

THE HISTORY OF THE OKLAHOMA STATE
UNIVERSITY TECHNICAL BRANCH,
OKMULGEE, OKLAHOMA

By

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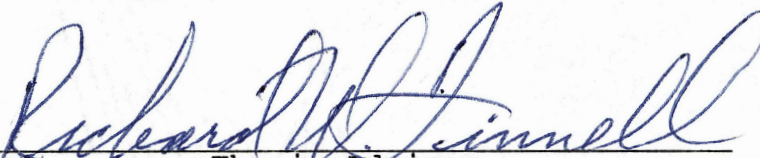
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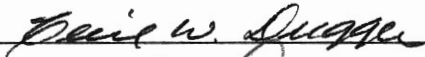
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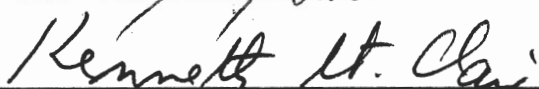
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PREFACE

Continuous curriculum updating is essential in maintaining relevant programs of study, particularly in a technical institution. It was the purpose of this study to provide an historical look at the Oklahoma State University Technical Branch, Okmulgee, from the events and people involved in its founding, to the administration, program changes, and campus facilities changes that have taken place over the years. It is hoped that an historical examination of these areas will show where the school has been and aid in the planning process of future institutional goals.

Many problems occurred as information about the school was sought. Since most departments, and even the Public Information Office clean out their files about every three years, sources of information that were anticipated turned out to be no sources at all. Information thought to be readily available, dealing with personnel information and enrollment and graduates' records, took eight months to compile from file folders and weekly and monthly enrollment reports. Interviews produced conflicting recollections of past events and proved to be of limited usefulness in many

cases. The Western Histories Collection at the University of Oklahoma provided much of the documentation for the first chapter, dealing with events leading up to the founding of the school. The research for the second chapter on administration was hampered by the loss of most of L.K. Covelle's personal files. It is possible that his personal secretary took most of them, intending to write a book on Covelle. However, the files were later destroyed and only a few notebooks of information could be found. Such losses of information proved to be typical of the school.

I wish to express my appreciation to several individuals who have aided me in my doctoral pursuit. A special thanks to my thesis adviser, Dr. Richard Tinnell, who has assisted me through both my masters and doctoral programs, who has cut through miles of red tape, and who has been a good mentor for me during that time. I am also grateful to my committee chairman, Dr. Cecil Dugger, who has been a constant source of encouragement and another great cutter of red tape. I also wish to thank Cary Fox, Registrar at the OSU Technical Branch, Okmulgee, who offered access to and aid in reviewing enrollment and graduate records in his office, and who spent many hours assisting me in interpreting many of the older records. I also appreciate Sharon Borchert and Judy Henson in the Personnel Office who provided me office space and a computer along with

access to the personnel files, and who graciously answered several hundred questions about those files. I also wish to thank Dr. Robert Klabenes and Jim Suiter for providing me with a computer and encouragement.

A very special word of thanks to my wife Sherron, and my children Ryan and Sara, who have tolerated my excessive absenteeism from home, and who have put up with my fatigue and irritableness when I was home, particularly the last three years while this research was in process.

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study was to write a documented history of the academic growth of the Oklahoma State University Technical Branch, Okmulgee, Oklahoma. By documenting the history of its founding, administration, educational programs, and campus facilities changes, the continuation of, and change in, educational philosophy and the pattern of continuous changes in faculty, administrative staff, programs, and facilities that accompanied those changes, will be shown.

The chapter on the founding of the school will show the political and bureaucratic problems that were involved in the school's establishment. It will also discuss the people involved in the process and how the personal educational philosophy of Henry Bennett, then President of Oklahoma A&M College, became the first educational philosophy of the institution in training veterans.

The chapter on administration will show the

backgrounds and changes in the administrative staffs, with a brief discussion as to how the similarities in many of the individuals' backgrounds allowed the directors to use a management style that directed the school's educational efforts toward their personal educational philosophy. The chapter is broken down into three sections, with each section describing the changes that took place under each of the three directors. A summary of each director's management style and influence on the academic growth of the institution is given at the end of each section. The organizational charts in Appendix A aid in the discussion in this chapter.

The chapter on educational programs is a lengthy discussion of the changes in faculty and programs in each academic area of the campus. The chapter will show how each academic department's curriculum has developed over the years into the current "college-level" programs that are now offered as part of the present Director's philosophy of "Advancing Technologies". A discussion of the school's expanded external educational programs is also included at the end of the chapter. Additional material to supplement the theme of continuous changes is included in Appendix B, which shows the numerous faculty and staff changes that have taken place over the years. Discussion in the chapter on the need for the multi-discipline approach to

education, currently being emphasized at the school, is further supported by Appendix C, which shows the enrollment trends in the departments, and Appendix D, which shows the school's state appropriations and revolving funds.

The chapter on campus facilities shows the change in the location of the various academic departments and the efforts that were made to change the school's image through the facilities changes. Discussion was also included on how various building projects were funded, when such information was available. Campus maps for various years were also included in Appendix F to help the reader obtain a clearer view of what changes were taking place.

The last chapter summarizes the information in the previous chapters, with an emphasis on how each area was tied to the educational philosophy and curricula changes that took place. Although the information in these chapters is not a complete history of the institution, it does demonstrate the enormous changes that have taken place over the years that have led to the school's present educational situation.

CHAPTER II

FOUNDING OF THE TECHNICAL BRANCH

From a Creek Indian orphans home to an army hospital, and finally to a veteran's vocational-technical training facility, the property upon which the Oklahoma State University Technical Branch, Okmulgee, was built has had many diverse uses. The Creek Indian Nation used the southern one-half of the property, located in the Southwest Quarter of Section Four, Township Thirteen North, Range Thirteen East,¹ as the site for their children's mission. This mission operated from 1891 until 1906. The property reverted to the heirs of the Harjo family estate and was used as a personal residence until 1943.² The United States government then purchased the land and built the Glennan Army Hospital, a five-million dollar facility, completed in November 1943. The army hospital quit receiving patients on November 21, 1945, and was declared surplus property as of that date. The army turned over the buildings to the army engineers for disposal.³ A lot of effort by Okmulgee city officials, Senator Elmer Thomas, Congressman William Stigler, and eventually Oklahoma Agricultural and Mechanical College

(OAMC) President Henry Bennett influenced War Department officials to sell the hospital to the state for \$1,300,000,⁴ to be discounted 100 percent for services rendered to the people of the United States.⁵ This chapter focuses on the people and events that led to the opening of the Oklahoma A&M College School of Technical Training in Okmulgee.

The first recorded educational use of the property, located northeast of the city limits of Okmulgee, came in 1891. As a result of a treaty with the federal government in 1866, the Creek Indian Nation received accrued funds from money that had been invested for them. Two-thirds of these funds were to be used for maintenance and operation of a home for Creek Indian orphans, the remainder for homes for the orphans of Creek Indian freedmen. In 1890, a site committee of the Creek Indian Nation chose the property, for which the legal description was given previously, as the location for their orphans home and school. The first facility, an eight-room frame structure built in 1891, was destroyed by fire on the same day it was turned over to the trustees of the school.⁶ The second building, a two-story brick structure, was built on the same site, and school opened for the orphans in 1892.⁷ The Creek Indian Orphan's Home continued in operation until 1906, when the property reverted to the heirs of the Harjo family estate. The family used the property

as a residence until 1943.

The army chose the property in February, 1943, as one of its hospital sites for treating wounded servicemen. The city of Okmulgee passed a \$50,000 bond issue to purchase the property and also agreed to extend water and sewer facilities. Construction started March 30, 1943, and the hospital opened November 10, 1943. The hospital covered over 605,000 square feet of floor space in over eighty buildings, connected by almost 8,000 feet (equivalent to twenty-six city blocks) of covered ramps. It was built at a cost of over five million dollars and had a capacity of 1725 beds. When operated at full capacity, the hospital had an operating staff of 400 officers and men, about 100 army nurses, and more than 600 civil service employees. The hospital was named after Brigadier General James D. Glennan, assistant to the surgeon general and former commander of Walter Reed General Hospital. Colonel Charles L. Gandy commanded Glennan Hospital. Lieutenant Colonel Edward M. DeYoung served as post executive officer and public relations officer. The east side of the property was used on two occasions as a German prisoner of war camp. The hospital operated for almost two years.

Major General Norman T. Kirk, surgeon general, shocked Okmulgee city officials in the fall of 1945 by announcing that, when the patients in the sixty-five

army hospitals in the United States were dismissed, the army would have no more use for the facilities. He further stated that the Veteran's Administration, headed by Omar Bradley, would determine which of the army hospitals would be retained as veteran's hospitals. Kirk added that if the Veteran's Administration rejected Glennan Hospital as a site for one of its veteran's hospitals, the army chief engineers would dispose of the facility. Kirk gave an approximate closing date for the hospital as June 1, 1946.¹⁰ These remarks led to city officials, Senator Elmer Thomas, Congressman William Stigler, and OAMC President Henry Bennett securing the property for the state for use as a veteran's vocational-technical training facility. The remainder of this chapter will discuss the events, people, and politics that were involved in that securement process during the period from September of 1945 to October of 1946.

Okmulgee city officials immediately began efforts to retain the hospital facilities for some kind of use beyond the June 1, 1946, deadline established by General Kirk. Congressman William Stigler suggested that city officials talk to Pete Lundquest, head of the Veteran's Hospital at Muskogee.¹¹ Lundquest told Okmulgee officials to compile information about Glennan Hospital, the availability of physicians, nurses, housing, schools, and health conditions and present the

information to General Bradley. Okmulgee Mayor Tom Dean discussed with Milt Phillips, the veteran's coordinator for the state of Oklahoma, the idea of converting Glennan Hospital into a soldier's home for men who required less than hospital attention. Phillips collected information on such homes at Leavenworth, Kansas, and Biloxi, Mississippi, and gave the information to city officials.¹²

Early in November of 1945, T. P. Gilmer, a former Department Commander of the American Legion and member of the Oklahoma Pardon and Parole Board, along with Governor Robert Kerr, Democratic State Chairman H. I. Hinds, Mayor Tom Dean, and Congressman William Stigler met with General Bradley to get a commitment from the Veteran's Administration to take over Glennan Hospital from the army. General Bradley ordered Pete Lundquest to make a preliminary inspection of Glennan Hospital. Bradley promised the officials that an officer from the office of General Hawley, surgeon general of the Veteran's Administration, would make an additional inspection of Glennan Hospital,¹³ a promise that was fulfilled too late to save the facility for use as a veteran's hospital. Bradley told the officials that he was waiting for Congress to decide how many new hospitals were to be built before the Veteran's Administration¹⁴ chose the locations.

Virgil Browne, chairman of the State Board of

Affairs, announced on November 9, 1945, that negotiations were underway to secure Glennan Hospital for use by the state. He hoped the federal government would give the army hospital facilities to the state. Browne made his announcement soon after the War Department officially stated that Glennan Hospital would receive its last patients on November 21, 1945,¹⁵ and close soon afterwards.

