; and LeCours—Art. Their intent was to

teach the integration of these fields rather than follow the traditional approach of isolating and teaching them as entities.

Because of the extra load created for the faculty, the course in its initial offering had limitations which concerned the instructors. At the end of one term, they devoted one class session to the students for their evaluation. LeCours recalls one student commenting that she recognized that the course was causing concerns for the instructors, concerns not shared by the students. She continued, "You can make changes, but, please, do not give us less!"²⁶ When the Humanities sequence moved to the newly formed General Studies Department, it flourished.

A name change occurred in 1973, and the college became the Oregon Institute of Technology. No significant changes were involved in the adjustment.

One nonacademic event initiated and sponsored by the School of Arts and Sciences had its origin in the rites inflicted on the returning faculty by the administration each fall. After a summer of working in industry or working on another degree or teaching, the faculty would be greeted on their first days back on campus with hours of lectures on policy changes, new events, new schedules, reorganization of departments—none of which was welcome fare for beginning the new school year.

To alleviate the shock and to provide some lightness, the Arts and Sciences bargained for one afternoon and named their event, "The Arts and Sciences Take Over." This session offered the environment for all faculty to exchange notes and ideas accumulated over the summer and proved to be a jaunty welcome back. It was well accepted that first year and was a looked-for event for a number of years. Some still mourn its passing.

However, as the technologies progressed and diversified, the closeness of the faculty may have dissipated. Now, the Arts and Sciences appears in the title "The School of

Health and the Arts and Sciences." Communications, General Studies, and Math-Physics are all separate and distinct departments, housed in different buildings. Each has grown and all are competently staffed. The size and purpose reflect the advances in the technologies and reflect the need for growth.

We might also consider another example of change. When the Electronics Department needed an advanced math class for its students who were anticipating graduate school, Don Hefty, an electronics instructor, called on Darwin Hahn in the mathematics department to develop a new math course that would prepare the electronics students for graduate work and one that would be accepted for transfer. Hahn was a logical choice, for he had, over the years, devised and offered advanced math courses for interested students. He often taught these courses on a tutorial basis when only one or two students requested them and he taught them in addition to his normal teaching assignments. Hefty proudly notes that of all the students accepted into graduate schools, not one had to take any more mathematics courses.²⁷

So, after all these years, the concept of the unity of the Arts and Sciences and of the technologies and the cooperation of faculty, first established when James Boyle arrived on campus, continues to exist.

Notes

- ¹ *Bulletin of the Oregon Technical Institute at Klamath Falls*. Catalog for 1949-50. Volume 1, Number 1.
- ² Purvine, Winston D. *OVS, OTI, OIT: Oregon Tech's First 30 years, 1946-1976*. Eugene: University of Oregon, 1979.
- ³ Crabtree, Jesse, personal communication, 8 August 1996.
- ⁴ Lunde, Ole, personal communication, 2 August 1996.
- ⁵ *Bulletin Oregon Technical Institute*. Catalog 1951-51. Volume 3, Number 1, p. 35.
- ⁶ *Ibid.*, p. 23.
- ⁷ *Ibid.*
- ⁸ *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1953-55. Volume 5, Number 1, pp 37-38.
- ⁹ *Bulletin Oregon Technical Institute at Klamath Falls*. Volume 4, Number 1, June 1951, p. 94.
- ¹⁰ Foulon, Fred, personal communication, 5 October 1996.
- ¹¹ Boyle, James J., personal communication, 17 August 1996.
- ¹² *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1949-50. Volume 5, Number 1, p. 57.
- ¹³ *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1955-1956, Volume 6, Number 1, pp 104-105.
- ¹⁴ *Bulletin Oregon Technical Institute at Klamath Falls*. Catalog 1949-50, June 1950, Volume 1, Number 1, p. 37.
- ¹⁵ Lunde, op. cit.
- ¹⁶ Purvine, op. cit., p.96.
- ¹⁷ Foulon, op. cit.
- ¹⁸ Yarbrough, John, personal communication, 22 August 1996.
- ¹⁹ Lunde, op. cit.
- ²⁰ Yarbrough, op. cit.
- ²¹ LeCours, Arthur, personal communication, 10 October 1996.
- ²² Boyle, op. cit.
- ²³ Dortch, Robert, personal communication, 22 August 1996.
- ²⁴ Howard, Robert L., personal communication, 1 September 1996.
- ²⁵ LeCours, Arthur. op. cit.
- ²⁶ *Ibid.*
- ²⁷ Hefty, Donald, personal communication, 12 September 1996.