Senator Elmer Thomas, chairman of the military subcommittee of the Senate Appropriations Committee, sent a strongly worded statement to General Bradley on November 12, 1945, asking the Veteran's Administration to take over Glennan Hospital. Thomas stated that if the Veteran's Administration refused to take over the hospital, Bradley would be asked to explain why when he came before Thomas' committee for more money.¹⁶ Cannon B. McMahan, an Okmulgeean who was in Washington as a special assistant to the United States Attorney General, sent a newspaper clipping to Joe Croom, editor of the Okmulgee Daily Times, describing the political reaction to Thomas' request. Eugene Meyer, in an article in the Washington Post entitled, "Hospital Pork," claimed that Thomas' efforts to keep Glennan Hospital were political and not for the best interests of the veterans.¹⁷

This was only the beginning of a series of political events that led to the closing of Glennan Hospital. The Eighth Service Command Public Relations Office in

Dallas called Joe Croom to inform him that the army declared Glennan Hospital surplus property as of November 21, 1945. The hospital quit receiving patients as of that date and began evacuating those already there. The army engineers were to take control of the property, for sale or disposal, by the end of December. All equipment and supplies were to be redistributed. General Bradley apparently had committed himself to the philosophy of building Veteran's Administration hospitals near large cities.¹⁸

The War Department, at the request of Senator Ed Moore of Oklahoma, issued an order freezing equipment at Glennan. Moore also requested aid from the Surplus Property Administration Real Estate Division to prevent removal of equipment from the hospital until an investigation determined the best use of the property. Significantly, the freeze was ordered, but not from the Veteran's Administration-- a bad sign for Okmulgee officials. The chances for conversion of Glennan Hospital to a veteran's facility were getting more remote.¹⁹

On December 14, 1945, Captain L. O. Gibbons from the office of Major General Hawley, Surgeon General of the Veteran's Administration, inspected Glennan Hospital and concluded that it was one of the best Army hospitals he had seen.²⁰ As the Veteran's Administration had apparently already decided to spend over eight

million dollars to build a new hospital in Oklahoma City, and as the Glennan Hospital was relatively inactive, with a lot of the equipment already packed for shipment, city officials were not optimistic about Veteran's Administration assumption of the hospital.²¹

Senator Moore also requested on December 14, 1945, that General Bradley explore the use of Glennan Hospital. A resolution written in September, 1945, by the Okmulgee American Legion Post, suggested that the War Department declare the hospital surplus and transfer it to the Veteran's Administration as an auxiliary to the hospital in Muskogee, to help alleviate overcrowded conditions there.²² General Bradley also refused this suggestion.²³

The year, 1945, ended with charges and counter-charges of politics, rather than veteran's needs, influencing Veteran's Administration hospital decisions. The Daily Oklahoman ran articles in late December defending the expense of spending over eight million dollars for a one-thousand bed Veteran's Administration hospital that was to be built in Oklahoma City and criticized those who defended the use of Glennan Hospital as such a facility.²⁴ The Oklahoman repeated General Bradley's contention that the veteran's hospitals should be located in population centers where medical talent and supporting facilities were most abundant.

The articles then related information that Okmulgee (with a 1940 population of 16,051) was 110 miles from Oklahoma City (202,424) and 50 miles from Tulsa (142,157), either of which fit the criteria more closely than did Okmulgee. They concluded that the Veteran's Administration should not consider Okmulgee as a possible hospital site.²⁵

Joe Croom, editor of the Okmulgee Daily Times, replied by citing five other locations chosen by General Bradley as potential sites similar to that of Okmulgee. The first city was Greenville, South Carolina (1940 population 34,734), located 108 miles from Columbia (62,396) and 152 miles from Atlanta (302,288); the second site was Poplar Bluff, Missouri (11,163), located 160 miles from Memphis (292,942), 160 miles from Saint Louis (816,048) and 180 miles from Little Rock (88,039). The third site Croom mentioned was Bonham, Texas (6349), located 92 miles from Dallas (292,734) and 135 miles from Fort Worth (177,662); the fourth site discussed was Beckley, West Virginia (12,852), located 300 miles from Pittsburgh (671,659), 375 miles from Washington (663,091), and 320 miles from Cincinnati (455,610).²⁶ The fifth location was Tupelo, Mississippi (8212), located 106 miles southeast of Memphis (292,942) and 148 miles northwest of Birmingham²⁷ (267,583).

The year ended with the Veteran's Administration

asking the War Department to turn over Glennan Hospital for temporary use as a veteran's hospital facility. General Bradley notified Congress that sufficient personnel could be recruited to enable the Veteran's Administration to take over additional abandoned army and navy hospitals on a temporary basis. He did not specifically mention Glennan Hospital as one of those.²⁸

Bradley's reasons for not mentioning Glennan Hospital as a potential veteran's hospital became apparent in a letter to Congressman Stigler in January, 1945. Bradley told him that the Veteran's Administration had to have part-time medical services available on a large scale to operate their hospitals. Okmulgee did not fit the criteria.²⁹ Bradley defended the plan to build the one-thousand bed neuropsychiatric hospital in Oklahoma City because the University of Oklahoma Medical School could provide large numbers of part-time medical help and the specialized neuropsychiatric personnel needed to operate the hospital. Bradley also defended the Bonham, Texas, site as being no drain on the Veteran's Administration medical staff, except for the staff necessary to run the fifty bed emergency clinic. He also defended the Tupelo site by declaring it as a feeder hospital, only to be used for short-time cases.³⁰

Joe Croom raised a few questions as to the selection

of Bonham and Tupelo as potential veteran's hospital sites. A closer examination of the first city revealed that Bonham, Texas, was the home of House Speaker Sam Rayburn. The Veteran's Administration attempted to defend the Tupelo site by stating that it was to be a small receiving hospital and rest home and no other Veteran's Administration hospital was located in that area.³¹ The question remained unanswered as to why Tupelo, rather than Memphis or Birmingham, was chosen as the hospital site.

The start of the new year brought more disappointment to Okmulgee officials as the Veteran's Administration officially announced it could not take over and operate Glennan Hospital.³² Lieutenant Colonel Harry E. Brown, Acting Director of Hospital Planning and Operations Service, responded to a letter from Ruth Gravette, an Okmulgee citizen, who had written President Truman. Brown repeated Bradley's reasoning for turning down Glennan Hospital as he told her that a shortage of civilian medical and nursing personnel forced the location of the veteran's hospitals to be near medical centers with part-time services available on a large scale. He stated that the Veteran's Administration could not take over Glennan Hospital due to insufficient availability of these part-time services.³³

In late January, 1946, Croom and Mayor Dean met with General Hawley, Surgeon General of the Veteran's

Administration. Hawley indicated that if a demand existed and the staff could be obtained, the Veteran's Administration would take over the hospital. Two previous inspections of Glennan Hospital were favorable and the House Appropriations Committee planned to send investigators within two weeks.³⁴

The anticipation was short-lived. The Veteran's Administration already had a shortage of eleven hundred doctors.³⁵ Okmulgee had to sign up thirty-five doctors to keep Glennan Hospital open. State newspapers tried to aid Okmulgee. The Oklahoma City Times carried an article discussing Okmulgee's efforts. Croom hinted in early February, 1946, that Glennan Hospital might be more of a civic asset if it were used as something other than a hospital.³⁶ What the people of Okmulgee were unaware of was the Veteran's Administration's suggestion to Croom and Dean that the facility might be better used as an educational facility for veterans.³⁷ This proved to be the path Oklahoma and Okmulgee officials decided to take to obtain the facility.

Upon their return to Okmulgee, Croom and Dean contacted Dr. Henry Bennett, Oklahoma A&M College President, and Congressman Stigler concerning the Veteran's Administration's suggestion. The first contact on February 14, 1946, started a series of events that eventually changed the focus of the efforts to obtain Glennan Hospital.³⁸ City officials informed

Dr. Bennett and Congressman Stigler that if the Veteran's Administration could not be persuaded to take over the hospital, then the town supported Bennett's efforts to obtain the hospital as a veteran's vocational training facility.³⁹

Dr. Bennett, Colonel Philip Donnell, Dean of the OAMC School of Engineering, and L. K. Covelle, Bennett's general assistant, visited with Veteran's Administration officials and received verbal approval for the transfer of Glennan Hospital as a branch campus for veteran's training.⁴⁰ Congressman Stigler met with the group and agreed that using Glennan Hospital for educational purposes would be a better use of the facility. He also asked for a ninety day freeze on the hospital and equipment.⁴¹

Dr. Bennett's national reputation for providing educational opportunities for disabled veterans and those who wanted to study under the GI Bill of Rights⁴² made him the perfect person to aid Okmulgee officials in retaining the hospital for the benefit of veterans. In December of 1944, Bennett had directed Vance Posey to open an office at OAMC to help veterans obtain educational payments under Public Laws 16 and 346.⁴³ Bennett also got the Reconstruction Finance Corporation to secure money to float bonds for married student housing on the OAMC campus. This housing, combined with 178 trailers, 410 apartments, and 693 prefabrica-

ted housing units formed a complex on the OAMC campus known as the Veteran's Village. This village later incorporated into a municipality and had its own newspaper.⁴⁴ Thus, with an opportunity to expand his veteran's program with a branch campus in Okmulgee, Bennett became a good salesman for acquiring Glennan Hospital.

Dr. Bennett envisioned a school of about 2000 students, 150 instructors, and 2 year terminal courses that would prepare the students for immediate employment as well as a college division for students who wished to take their first two years of coursework. He projected start-up costs at about \$450,000 for salaries, \$175,000-200,000 per year for utilities, and \$150,000 for additional equipment purchases. He felt that it would be necessary to keep the heating plant, laundry, bakery, kitchens, mess halls, and fire department. The federal government would finance operation of the school by tuition paid for veterans under the GI Bill of Rights, with no state funding provided. The curriculum was to be set up so that veterans could continue their education at OAMC later or receive terminal vocational training for immediate employment. The school became the number two priority of the state, in the event the Veteran's Administration did not want Glennan Hospital. A tentative date of September, 1946, was set for the beginning of the fall term. Governor

Kerr approved of the veteran's vocational training school and said he would call a special session of the legislature, if needed, to carry out the plan.⁴⁵

On March 6, 1946, Mayor Dean, Philip Donnell, Dr. Bennett, and Virgil Browne met with Veteran's Administration officials in Washington.⁴⁶ The group returned to Oklahoma on March 8 with news that every individual and group they talked to were ready to convert Glennan Hospital to a veteran's vocational training school.⁴⁷ General Hawley stated he would release Glennan Hospital from the Veteran's Administration's number one priority claim any time the state of Oklahoma requested it, for a vocational training program.⁴⁸ Hawley admitted the Veteran's Administration might never use Glennan Hospital and they were ready to relinquish it.⁴⁹ H. V. Sterling, who was in charge of vocational education and rehabilitation for the Veteran's Administration, the division in charge of tuition payments for veterans, agreed with Bennett's plan and approved payments to veterans attending the school.

The War Assets Corporation, the government agency set up to dispose of surplus property, appeared eager to dispose of the property, as it was for veteran's use. The corporation estimated a transfer time of thirty to sixty days, but the official title to the property and equipment did not actually occur until

over twenty years later.⁵⁰ OAMC amended the transfer request under the state's number two priority to include all material and equipment that could be used in the training program, including a sixty-bed, fully-equipped college hospital. College representatives searched for surplus army and navy equipment for the shops. Representative Stigler asked for a ninety day extension on the freeze on Glennan Hospital and its contents until the army completed its transfer to the state.⁵¹

The events from March, 1946, until the school opened in October, 1946, revealed the problems that city, state, national, and OAMC officials encountered trying to secure Glennan Hospital for the educational benefit of veterans. One of the biggest obstacles was the number of agencies involved in the transfers. The state originally dealt with the War Assets Corporation (WAC). This agency was originally the Petroleum Reserves Corporation, created on June 30, 1943, to acquire ownership of, or interest in, foreign reserves of crude petroleum. It did not accomplish its purpose and in 1945 its name was changed to the War Assets Corporation and its function changed to disposing of surplus property.⁵² On March 25, 1946, an executive order established the War Assets Administration, which took over the WAC functions.⁵³ The constant shifting of agency functions only added to the bureaucratic

obstacles facing the state.

On March 9, 1946, the Board of Regents for Oklahoma Agricultural and Mechanical Colleges authorized Dr. Bennett to negotiate with the United States government to acquire Glennan Hospital for OAMC for use as a technical training and trade and industry school for veterans.⁵⁴ Bennett's request to the War Department for the land, buildings, and contents was similar to that of the La Tourneau Foundation's takeover of Harmon General Hospital in Longview, Texas.⁵⁵ Harmon General Hospital had held nearly three thousand convalescent patients during the war, but the government closed it afterwards and put it up for sale. Carl Estes, publisher of the Longview News and Journal, along with R. G. LeTourneau proposed converting the hospital into the LeTourneau Technical Institute, "with specific attention being paid to veterans desiring a technical education under the G. I. Bill of Rights. It would be a non-profit organization under the direction and support of the LeTourneau Foundation (p. 241)." The buildings and grounds, valued at about \$870,000, were turned over to the foundation for a token payment of one dollar. In the event of need within ten years, the government would take it all back for use as hospital, a need that never arose.⁵⁶ Therefore, Bennett's attempt to purchase Glennan Hospital for one dollar for a veteran's training facility was not an isolated situation.

Virgil Browne alerted Dr. Bennett about the pettiness that Bennett would encounter. He also told Bennett to send a copy of the application for Glennan to Dr. J. O. Dean of the Office of Surplus Property Utilization to eliminate some jealousy between the governmental departments.⁵⁷ Appeasement of governmental agencies would become a way of life for those involved in trying to get Glennan Hospital.

Philip Donnell, an assistant to Dr. Bennett, encountered a lot of problems trying to get army officials to leave enough equipment and supplies to establish a student health facility. In April 1946, Donnell informed Dr. Ragnar Westman of the Federal Security Agency, United States Public Health Service, that OAMC wanted to establish a one-hundred bed infirmary with two doctors and four nurses at the Okmulgee facility.⁵⁸ The War Department began shipping or storing all critical items from Glennan Hospital, as it would no longer be used as a hospital.⁵⁹ Okmulgee officials questioned the critical nature of sheets, stoves, and sinks that the War Department officials were removing.⁶⁰ Donnell then contacted the Army Service Forces who agreed to make a list of critical items for which the Army had a purpose,⁶¹ but the Army continued to remove and store equipment that college officials had hoped to have.

In May, 1946, Oklahoma Senator Elmer Thomas

contacted Robert Patterson, Secretary of War,⁶² and Lieutenant General LeRoy Lutes, Commanding General of the Army Service Forces, asking why equipment was being taken only to be stored.⁶³ As chairman of the Senate Military Subcommittee of the Appropriations Committee, Thomas tried to exert some pressure on War Department officials to stop removing equipment. Congressman Stigler also contacted Patterson concerning the same issue.⁶⁴ Representatives of the state, OAMC, the city of Okmulgee, the War Department, the Commander General's Office, Fourth Army, and the Commander General's Office, Glennan Hospital, all met at Glennan Hospital in June, 1946, to settle the property removal issue.⁶⁵

OAMC also encountered governmental bureaucracy in trying to secure title to the Glennan Hospital property and buildings. In May, 1946, school officials requested the Public Buildings Administration to reduce the advertising time for the disposition of Glennan Hospital to ten days to shorten the time needed for OAMC to get clear title.⁶⁶ The Public Buildings Administration agreed and the advertising time was set for May 8-17, 1946.⁶⁷ The Okmulgee Real Estate Board appraised the property and buildings and sent the results to the Public Buildings Administration officials in Dallas. Most of the equipment was still intact, as three freezes on removal had been ordered,

the last one on April 20. Public bids were to be made on the facility, but the state of Oklahoma appeared to be the only likely bidder.⁶⁸

Baxter Taylor, a Public Buildings Administration official, informed Dr. Bennett the property and buildings (minus the equipment) had an appraised value of \$1,300,000.⁶⁹ The Board of Regents for Oklahoma A&M Colleges then authorized Bennett to bid that amount for the real property, to be discounted 100 percent as a return for services proposed to be rendered to the people of the United States. They also authorized him to bid on the personal property with no dollar amount designated, but with the same discount involved.⁷⁰ In order to get the discounts, the Public Buildings Administration officials asked Bennett to show the benefits that the federal government would accrue from the use of Glennan Hospital as a vocational school.⁷¹ Bennett responded with statistics that showed that the government would get the value of the property back in taxes and savings within three years through having trained fifteen hundred veterans during that time.⁷² Baxter Taylor then told Bennett the government needed a certified copy of the minutes of the Regents' meeting authorizing Bennett to bid on the property with proof of the priority status of using Glennan Hospital as an educational facility for veterans. Taylor also needed proof of Oklahoma law showing that OAMC had authority

to make bids as an instrumentality of the state.⁷³
Philip Donnell supplied the information with the acting
Attorney General's opinion that OAMC could legally bid
on the property.⁷⁴

On August 13, 1946, OAMC officials and officials
of the Federal Works Agency of the Public Buildings
Administration signed a memorandum of agreement for
conversion of the property for educational purposes,
except medical, pending execution of a formal use
permit.⁷⁵ The House Surplus Property Investigating
Committee questioned the legality of the War Assets
Administration in selling or leasing surplus property
for educational or health purposes. The top administra-
tor of the War Assets Administration then suspended the
sale or lease of all properties accorded a 100 percent
discount.⁷⁶ OAMC then applied for a use and occupancy
permit for the Glennan Hospital property, as recommended
by the Commissioner of the Public Buildings Administra-
tion, H. G. Hunter.⁷⁷ This allowed OAMC to use the
property until a decision could be reached concerning
the legality of such sales. With so many agencies and
officials involved in the transfer process, the use
permit was not issued until October 9, 1946, six days
after classes had begun. School officials had to go to
the representatives of the War Assets Administration in
the former Post Engineer's office to get the key to
open up classrooms and offices.⁷⁸ Even though all

fifty-three cases involved in the stop order were approved for the War Assets Administration to sell or lease surplus property, based on an Attorney General's opinion,⁷⁹ the use permit continued in effect until 1967, when OAMC, by that time known as Oklahoma State University, received clear title to the property.

Dr. Bennett selected L. K. Covelle as the first director of the technical school in Okmulgee.⁸⁰ Covelle had been involved since February, 1946, in the negotiations to secure the property. Upon his selection as director, Covelle told Bennett that it would take five years off his life if he set up the technical school in Okmulgee.⁸¹ He later stated that figure was too low.⁸²

The first staff assembled by Covelle had to be able to organize quickly. Covelle selected George Pervier as his Assistant Director. Other original staff members selected were: Dr. Reynolds Hayden, School Physician; Dorothy Richter, Secretary and Personnel Assistant to the Director; T. P. Chapman, Head of Related Subjects; R. L. Dyke, Head of Intensive Business; J. C. Crawford, Head of the Industrial Division; Wayne Miller, Head of the Agriculture Division; Ellen Tyler, Head of the Food Trades Division; Dr. James H. Zant, Head of the College Division; Grady Clack, Veteran's Coordinator; Paul England, Head of Health and Recreation; and Herbert M. Huser, Finance

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Officer. This small group of people managed to improvise enough supplies, books, and equipment to get classes officially underway on October 3, 1946. No one at that time knew how long the school would last, or whether it would extend beyond its original intent. City and college officials had fought so many battles to save the facility for any kind of veteran's use, that no one had time to predict, or even think about, the future of the institution. Little did this first staff realize what kind of history they were about to make.

CHAPTER II ENDNOTES

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⁴Minutes of the Meeting of the Board of Regents for Oklahoma Agricultural and Mechanical Colleges, 8 June 1946, Special Collections, Oklahoma State University, Stillwater, Oklahoma.

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⁶Okmulgee (Oklahoma) Daily Times, 10 November 1943.

⁷Harris, p. 44.

⁸Ibid., p. 49.

⁹Okmulgee (Oklahoma) Daily Times, 10 November 1943.

¹⁰Ibid., 2 October 1945.

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¹³Stigler to Joe Croom, 3 November 1945, W. G. Stigler Collection.

¹⁴Okmulgee (Oklahoma) Daily Times, 8 November 1945.

¹⁵Ibid., 10 November 1945.

¹⁶Ibid., 13 November 1945.

¹⁷Ibid., 22 November 1945.

- ¹⁸Ibid., 30 November 1945.
- ¹⁹Ibid., 13 December 1945.
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- ²²Resolution sent to Stigler by the Okmulgee VFW Post #1189, 27 September 1945, W. G. Stigler Collection.
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- ²⁴Okmulgee (Oklahoma) Daily Times, 16 December 1945.
- ²⁵Ibid.
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- ²⁷Ibid., 19 January 1946.
- ²⁸Ibid., 29 December 1945.
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- ³⁰Ibid.
- ³¹Okmulgee (Oklahoma) Daily Times, 19 January 1946.
- ³²Ibid.
- ³³Ibid.
- ³⁴Okmulgee (Oklahoma) Daily Times, 25 January 1946.
- ³⁵Ibid.
- ³⁶Ibid., 10 February 1946.
- ³⁷Ibid., 5 March 1946.
- ³⁸Tom Dean to Stigler, 14 February 1946, W. G. Stigler Collection.

- ³⁹Okmulgee (Oklahoma) Daily Times, 5 March 1946.
- ⁴⁰Ibid.
- ⁴¹Stigler to Tom Dean, 21 February 1946, W. G. Stigler Collection.
- ⁴²Philip R. Rulon, "The Campus Cadets," The Chronicles of Oklahoma, LVII (Spring 1979): 86.
- ⁴³Ibid., p. 87.
- ⁴⁴Ibid., pp. 87-88.
- ⁴⁵Okmulgee (Oklahoma) Daily Times, 5 March 1946.
- ⁴⁶Ibid., 7 March 1946.
- ⁴⁷Ibid., 9 March 1946.
- ⁴⁸Ibid.
- ⁴⁹Ibid., 10 March 1946.
- ⁵⁰Oklahoma Pep, November 1967.
- ⁵¹Okmulgee (Oklahoma) Daily Times, 9 March 1946.
- ⁵²Guide to National Archives of the United States, 1974, p. 586.
- ⁵³Ibid., p. 678.
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- ⁵⁶R. G. LeTourneau, Mover of Men and Mountains: The Autobiography of R. G. LeTourneau (Englewood Cliffs, N. J. : Prentice-Hall, Inc., 1960), pp. 240-242.
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- ⁵⁸Philip Donnell to Ragnar Westman, 11 April 1946, ibid.

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- ⁶¹Philip Donnell to Major General Richard Donovan, 27 April 1946, President's Papers.
- ⁶²Elmer Thomas to Robert Patterson, 22 May 1946, Elmer Thomas Collection, Western History Collections, University of Oklahoma, Norman, Oklahoma.
- ⁶³Thomas to Lieutenant General LeRoy Lutes, 20 May 1946, *ibid.*
- ⁶⁴Stigler to Robert Patterson, 24 May 1946, W. G. Stigler Collection.
- ⁶⁵Miler Reber to Stigler, 19 June 1946, *ibid.*
- ⁶⁶Telegram from Philip Donnell to Irving Porter, 2 May 1946, President's Papers.
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- ⁶⁸Tulsa (Oklahoma) World, 16 May 1946.
- ⁶⁹Telegram from Baxter Taylor to Henry Bennett, 23 May 1946, President's Papers.
- ⁷⁰Minutes of Meeting of the Board of Regents for the Oklahoma A&M Colleges, 8 June 1946, *ibid.*
- ⁷¹Baxter Taylor to Henry Bennett, 20 June 1946, *ibid.*
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- ⁷⁵Memorandum of Agreement between the Oklahoma A&M College and the Federal Works Agency of the Public Buildings Administration, 13 August 1946, *ibid.*
- ⁷⁶John O'Brien to Philip Fleming, 21 August 1946, *ibid.*

⁷⁷H. G. Hunter to Oklahoma A&M College, 22 August 1946, *ibid.*

⁷⁸L. K. Covelle Monthly Report to Henry Bennett, 22 February 1947, L. K. Covelle Papers, Oklahoma State University Technical Branch, Okmulgee, Oklahoma.

⁷⁹Press release from the War Assets Administration, 26 August 1946, *ibid.*

⁸⁰T. P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), p. 7.

⁸¹*Ibid.*

⁸²*Ibid.*

⁸³*Ibid.*, p. 8.

CHAPTER III

ADMINISTRATION AND STAFF

The Covelle Years (1946-1963)

While the first chapter showed a pattern of continuous weaving of politics, personalities, and military bureaucracy from the closing of the Glennan Army Hospital to the opening of the technical school in October of 1946, this chapter will show that pattern continued in the administration of the institution from its inception until almost forty years later. An examination of the backgrounds, personalities, and philosophies of the administrative staffs and the increasing bureaucracy that occurred as the institution grew in reputation and enrollment will reveal how this pattern of politics and personalities affected the administrative decision-making process and the organization of the school.

The carry-over of the military type of administrative philosophy that typified the Glennan Hospital was to be expected from the background of the first administrators of the new technical school. L.K. Covelle, a Lieutenant Commander in the Navy from 1940-1945, was

selected as the first Director of the school. Covelle's organizational skills, educational training background, and close relationship with Henry Bennett, Oklahoma A&M College President, made him a logical choice to direct the school. Covelle's military background might have been the key in enabling him to believe that a school without equipment, trained personnel, or state budget allocations could still provide two-year training in eleven different trades for its first group of students through creative and bartered solicitation of equipment and supplies, a solicitation process that Covelle may have used as part of the normal negotiated process of securing necessary items in the military.

Lloyd Keith Covelle was born September 5, 1895 in Chicago, Illinois. The family moved to Edmond, Oklahoma and Covelle completed his early education from the Central State Teacher's College grade and high schools. He received his Bachelor of Science degree in Industrial Arts from Oklahoma A&M College.¹ Covelle taught Industrial Arts at Duncan High School from 1914-1917, from 1917-1926 taught shop classes at Oklahoma A&M College, and served as the local director of vocational and adult education at Chickasha, Oklahoma from 1926-1929. He worked as the State Teacher Trainer for the State Department of Education at Oklahoma A&M College during 1929-1930 and as the State Supervisor for the State Department of Trade and Industrial

Education in Stillwater, Oklahoma from 1930-1940. ²

Covelle established several "firsts" in educational training while serving as State Supervisor of T & I Training. He organized the first adult educational program in the oil industry with the American Petroleum Institute in 1932. This was the first national association to commence adult training. He also assisted the first adult training group of dry cleaners and later conducted one of the first evening adult classes for cleaners. Covelle also organized the first classes for adult fire training. ³

The first half of the next decade found Covelle serving in the U.S. Navy as a Lieutenant Commander. From 1940-1943 he served in the Charleston, South Carolina Navy Yard as the training officer responsible for the analysis of the building of crafts, the selection of craftsmen as instructors, and the training of instructors as well as the responsibility for the on-the-job training of apprentices. There were approximately 27,000 civilian employees and 3,000 full-fledged indentured apprentices in training, with approximately 3,000 to 4,000 civilians in craft training, as well as all the supervisors receiving training. ⁴ While stationed in Charleston, Covelle had an opportunity to spend almost an entire day talking to a young Naval officer on leave whose ship was being serviced. Little did Covelle know at the time he was talking to the

future President of the United States - John F.
⁵
Kennedy.

In 1943 Covelle became one of 24 men selected in the United States Navy to be issued a commission as a specialist in vocational training.⁶ He was detached from the Charleston Navy Yard and assigned to the Secretary's Office Training Division in Washington, D.C. He acted in an advisory capacity to the Commandment for the area on training programs in the nation. In this capacity he was second in command of all Navy Yard, air stations and torpedo stations in the United States and the outlying bases with the responsibility of the selection, training, and the replacement of training officers,⁷ and the training of civilians for the entire Navy. He served in this position until 1945.

After Covelle's Naval service ended in 1945, he returned to Oklahoma A&M College and served as President Bennett's general assistant only until Bennett gave him a surprise assignment in 1946. Since Covelle had been involved from the earliest contact in February, 1946 in the discussions about the transfer of Glennan Hospital to Oklahoma A&M College as a branch campus for veterans' training and because of Covelle's impressive background in training both military and civilian personnel in technical trades as well as working with adult education programs (most of the students for this new school

would be adults), he became the obvious, and only, choice of President Bennett to start up the new technical school.

The second person to go on the payroll at the new technical branch was Ray L. Dyke, head of the Commercial Department and in charge of registration.⁸ Dyke's early education experience consisted of completing a general course at Enid Business College and then accepting employment in a one room rural school. He later became a Watonga, Oklahoma grade school principal. Dyke headed the Ponca City High School Commercial Department and coordinated the Distributive Education classes from 1938-1942. During his early teaching career he attended Northwestern State Teachers College at Alva and Southwestern State Teachers College at Weatherford before finally getting his B.S. and M.S. degrees from Oklahoma A&M College.

As did most of the early administrative staff members, Dyke had a military, as well as vocational-technical background, prior to coming to the technical branch. He enlisted in the U.S. Navy as a yeoman and served at the Naval Air Technical Training Center at Norman, Oklahoma, then was promoted to an officer's rank and received training at the Officers Training School, University of Arizona at Tucson. His dry land Navy career ended at the Naval Training Center, Bainbridge, Maryland. After four years of service he

received his military discharge in Washington, D.C.⁹
Dyke served as the Commerce Department Head until 1948,
the Business Manager from 1948-1968, and then as the
Assistant Director for Business and Finance until he
retired in June, 1975.¹⁰

Dorothy I. Richter, Covelle's secretary, became
the first woman employee of the new school but the
third person hired with both vocational and Naval ties.
A native Okmulgeean, she graduated from Okmulgee High
School in 1932 and from Oklahoma A&M College in 1937.
She then received an executive secretarial degree from
Tyler Commercial College in Tyler, Texas in 1939 and
worked for Benham Engineering Company in Leesville,
Louisiana. She worked for the McDonald Construction
Company in Neosho, Missouri in 1941-1942 and was staff
assistant to the production control manager at Douglas
Aircraft from 1942 to 1945.¹¹

Richter's Navy connection came from her personnel
work for the U.S. Navy Department in San Francisco from
1945 to May of 1946. In July of 1946 she accepted the
position as Covelle's secretary.¹² She later served
as a Personnel Assistant to the Director and the
Supervisor of Publicity from 1952-1957 and then as the
Head of Public Relations from 1957-1970.¹³ Suffering
from ill health, she went on leave without pay from
June of 1970 until her death in January of 1972.¹⁴

Perhaps the shortest appointment at this time was

the one month appointment of George W. Pervier as Vice-Director for the month of August, 1946 only.¹⁵ No other information has been found to determine the unusual hiring situation or short term of his employment - the shortest of any administrator in the history of the school to date.

Another of the first five people to be hired by Covelle was Theodore Pete Chapman as an instructor and Head of the Related Subjects Division. Chapman received his B.S. degree from Southwestern Institute of Technology and had four years of industrial experience and nine years of educational administration prior to coming to the technical branch.¹⁶

Chapman later added the responsibilities of Assistant Head of the Industrial Division¹⁷, dropped that and added the duties of Coordinator of the Rehabilitation Center in 1951,¹⁸ became an Administrative Assistant in 1953,¹⁹ and a Teacher Trainer in 1954, a title he held when he left the school in 1957.²⁰

One month after Dorothy Richter was hired as the school's first female employee, Gwendolyn Richards started as the head nurse in the school's infirmary. Other than Richter, no other women were considered as administrative personnel in the original staff hirings in 1946. However, Ellen Tyler, hired as a dietician in the cafeteria effective September 25, 1946,²¹ became Head of the Food Trades Division in 1947.²²

She remains as the only woman to ever hold a division or department head position at the school.

Dr. James H. Zant, a professor and Assistant Department Head in Mathematics at Oklahoma A&M College, became the first Head of the College Division at the technical branch. This division was set up by Oklahoma A&M College to handle the expected overflow of freshmen on the main campus and continued until the Spring trimester of 1954. Zant came over only for a brief time to set up the division and to aid in faculty recruitment. His duties were taken over each successive year by other administrative personnel on the technical branch campus. Zant's background was similar to the other new administrators. He served in the infantry in World War II and had taught at Oklahoma A&M College for 16 years prior to becoming Head of the College Division and Assistant to the Director for Extension Courses.

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Covelle selected Joseph C. Crawford, another Oklahoma A&M graduate and ex-military man, as his first Head of the Industrial Division. Crawford received both his BS and MS degrees from Oklahoma A&M College and served 3 1/2 years in the Army Signal Corps.

Wayne Miller, who would later follow Covelle as the school's second director, headed the Agriculture Division as the Director of Technical Training in Agriculture.

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Miller also received his BS degree

from Oklahoma A&M College and served 3 1/2 years in the Marine Corps.²⁵ He left the technical branch in 1951 to return to active duty in the Marine Corps and did not return to the technical branch campus until 1958 as Assistant Director to Covelle.²⁶ Miller's background and administrative years as Director will be discussed in more detail later in this chapter.

The division heads were not the only new administrators Covelle selected with Oklahoma A&M College or military backgrounds. Herbert M. Huser transferred as a Claim Auditor in the Business Office on the main campus to Cashier and Head of Finance at the technical branch.²⁷ Huser's title was changed to Business Manager in March, 1947 and he transferred back to the main campus the following month.²⁸

Charles F. Beals joined the first administrative staff as the Maintenance Superintendent. He had already served as the fire chief for the city of Okmulgee for five years and for the Glennan General Hospital for three years prior to accepting his new staff position. Beals and his staff took care of both campus maintenance and security. Although no school of firemanship existed at the new school, students were trained for work in the campus fire department.²⁹ He later served as the Purchasing Agent and Assistant Business Manager from May, 1948 until he left in February of 1952.³⁰

Dr. R.L. Alexander started a long family tradition of medical care for the technical school as chief physician for the school's infirmary from 1947 until his death in 1972. His son Tom continues the tradition today.

The other two administrative staff positions were filled by two men who would wind up giving the school years of dedicated service spanning over four different decades. Both had what appeared to be a fairly common background of most of the other new administrative staff -- a prior connection to Oklahoma A&M College.

The first of these two men, Paul T. England, hired on for ten months in 1946-47 and wound up staying for 32 years.³¹ Born in Perkins, Oklahoma, England was one of 14 children of Mr. and Mrs. James T. England. England graduated from Perkins High School.³² He obtained his BS degree in Animal Science and his MS degree in Recreation from Oklahoma A&M College³³ (the first such degree conferred by the school) and served with the Army Air Force as a line chief at the Burtonwood, England Air Depot.³⁴ His first responsibilities as Supervisor of Student Activities in charge of Health, Physical Education and Recreation included providing both recreational and social activities for the veterans and their families.³⁵ During the next 18 years he coached basketball (for nine years), baseball (for 15 years), served as athletic director, and

supervised student activities.

In his early work with the athletic program, England helped to organize the Bi-State Junior College Athletic Conference for varsity sports³⁶, which the technical school participated in as a member until 1971, when the varsity athletic program was dropped. Joe Taylor, a Commerce Department instructor at the time (and one of England's baseball coaches), recalled having to use England during one of the team's games in Arkansas when only eight players were available. Taylor put England toward the bottom of the lineup so as not to cause the team any batting problems. England went three for three.³⁷

Probably England's strongest contribution to the school came as a result of his work as a field counselor. Known affectionately as "Tech's Roadrunner," after he transferred from student activities to full-time counseling work in 1964,³⁸ England estimated he logged over 300,000 miles and visited over 150,000 students during his 14 years of recruiting efforts.

He helped students in "behind the scenes" ways that most of the students would not have known. England, along with Ray Dyke, who would eventually hold the position of Assistant Director for Business and Finance, were instrumental in helping to assure that US Public Law 959 (the Indian Education Act) also permitted the transfer of funds to Oklahoma Indians for

technical education. England also helped develop a proposal to ensure that the technical school qualified to receive federal student financial aid program funds.³⁹

England's retirement in December of 1978⁴⁰ did not end his connection with the school. In the fall of 1986 the A & M Regents approved the naming of the newest campus dormitory in honor of Paul England for his years of service to the students and the school. On Friday, February 27, 1987 this honor became a reality with the dedication of England Hall.⁴¹ England thus joined a small group of men to be honored at the technical school by having a campus building or street named in honor of them.

Grady W. Clack filled the last administrative position when he transferred from the Veteran's Guidance Center at Stillwater to become the Veteran's Appraiser-Coordinator at the technical branch.⁴² Clack had 10 years of public school administration and four years of navy experience during World War II prior to coming to the technical school.⁴³ He received his BS degree from Southeastern State College in Durant, Oklahoma and his MS degree from Oklahoma A&M College.⁴⁴

Clack served the school in several administrative capacities. He originally served as the Veterans' Coordinator from 1946 to 1952, the Coordinator of Instruction from 1952 to 1966, the General Education

Department Head from January through August of 1967, and as the Registrar and Coordinator of Instruction from September of 1967 to February of 1968. He then served as the Assistant Director for Academic and Student Affairs from March, 1968 through June, 1969 and finally as the Assistant Director for Student Services⁴⁵ from July, 1970 until his retirement in June of 1976.

With the first administrative staff in place and the necessary faculty and employees hired, Covelle began to organize this group of educational pioneers by Division and administrative area. This first organizational chart, put together in March of 1947, actually contained several pages and stated the yearly salaries⁴⁶ of the people listed on the chart. A composite chart of these charts showing Covelle's overall administrative organizational plan for that first year and the individual charts are included in Appendix A.

Covelle kept a couple of notebooks of monthly reports he sent to Dr. Bennett from 1947 to 1950. He detailed such information as the monthly salary of each instructor, how many hours per week they taught, what the cost of instruction per hour to the school was, how many students were enrolled in each program each week, daily attendance in the library, housing plans for married and single students, property donated to the school, work done and improvements made in each depart-

ment, how many students desired on-campus employment and how many actually received it, the previous educational levels of the students, student enrollment by Oklahoma county, technical related course class loads by instructor, and a brief summary of the early philosophy of the school.

According to the Veteran's Administration, this was the only technical school operating under state control west of the Mississippi River.⁴⁷ Covelle acknowledged that despite this uniqueness, adequate supplies of tools and equipment would be a barrier the institution would have to overcome to ensure a high standard of technical training. Lower than expected enrollments caused budget problems in the early years and the tool and equipment problems Covelle envisioned became a reality.

In order to overcome these early budget problems Covelle stressed the need for an efficient and economical operation to Dr. Bennett in one of his 1947 monthly reports. His organizational philosophy was clearly demonstrated in the report as he stated the need for "a well defined plan and organization in which all job functions are clear to each member of the organization."⁴⁸ Covelle felt that many of his staff and faculty did not have the administrative experience they needed. He set up the organizational chart of the school through what he termed the conference method,

soliciting suggestions and clarifying departmental functions while training the administrators. He also had a continuous analysis of the systems and methods of operation to eliminate duplication of effort and needless paperwork.⁴⁹

Covelle clearly stated his philosophy of documenting student absentee records in his October, 1947 monthly report to Bennett when he discussed his centralized system of posting absentee records by instructor and department. He felt "that a boy who does not attend classes regularly and is not trained to be on the job will not make the kind of graduate we will desire to place in industry."⁵⁰ He also felt the instructors would need to be trained in the recordkeeping phases of educational work.

Covelle used the absentee information for comparative purposes among instructors and departments and as an analysis tool for students withdrawing from school. He requested that instructors submit their absentee reports to him and in turn would receive percentage charts which would enable them to know if their class attendance was what it should have been and if it compared favorably with other departments in the school. The records were also used to check on students withdrawing from school to see if these students were properly withdrawn.⁵¹

Covelle's absentee reporting policy, although

unique for a post-secondary institution, has continued for forty years. Even today student attendance for a course is reported to the Registrar when the students' final grades are reported. This administrative philosophy has continued through two succeeding Directors and several academic administrators. However, comparisons among instructors and departments are no longer done. The present student transcripts include notations for those students who have maintained exceptionally high attendance during their programs at the school. Although part of the present philosophy for student attendance recordkeeping deals with maintaining records for agency-sponsored students, the basic administrative philosophy concerning student attendance that Covelle felt was so important in the early days, is still deeply ingrained in the institution today.

Although the administrative staff was expanded many times over the years, changes in the chief administrative personnel positions came slowly and were few in number. The year 1948 saw Roy Belford promoted from an instructor in Commercial Art to acting, then permanent, head of the Intensive Business Division, a position he held until his resignation in 1962. Belford continued the military-background tradition of most of the early administrators by serving three years in the Army Air Corps.

John C. Hammond transferred from the Related

Subjects Division to the position of Registrar and then four months later assumed the positions of Registrar and Acting Head of the College Division. Two years later his title was changed again to Registrar and Head of the College Division⁵³, a title he held until his resignation in 1952.⁵⁴ Ray Dyke transferred from the position of head of Intensive Business to Business Manager during May of 1948, a position he held for the next 20 years.⁵⁵

The school's second year also brought a separation of the Food Services Division into Restaurant Practices and Baking. Ellen Tyler continued to head the Restaurant Practices Department while also managing the cafeteria. John Summers headed the Bakery Department.⁵⁶ Although little information regarding the specifics of the problem could be found, a letter written from Glen Boyd, chairman of the Bakery Advisory Board, to Covelle recommended the dismissal of Summers in March of 1949. Boyd stated that "It is the opinion of the Board that the baking school at Okmulgee cannot function properly and the students cannot receive the proper instruction in the baking course under Mr. John Summers, the present head of the baking department. It is the recommendation of the Bakery Advisory Board that Mr. John Summers be replaced by an instructor capable of bringing harmony and better education to the baking school at Okmulgee."⁵⁷ The letter went on to say that the matter of Summers' dismissal would be left to

Covelle's "discretion and good judgement." ⁵⁸ The facts gathered by the advisory group from the faculty and from a representative of the student body of the baking school were also given to Covelle to facilitate his decision. In spite of this recommendation, Covelle obviously came to a different conclusion from the information presented him or he may have had a satisfactory discussion with Summers about whatever the problems were with the faculty and students. Summers continued to serve as Manager of the Bakery Department until his retirement in January of 1961. ⁵⁹

The third year of operation brought only minor changes in the administrative personnel. Lloyde F. Gail became Head of Culinary Trades and Manager of the Cafeteria, replacing Ellen Tyler. John Pickard assumed the position of Maintenance Superintendent. Pickard was a four year Navy veteran while Gail attended Oklahoma A&M College, thus continuing the line of ex-veterans and others with an A&M connection who joined the technical school administrative staff. ⁶⁰

The early 1950's brought several changes in the administrative staff and in the organizational structure. In 1951 T.P. Chapman added the title of Rehabilitation Center Coordinator. ⁶¹ The Okmulgee Rehabilitation Center opened on August 6, 1951 through the efforts of Covelle and Voyle C. Spurlock, Director

of the Oklahoma Rehabilitation Service. It was originally established for the treatment and rehabilitation of seriously disabled persons, leading to employment for the individual. From 1951 to 1964 more than 2,000 patients had been treated at the center with most of them becoming self-supporting and independent. Many patients were attracted to the center because of its location at a trade school, thus making it possible to receive treatment and vocational training at the same time. It was a unique facility. ⁶²

Established as the first of its kind in this part of the country, the rehabilitation center was used by people from all the adjoining states. After other states started their own centers, fewer patients (and a loss of income) caused the technical school to recommend the transfer of the center to the Vocational Rehabilitation Division. On July 1, 1965, passage of Senate Joint Resolution No. 14 by the Thirtieth Oklahoma Legislature transferred the Okmulgee Rehabilitation Center to the Oklahoma Vocational Rehabilitation Division of the State Board for Vocational Education, and appropriated funds for its operation. The transfer included personnel, equipment, and administration of the center, and provided for payment to OSU an amount sufficient to cover utilities, building maintenance, and other operating costs. ⁶³

The center was treated as a regular campus depart-

ment with facilities and programs geared to accomodate the physically disabled. Interconnecting ramps between buildings and classroom accessibility for the disabled made the campus an ideal setting for the person needing both physical rehabilitation and vocational training . Coursework was suited to the qualifications and capabilities of the individual under the guidance of a vocational counselor.⁶⁴ T.P. Chapman's new title and role lasted about three years.

Since the only organizational charts available skip from one made in July of 1951 (one month prior to the opening of the center) to one developed in September of 1969 (four years after it was turned over to the state) it was not clear where, administratively, Covelle placed the rehabilitation center in terms of the overall administrative structure. Early catalog listings prior to the opening of the center had listed a Department of Training for Severely Handicapped Persons under the Division of Industrial Trades. After the opening of the center that department listing was dropped and replaced with the listing for the Rehabilitation Center. The Center was not really considered a division of training, as the patients chose their programs of study from one of the five divisions of agriculture, food trades, intensive business, industrial trades, or related subjects, or from the college division. These six divisions were listed, along with

the rehabilitation center as comprising the divisions of training listed in the catalog. Regardless of its classification as a division of training, as a medical facility, or as a combination of both, the rehabilitation center became a strong symbol of identification for the school as students perceived the Okmulgee branch school as a place for students of any level of physical as well as academic ability - a perception that proved to be both a source of pride as well as an obstacle to acceptance in the higher education community. This perception will be discussed further in the chapter on the educational program changes at the institution.

Grady Clack also added another title to go along with being the Veteran's Coordinator as he became the Military Training Coordinator in 1951.⁶⁵ The Military Training Program for the U.S. Air Force began on the technical branch campus in March of 1951 with a group of airmen from San Antonio enrolled in auto maintenance.⁶⁶ Director Covelle had written a report in August of 1950 on the training facilities available on the Okmulgee campus and offered the services of the school personnel in any capacity to assist in a training program in any phase of war work that was deemed essential at the time.⁶⁷ That offer resulted in the establishment of the Military Training Program the following year.

Two other administrative changes took place during 1951. Robert Daugherty became the Acting Head of the Division of Agriculture, replacing Wayne Miller, who had returned to active duty with the Marine Corps during the Korean conflict. Daugherty's three years of service in the Army was again typical of the early administrators.⁶⁸ Jewell L. Robison assumed the position of Acting Head of the Industrial Division, replacing J.C. Crawford.

A comparison of the organizational structure of the school from 1947 to 1951 (using the organizational charts from Appendix A) shows a marked increase in the number of secondary administrative staff positions and a resultant decrease in direct contact that the Director had with the secondary administrative personnel. However, the number of people directly reporting to Covelle had changed very little. The administrative structure in 1947 shows only 11 people directly reporting to Covelle (five division heads and six other administrators) while the 1951 chart shows 13 people (five division heads and eight other administrators) directly reporting. The increase in the number of people reporting to these administrators made communication and coordination of effort a much more difficult task for Covelle. Some of these early administrators were quick to point out that the Director always made his expectations clear and did not hesitate to point

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out to anyone where they were falling short. This type of administrative style of making objectives clear and expecting subordinates to adhere to them pertained to all campus activities and fairly typified Covelle's management philosophy, based upon his military background and of working under what seemed to Covelle like a consistently tight budget situation.

It was during this time that a significant administrative change occurred on the main campus. Henry Bennett, on a trip as head of the Technical Cooperative Administration (more commonly referred to as the Point Four Program), died in a plane crash in Iran on December 22, 1951, and Oliver Willham ascended to the Presidency of OAMC. Willham graduated from Oklahoma A&M College and worked at Panhandle A&M College from 1923-34, where he served in the number two position. He returned to Stillwater in 1935 as an assistant professor of animal husbandry. Within a couple of years he was vice-dean of agriculture. On November 17, 1950, the Board of Regents made Willham executive vice-president of Oklahoma A&M College and placed him in charge for a year while Henry Bennett headed the Technical Cooperative Administration. Following Bennett's tragic death Willham ascended to the Presidency by a vote of the Regents on January 17, 1952.⁷⁰ However, his inauguration did not occur until May 9, 1953, coinciding with the end of Henry Bennett's Twenty-Five Year Plan

of campus building. Willham was free to pursue his own direction for the college. Although Covelle did not have the same close relationship with Willham that he had with Bennett, he maintained a cordial relationship with the new President.

Two events occurred early in Willham's Presidency that did have at least an indirect impact on the technical school. Early in 1953, the North Central Association was scheduled for what Willham thought would be a routine visit. Although he knew low faculty salaries would be an issue, he did not even consider the fact that Oklahoma A&M College would be the first college to be examined under the new accreditation policy in regard to intercollegiate athletics and that it would be a problem. In March, 1953, North Central officials announced that Oklahoma A&M College would be dropped from their list of members as of July 1.⁷¹ The Association charged that the administration, and not the faculty, had charge of athletics, that faculty salaries were low and that the number of doctorates held by faculty was substandard. It was believed at that time that the technical school in Okmulgee, with its emphasis on the technical skills of its faculty, rather than on their educational backgrounds and degreed status, was partly responsible for the bad accreditation report.⁷² Even though the accreditation committee did not survey the technical branch campus

before making its recommendations, the OSU administration needed to take immediate steps to head off the loss of accreditation and part of that discussion centered on organizationally separating the technical school from the main campus.

Just a month prior to the NCA recommendations, several Okmulgee area lawmakers had been fighting in the Oklahoma legislature over whether to remove the technical school from under the jurisdiction of Oklahoma A&M College.⁷³ A bill sponsored by Representative Bill Shipley and Senator John Russell would have taken the Oklahoma A&M technical training school from under the jurisdiction of the State Board of Regents and given it its own controlling board. Representative Tom Payne claimed the measure was a political maneuver designed to ruin the institution. According to newspaper accounts, Payne charged Shipley was trying to get rid of the institution director, Keith Covelle, to settle an old personal feud. He said Covelle turned Shipley down some years ago when Shipley asked for a job as a public relations man, and Shipley promised he would try to get Covelle removed from office. Shipley responded to Payne's charges by saying he would fire Covelle in a minute if he could. Shipley made other accusations against Covelle by saying that Covelle had not worked closely with the people of the city and had permitted the college to compete with local merchants.

He also charged Covelle with firing some key personnel without cause and without appeal. Shipley felt that a new jurisdictional board would give the college personnel a means of appeal.⁷⁴

Shipley proposed a seven-member board appointed by the governor to control the operations of the technical school. He felt the new board could get direct appropriations for the school rather than go through the State Regents as well as provide a vehicle for appealing administrative decisions.⁷⁵ Joe Croom, editor of the Okmulgee Daily Times, also saw no reason why the technical branch should remain a part of A&M College. In an editorial appearing the day after word had gotten out about the problems A&M College was having with accreditation, Croom said he saw " no particular reason why Okmulgee Tech should continue to be a part of Oklahoma A&M, especially if the NCA is going to hold it against the parent college."⁷⁶ Croom went on to say that he felt the legislature would favor the separate identity bill (by Shipley) if they were convinced it would be the best thing for the vocational college.⁷⁷

That separation proved to be unnecessary as Governor Murray, Chancellor Nash, and President Willham worked together to get immediate additional funds to increase A&M College faculty salaries and to hire more instructors while a faculty committee drew up a document which placed the faculty in charge of the athletic

program. By June, 1953 Oklahoma A&M College received word from the NCA that it was again a member in good standing and that its membership would be continued.⁷⁸ The potential crisis for the technical school of separation from the main campus and its governing board (which the technical school administration did not want) was avoided. It is interesting to note that Covelle's problems with a state representative who supposedly had a personal conflict with Covelle, who wanted the school separated from A&M College, and who claimed to have received many complaints from Okmulgee merchants and some unhappy school employees-- at a time when the school was involved in the midst of dealing (at least indirectly) with the NCA-- would all be repeated exactly 22 years later when Wayne Miller served as the school's second director. That situation will be discussed later in this chapter.

The other event that occurred early during William's Presidency was the discontinuation of the College Division at the technical branch with the Spring semester of 1954. Used originally to aid with the overflow of veterans on the main campus, it no longer was needed in that capacity and all faculty in that division returned to the main campus. With the closing of the College Division the Agriculture Division remained the only direct academic link to the main campus, a link that remained until the closing of the

Agriculture Division in the Spring of 1960. According to some of the administrative people at the technical branch at that time, although Willham remained a supporter of the technical school, the lack of any real direct academic involvement between the two campuses brought with it a lack of any really strong administrative or financial commitment in future years.

The rest of the 1950's brought a few more administrative personnel changes on the technical campus, but no real change in Covelle's basic philosophy of keeping a tight control over the activities of the institution. In 1952 Grady Clack received the third of what would eventually be seven different titles he would hold over the course of thirty years with the school when he assumed the title of Coordinator of Instruction,⁷⁹ a title he held for the next 14 years. Clack's duties during those years included heading the Related Subjects Division and handling the Registrar responsibilities under the umbrella of this new title.⁸⁰ Emmet Alexander took over Clack's administrative position as Veteran's Coordinator. Alexander served as a Veteran's Appraiser at the school starting in 1947, became a Student Adviser in 1950, and then assumed Clack's coordinator⁸¹ position in 1952. Alexander's three years in the U.S. Army had provided him with an appropriate background⁸² for this position.

The following year saw two new division heads and

one new department head as John Francis, Alexander Wiederkehr, and Paul Wheeler were all promoted to the positions of Head of Culinary Trades, Head of the Division of Agriculture, and Head of the Industrial Division, respectively. Francis served 13 months with the U.S. Army while Wiederkehr served four years, both continuing the pattern of administrators with military backgrounds.⁸³

The next year brought T.P. Chapman his third title when he became the Teacher Trainer, training the technical instructors in course planning and teaching methods.⁸⁴ Covelle had written Dr. Bennett a few years earlier that many of the technical faculty lacked the proper educational background in these teaching areas.⁸⁵ Chapman's appointment indicated Covelle's administrative philosophy of hiring the best available technicians and helping them to become good teachers. This philosophy continued for almost 40 years until the mission of the school changed to reflect the increased academic and advanced technology skills needed by the faculty as well as the graduates. Chapman held this position until his resignation in 1957.⁸⁶

Everett Kline became the department head for Culinary Trades in July of 1955 and six years later became the department head for all the Food Trades Department, a position he held until his retirement in 1980.⁸⁷ Kline's 25 years as department head remains as

the longest tenure in that position of anyone in the school's history. Kline started in the food service business in his hometown of Holbrook, Nebraska, where he worked as cashier, bartender, and waiter in his mother's restaurant and in other local cafes.

He supervised food services in a Nebraska Civilian Conservation Corps camp from 1937 until 1939, when he left Nebraska to go to California. Soon after moving to Los Angeles, he entered the Navy, serving in the Pacific for nearly three years during World War II. Kline thus fit the continuing pattern of school administrators with a military background. After the war he worked for two years as a route salesman for a Los Angeles bakery.

Kline came to Tech in September of 1948 as a baking student. He graduated from both the Baking and Culinary Arts Programs and, because of his previous experience in food services, began as an instructor before completing the culinary course in late 1950. When Kline first enrolled at the school the Culinary Arts Program was called Restaurant Practices. No course outline existed and the only instructional facility available was the student cafeteria. The early instructional staff had to not only develop the curriculum as they went but also recruit students whenever they could.

Kline's first assignment was as a meat cutting

instructor. That duty was combined with teaching culinary arts students all phases of food preparation in the Red Door Restaurant, which at that time occupied a barracks-type building where the present Graphic Arts Center is now located.⁸⁹ He was then promoted to head of Culinary Arts, then Head of Food Trades, and finally became Coordinator of the Food Services Department. The development of the department under Kline's leadership will be discussed further in the chapter on educational programs.

The next few years saw no new people on the administrative staff, but two title changes occurred. Dorothy Richter became the Head of Public Relations in July of 1957, a position she held until 1970, when illness forced her off work until her death in 1972. Emmet Alexander added the title of Vocational Rehabilitation Counselor to his Veteran's Coordinator title.⁹⁰

The following year brought one of the most significant administrative personnel additions during the Covelle years with the return of Wayne Miller as Assistant Director. Miller had previously served as Head of the Agriculture Division from the school's founding until his departure in 1951, when he returned to active military duty during the Korean War. He was promoted to Major and appointed executive officer of the Marines Corps Motor Transport and Diesel Schools. Returning to civilian life in 1953, Miller moved to

Stillwater where he joined the OSU Agricultural Extension Service as Project Leader of the Livestock Office in Stillwater.⁹¹ Covelle then asked Miller to return to the technical branch campus in 1958 as his assistant director with the idea of training Miller to take his place as director upon his retirement. No other administrative personnel changes occurred during the last couple of years of Covelle's term as Director.

A summary of the Covelle administrative years would seem to indicate a centralized, Director-centered organizational structure. Covelle's military background and strong Oklahoma A&M College ties carried over to not only the early administrative staff but also to later administrative hirings. As shown through the backgrounds of the administrative staff changes during Covelle's term as Director, almost all his administrators had either military or Oklahoma A&M College ties. Also, the organizational charts reflect how the whole administrative process was very strongly Director-centered. Covelle's own admission to Dr. Bennett of what he required of his administrators and faculty in terms of the amount of paperwork and recordkeeping on such items as student attendance would appear to be an extension of his own military experiences.

The whole management philosophy employed during the startup years depended heavily upon a real dedica-

tion to Covelle's educational philosophy concerning the school and to the man himself. The military backgrounds of most of the administrators (although common to most men at that time due to the selective service draft) and their common educational backgrounds (with many attending at some time or graduating from Oklahoma A&M College) seemed to provide Covelle with a sense of subordinate loyalty and an administrative situation where he could make decisions from the top down and few, if any, questions needed to be asked. Once this type of administrative philosophy was put in place and new administrators and faculty were indoctrinated in it, it remained the basic administrative practice for many years.

The Miller Years (1963- 1983)

On September 1, 1963, Wayne W. Miller became the second Director of what was then referred to as Oklahoma State Tech (OST). Covelle stated in an article in the Oklahoma Orbit during the summer of 1963 that he had personally picked Miller to succeed him because "he has the philosophy of vocational education deeply imbedded in him. Besides that, he's got no better sense than to work his head off at it."⁹²

A native of Hydro, Oklahoma, Miller graduated from Hydro High School in 1938. He earned his BS degree from Oklahoma A&M College in 1942 and his MS degree

from the University of Illinois in 1957. A member of the original administrative staff as Head of the Agriculture Division, Miller said the first staff members thought the original philosophy of the school sounded so good everyone felt the school would succeed.⁹³ Miller wasn't completely sure why Covelle selected him as his successor to head the technical school, but his educational background, teaching experience, leadership experience in the military, excellent previous work as an administrator in the school's startup stages, and his enthusiastic belief in the philosophy of vocational education made it fairly obvious to Covelle that Miller would make an excellent successor.

By this time the College Division and the Division of Agriculture had both been closed and the programs were now grouped under the Foods Services and Commerce Divisions, and the many departments included under the Industrial Division. With the fall trimester of 1963, the Industrial Division actually ceased to exist as a separate division and each department assumed more autonomy in its own operations. Miller's plans for continuing the expansion of the school and in expressing what administrative philosophy changes would be made were summarized in a statement he made the month after he became Director when he said, "The basic philosophy of this school is sound and cannot be

overemphasized. Only those changes will be made that are necessary to keep up with the fast-moving progress of the industrial and space world." ⁹⁴ Miller commented that his main goal when he first became director was to make the best better. ⁹⁵ Miller stayed true to his word by continuing the same management style and educational philosophy that characterized the Covelle Directorship, which brought him a lot of praise and some problems in later years.

Miller's first staff consisted of Emmitt Alexander, who still functioned as the Veteran's Coordinator and as Vocational Counselor, Grady Clack as Coordinator of Instruction, Ray Dyke as Business Manager, Paul England as Supervisor of Student Activities, Everett Kline as Head of Foods, John Pickard as Maintenance Superintendent, William Pickard as Assistant Business Manager, Joe Taylor as Head of Commerce, and Paul Wheeler as Registrar. ⁹⁶ Wheeler's change from Head of the Industrial Division to Registrar in January of 1964 actually marked the end of the Industrial Division as such. From that point the various departments under the Industrial Division became separate and equal with the Foods and Commerce Divisions.

Miller worked with three OSU Presidents during his tenure as Director. The first of these was Oliver Willham. President Willham had a background that should have made him an excellent source of support for

Director Miller. A graduate of A&M College in 1923, Willham served as vice dean of agriculture from 1939-50 and as executive vice-president of the college before becoming president in 1952. His tenure as president⁹⁷ lasted until his retirement on June 30, 1966.

Miller's contact with Willham in the Agriculture Division established a good working relationship that carried over into Miller's work as assistant director and later as director.

Besides the common agricultural backgrounds of the two men, they shared similarities both in the conditions of their institutions when they took over and in their accessibility to students. When Willham became president the budget was low, student enrollment high and facilities crowded. As mentioned earlier in this chapter, that created some problems for the college with the North Central Accrediting Association, but an increase in state funds and a growth plan for the university that included an expansion of physical facilities resolved most of the problems in these areas. Willham's accessibility to students was demonstrated on several occasions as students were admitted to his office while a dean may have waited in the reception area. This commitment to the students was summarized in Willham's statement to the last general faculty meeting before the end of his presidency when he commented that "Oklahoma State University has always

placed emphasis upon the individual student and faculty member. It takes pride in dignifying the individual. It is my fond hope that Oklahoma State University will continue to remember the individual."⁹⁸

Conditions were similar for Miller as he returned to the technical branch campus in 1958 as Assistant Director. He commented that "we still didn't have much of a budget nor the type of educational facilities we needed. Classes and labs still were crowded in World War II-vintage hospital wards. Equipment for instruction was not nearly as good as it should have been."⁹⁹ Miller was very similar again to Willham in his approach to these conditions. A ten year master plan was drawn up for improving the campus facilities starting in 1965. Miller considered himself a "cheerleader" for the school in attaining high quality programs, but he knew that strong business/industry support would be necessary to achieve it.¹⁰⁰ That cheerleading enthusiasm, coupled with slightly increased funding in the mid-to-late 60's for the 10 year master plan, allowed construction of several new buildings. Tearing down of old barracks buildings and building new campus facilities continued into the 70's, but Miller later acknowledged that one of his biggest disappointments before he retired was the lack of capital funding to complete the demolition of all the old buildings and completion¹⁰¹ of planned new facilities.

Besides sharing an agricultural background as well as similar physical and financial conditions when he became the director of the technical branch, Miller shared Willham's accessibility to students. A favorite example passed down through the years by the faculty and department heads centered on a department head, a faculty member, and a student all waiting to see Miller in his office. The student was allowed to see him first, the faculty member next, and the department head last. Although this story has probably been embellished several times over the years, it does portray the regard that Miller had for the students, and displays the similarity in this area between Miller and Willham. Miller felt that "good programs begets good enrollment begets good graduates begets good job offers, " and that all of that centered on the student.

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Miller's administrative staff remained relatively unchanged for the first few years. One of the first administrative changes during Miller's administration was the transfer of Paul England from Student Activities to Field Counselor in July of 1964. Paul's work in this area until his retirement in 1978 was discussed earlier in this chapter.

J.B. Bennett's hiring as basketball coach in 1965 and eventual transfer to an instructor's position in the General Education Department in 1971, with the elimination of the varsity sports program, eventually

provided Miller with one of the strongest challenges to his leadership ability. Bennett later became the state representative and accused Miller of intimidating employees and misusing state funds. Miller felt that Bennett's transfer from basketball coach to General Education instructor angered Bennett and that the accusations were simply those of a former disgruntled employee with a personal vendetta against the director. This 1975 incident will be discussed later in the chapter.

Other staff changes in 1965 resulted in Emmit Alexander's becoming Head of Student Services, Charles Critchfield serving as Departmental Staff Assistant, Joe Don Kinder becoming the new Assistant Business Manager, and Frank Kubicek taking over as the Head of Building Trades and the Grounds Superintendent.

The next year brought a significant change in the administration on the main campus with the retirement of Oliver Willham and the inauguration of Dr. Robert B. Kamm as President. Assuming his duties on July 1, with his inauguration on October 21, 1966, Kamm presented his Four Point Plan for the future of the university. The plan emphasized Kamm's desire for what he considered to be an emerging university to: 1) measure up to its mission, 2) experience a great academic breakthrough, 3) have a great sense of community, and 4) have academic freedom flourish. In order to accomplish these goals, Kamm felt a strong commitment to adapting to

what he considered necessary changes in all university programs due to rapidly changing technology. That made his acceptance of the technical branch in Okmulgee, with its emphasis on technology, and its acceptance of him as President, a fairly smooth transition.¹⁰⁵

Although Miller did not share quite the same close personal relationship with Kamm as he did with Willham, they did maintain a very good professional relationship and he considered Kamm an excellent and very outgoing President.¹⁰⁶ Kamm's belief in the technical school's philosophy was exhibited years later when his son, Steven, enrolled in the school's automotive program.

The following year saw Miller's status on the main campus improve as he assumed a Dean's title as well as keeping his title as Director. This change of title, whether intended as a visible means of showing respect for Miller or the technical branch, did aid in more closely aligning the technical school with the main campus by including Miller as an official part of the main campus administration.¹⁰⁷ A couple of other administrative changes on the technical campus occurred the same year as Grady Clack became department head for General Education for eight months and then Registrar and Coordinator of Instruction for six months until assuming the title of Assistant Director for Academic and Student Affairs early in 1968.

A significant restructuring of the technical

branch administrative organization occurred in 1968. In the formative years of the institution, with smaller enrollments and a reasonably limited number of administrative staff members, the Director could deal directly with all the problems and people on an individual basis. As the school increased its enrollment, with corresponding increases in faculty and staff, being able to handle all institutional problems became a rather Herculean task for one man. Rather than having ten or so administrative positions, each reporting directly to the Director, Miller reorganized his staff into four Assistant Director positions, with other staff members reporting to these four. As mentioned above, Grady Clack assumed the position of Assistant Director for Academic and Student Affairs; Dennis Chapman, who was serving as Automotive Department Head and as an assistant to the Director, became the Assistant Director for Administrative Affairs; Frank Kubicek served as the Assistant Director for Campus Development and Maintenance; and Ray Dyke changed titles from Business Manager to Assistant Director for Business and Finance. Joe Don Kinder filled Dyke's old position as Business Manager. ¹⁰⁸ Following this reorganization, the Director and the Assistant Directors were considered "the Administration" and all other administrators were considered administrative staff and listed as such in the school catalogs. An organiza-

tional chart was published in September of 1969 showing the reorganization. It is listed with all other organizational charts in Appendix A. Although many staff changes have taken place since then, the rest of this chapter will focus on only those changes in the Director and Assistant Director positions.

The next administrative change came the following year as Chapman resigned and Jim Moshier, the General Education Department Head, also took over as Assistant Director for Administrative Affairs. Moshier served in this dual capacity for a couple of years. He served as Miller's chief administrative aide for 14 years, supervising all campus entities not directly related to instruction or business affairs, including housing, student activities, food services, personnel, affirmative action, and public information.¹⁰⁹

Moshier had a history of strong educational and employment ties to Northeastern Oklahoma. A native of rural Okmulgee County, Moshier graduated from Liberty Morris High School. He earned his BS and MS in education with majors in mathematics and school administration from Northeastern State University in Tahlequah. He worked for six years in the Liberty Morris Public Schools as a math teacher, coach, principal and superintendent, as well as teaching one year for the Dewar Public Schools. He originally came to the technical school in 1964 as a math teacher in the General Educa-

tion Department. He served as the General Education Department Head starting in 1967 and continued to serve in that capacity for a couple of years following his promotion in 1969 to the Assistant Director position. Moshier also earlier served the school for one year as the varsity basketball coach.¹¹⁰ His other title changes and revised responsibilities will be discussed later in the chapter with the 1982 administrative reorganization.

Dr. Wesley Hobbs joined the technical branch administration in 1970 as the Assistant Director for Academic Affairs. Grady Clack's title changed to Assistant Director for Student Services as Hobbs assumed Clack's academically-related responsibilities.¹¹¹ This meant the administration now consisted of Miller and five assistant directors. Hobbs served as an Assistant Director until December of 1974 when he accepted a position as senior educational planner-analyst with the World Bank in Washington, D.C.¹¹² The new organization with five assistant directors was reflected in the revised organizational chart of October, 1974, which is included in Appendix A.

Wayne Miller's title changed again the following year as he was named a Vice-President of Oklahoma State University in addition to being the Director of Oklahoma State Tech (OST).¹¹³ This new title once again reflected the increased esteem in which both Miller and

OST were now seemingly held on the main campus. Wayne Miller and OST were becoming almost synonymous. The next three years saw only minor staff changes, but significant changes were about to occur after this three year lull.

Edwin S. Darby joined the OST administrative staff in January of 1975, replacing Dr. Hobbs as Assistant Director for Academic Affairs. Darby had broad supervision of all instructional programs, curriculum development, institutional research, the Registrar's Office, instructional counseling, foreign students' affairs, and the learning resources services. He also aided the department heads in faculty recruitment and coordinated the overall professional development of the faculty. A native of Wewoka, Darby was employed as Associate Director of the School of Technology at OSU at the time he came to OST. Darby had been employed by OSU since 1957 when he was named as an instructor in the aeronautical technology department of the university's technical institute. He was named assistant professor and head of that department in 1960. He became assistant director of the main campus School of Technology in 1970 and its associate director a year later.¹¹⁴

Darby only stayed at OST for six months before returning to the main campus on a Sabbatical leave to complete his doctorate. He then returned to OST in January of 1977 and reassumed his previous title.¹¹⁵

Joe Don Kinder was promoted to Assistant Director for Business and Finance upon Ray Dyke's retirement in June of 1975 while Ron Livingstone replaced Darby in July of 1977 as Assistant Director for Academic Affairs. Upon Darby's return in 1977, Livingstone assumed the title of Assistant Director of Personnel and Special Programs. During the interim from Darby's departure in 1975 to his return in 1977, Grady Clack had retired and his student service responsibilities had been assumed by Jim Moshier, so the number of assistant directors had been temporarily reduced to four when Clack retired, but returned to five again with Darby's return.¹¹⁶ Darby and Livingstone both received new titles and responsibilities with Miller's administrative reorganization in 1982, but these will be discussed later in the chapter.

It was also during 1975 that Wayne Miller experienced what would be one of his most trying experiences as Director. As mentioned earlier in this chapter, the varsity athletic program had been dropped in 1971 in favor of a stronger intramural program. Ever since 1954, when the College Division was dropped, OST had problems finding quality athletes who were willing to attend a school which did not offer associate degree programs and which could not guarantee transferrability of the courses taken. It would be an accurate assessment to state that the faculty and the students

were no longer supportive of the athletic program at that time. The results of a survey taken by Director Miller in 1971 indicated the lack of interest from these groups.¹¹⁷ The coach, J.B. Bennett, was reassigned as an instructor in the General Education Department. Bennett taught from September of 1971 until he resigned in January of 1973. He returned in September of 1974 and taught until he resigned again in December of 1974, at which time he assumed his responsibilities as a newly-elected state representative. Bennett was not particularly pleased when the varsity athletic program was dropped and did not especially agree with the way he thought he was treated afterwards. With his election as state representative, Bennett was now in a position to make a public debate of what he felt were bad management and fiscal practices by Director Miller. Bennett's decision to do just that began what would be one of Miller's most difficult times as Director.

The parallels between what Covelle went through in 1953 (discussed earlier in the chapter) and what Miller experienced in 1975 were strikingly similar. In Covelle's situation, Oklahoma A&M College had just gone through a North Central Accreditation visit and a state representative (Shipley) had attempted to use the negative report to try to convince other legislators to separate OST from the main campus and to set up a

separate governing board for better control of what Shipley felt were Covelle's dictatorial practices and other peoples' financial complaints concerning Covelle. Those people knowledgeable about the relationship between Shipley and Covelle contended that Shipley was simply trying to settle an old personal feud allegedly caused by Covelle's refusal to hire Shipley years earlier as a public relations man at OST.

With regard to Miller's situation in 1975, the technical branch itself had just undergone a North Central Accreditation (NCA) visit in March of 1975. This was the first time OST had been evaluated separately from the main campus. The evaluation team had unanimously recommended, effective July 23, that OST be given full accreditation for 10 years, the longest possible time between reviews. The NCA report stated that OST had effective and capable administrative leadership at all levels, that OST's financial program was sound, and that acceptable accounting practices were in evidence. Miller's joy over the positive report was tempered by the allegations being made during the summer of 1975 by freshman state representative J.B. Bennett that Miller was using Chancellor E.T. Dunlap as a "whipping boy" to cover fiscal and administrative indiscretions at OST.

Using the NCA report as a basis, Bennett contended that the report pointed out that administrative func-

tion was a major problem of concern at OST. Bennett also commented that the Regents' Plan for the Seventies calling for the creation of separate Boards of Regents for each of the state institutions of higher learning would eliminate administrators' operating without answering to a Board that would be concerned only with that particular institution's problems. This was the same proposal Shipley made in his conflict with Covelle in suggesting that OST disassociate itself from the main campus as a branch school.

Bennett also alleged that statistics from the chancellor's office showed that Miller requested and received state appropriated funds for faculty salaries and then used the funds for other expenditures. Bennett further accused Miller of subjecting the faculty to "military type regimentation" with no faculty organiza-¹²¹tion to air their grievances. Bennett asked for a meeting with Miller in early July to discuss these and other allegations, but Miller wanted to wait until President Kamm returned from vacation.

Bennett and two other representatives, Bill Robinson and Spencer Bernard, finally met with Miller and Dr. James Boggs, vice-president for academic affairs at OSU on Wednesday, July 16 in Miller's office. President Kamm was still on vacation at the time. Bennett and the other two legislators were dissatisfied with the results of the three hour

meeting and the fact that Miller and Boggs closed the meeting to the press. Bennett continued to allege that Miller delayed faculty raises until January despite the money being available the previous July and that even then only half the appropriated amount was actually given to the faculty. Miller contended that, according to regents' guidelines, he was not limited to spending money for instructional purposes on just salaries. Bennett intimated that Chancellor Dunlap indicated that money allocated for salary purposes should have been spent for that purpose. ¹²² Dunlap denied making such a ¹²³ comment.

Bennett then appealed to President Kamm to assist him in his investigation and continued to accuse Miller of a coverup due to his refusal to let Bennett examine school records. The Sunday edition of the Okmulgee newspaper was filled with editorial letters in defense of Miller, but Bennett contended these were written only through the influence and solicitation of Miller, a contention that was refuted by those signing the letters. Kamm's response to Bennett's request was given the following Tuesday by Kamm's calling Miller a "competent administrator" and saying that he welcomed a ¹²⁴ study of the school's operations. The week ended with statements by Joe Don Kinder, Assistant Director for Business and Finance, calling Bennett's charges "meaningless and disorganized" and accusing Bennett of

holding a grudge against the school. Kinder concluded that with audit procedures used by the school, it was impossible for the school to spend money illegally.¹²⁵

Bennett then took his case to the Regents for A&M Colleges during a luncheon meeting with H. Harber Lampl, Robert Barr, and Edwin Ketchum the following Saturday. The regents agreed to discuss the situation during their afternoon meeting that day.¹²⁶ Miller was not present during the luncheon, but did attend the regents meeting that afternoon. The afternoon discussions resulted in the formation of a special committee to investigate the charges against Miller. Robert Smith, Armon Bost, and Harber Lampl were selected to serve as the investigative team. The regents took note that OST had just received its 10 year NCA accreditation that week and that the board was proud of the school's achievements. However, the board's formal statement went on to say that to "assure total objectivity" in evaluating the performance of OST head Wayne Miller, and because of the "continued interest" of a member of the Oklahoma State legislature, the regents would name a committee to look into the allegations against the director.¹²⁷

The regents' investigative team spent Friday, August 8, 1975, on the OST campus, visiting with the various departments and interviewing the people who Bennett claimed had complaints against Miller.

Although Bennett claimed that 50 or 60 people had contacted him, he could only give the committee about 10 or 11 names and those people denied having any problem with Miller. The committee also were available at the local REC Electric building at the south end of town that night for employees wishing to speak confidentially with them. Only seven employees showed up and they had no specific problems with Miller. Harber Lampl commented that "I've heard nothing but praise for the man. You'd think with as many people as we've talked to today, we'd have heard something. Not one soul ran the man down. I feel we've tried to draw the people out and get them to comment on their feelings concerning Miller. Either we've failed terribly, or else Bennett's claims aren't valid." ¹²⁸ Committee member Ford also commented that " I just knew with all the business people we've talked to, someone would say something different. All we've had is praise for Miller." ¹²⁹

Bennett's response to the committee's initial findings was to call the investigation a "whitewash" and said that the absence of dissension merely showed his charges of oppression and fear were correct. He also vowed to take his case to the legislature for another investigation. ¹³⁰ Bennett was also involved in his re-election campaign at that time and a large part of that campaign centered on the publicity that his charges against Miller brought.

The official regents investigative committee report categorically defended Miller and stated that the charge of misappropriation of funds was not supported by the facts and that Miller had almost unanimous support among his faculty, staff, and employees.¹³¹ The report was released by the A&M Regents to the public Wednesday, August 28. Bennett responded the next day by saying he planned to appear before the state Legislative Council in Tulsa September 10, to request further investigation of Miller and to subpoena witnesses and place them under oath to get at what Bennett considered the truth of his charges against Miller.¹³² Editorials in the Tulsa World and the HEACO Faculty Alumni Newsletter supported Miller and reiterated the charge that Bennett seemed to be on a personal vendetta, based on the absence of proof or evidence by the regents' committee that any of the charges were true.

The Okmulgee Chamber of Commerce also showed its support of OSU, OST, and the faculty and staff at OST with an appreciation dinner at the OST campus on September 2. The bitterness caused by the entire ordeal between Bennett and Miller was apparent that night. Those in attendance as part of the overflow crowd that night were waiting as the various dignitaries were introduced by State Senator Kenneth Butler, who emceed most of the proceedings. Members of the OSU staff, A&M Regents members, President Kamm,

U.S. Representative Ted Risenhoover, and Dr. Kenneth Hoyt, director of career education for the U.S. Office of Education in Washington, D.C. were all introduced, but Bennett who was sitting in the audience just a few seats back directly in front of the speaker's podium, was ignored.¹³³ Miller's leadership at OST was praised and the growth of the school and the recent NCA accreditation approval were highlighted. Ray Hardwick, president of the Okmulgee Chamber of Commerce, also read a letter from Kent Gibsen, vice-president of Kelco, a large employer in Okmulgee, that stated the reputation and excellence of OST in Okmulgee was one of the leading factors for the decision of locating the plant in Okmulgee.¹³⁴ The evening was a very personally satisfying one for Miller, at a time he hoped the personal battle with Bennett was over.

The Okmulgee County News editorial page that Thursday carried Bennett's response to all the recent events. Bennett claimed that the regents' investigation of Miller was "crude and subjective", with individuals not being talked to in confidence and with "planted, pro-administration people subvertly passing the message that to speak against the director would be suicidal." Bennett went on to reiterate his request for another investigation of the school's expenditures and Miller's style of leadership by keeping it on the agenda for the Legislative Council Executive Meeting in

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Tulsa on September 19.

Bennett's feelings about the appreciation dinner surfaced a couple of months later as he called for President Kamm's dismissal, alleging Kamm applied political pressure on businessmen to support Kamm in his opposition to the creation of the position of vice-president for agriculture. The regents originally voted to create the position over opposition from Kamm and from the majority of the agriculture faculty and then later rescinded that vote. Bennett claimed that several members of the Okmulgee business community believed they would lose their OST business if they failed to back Kamm in the dispute with the regents. In reference to the recent appreciation dinner, Bennett said, "They all rush out and have dinners for Dr. Kamm any time he is in trouble."¹³⁶ In a letter to the Tulsa World, Bennett blasted Kamm for alleging using political pressure to control the OSU Regents and rally "pressure from his captive faculties, obligated directors of Chamber of Commerce, politicians looking for expediency, and loyal but poorly informed alumni."¹³⁷ This letter appeared just two days after an editorial in The Sunday Oklahoman had praised the regents for reconsidering their first vote and repeated Kamm's concern for the necessity of creating a new administrative position and the attempt by the regents to bypass normal university procedures for filling the position.¹³⁸

Bennett contended from the beginning of his dispute with Miller that a lot of the information supporting Bennett's claims was suppressed in some fashion and that the people who could support his contentions were too afraid to say anything to the investigative teams. Since Miller made the final decision concerning pay raises for every employee on campus, Bennett's claims of intimidation of OST employees by Miller are certainly open to speculation. Both men had later expressed regret the situation had developed into the bitter dispute that resulted. They also both claimed during the dispute to have the welfare of the institution as their reason for acting and responding as they did.

Although Bennett was not pleased with the results of the investigations, and regardless of whether Bennett's charges had any validity to them, following the release of the Regents' report concerning the allegations made by Bennett during the preceding months, no legislative or higher education person or committee pursued any further investigation of any of Bennett's claims.

Just as Miller was beginning to look forward to the beginning of 1976 with an effort to try to return administrative affairs to a more uneventful status, President Kamm decided to relinquish the presidency and return to the classroom. Kamm was succeeded by Dr. Lawrence L. Boger, the third OSU President to serve

during Miller's years as director. Dr. Boger visited the OST campus during the summer of 1976 in his second official day as new OSU President.¹³⁹ Boger addressed the OST faculty late in the day after visiting several of the departments during the day. His educational background and interest in the type of training at the technical branch seemed to have made the transition from Kamm less apprehensive for the administrators at OST who were concerned about the change in presidents.

With the new president in place, Miller spent the last few years as Director concentrating on recruitment of students and improvement of the educational programs and facilities. Only one other administrative change took place for the next six years when Ed Darby returned to the school in 1977 as Dr. Ed Darby, the new Assistant Director for Academic Affairs. Upon Darby's return, Ron Livingstone assumed the new title of Assistant Director for Personnel and Special Programs.¹⁴⁰ This administrative staff, composed of Miller and the four assistant directors- Jim Moshier, Dr. Ed Darby, Frank Kubicek, and Ron Livingstone, made up "the administration" at OST until Miller's last major administrative reorganization in 1982.

One of Miller's chief accomplishments during this period of time was to gain approval for the granting of college credit for courses taken at OST, effective with the Fall trimester of 1979. Although the first 33

years of the school had seen only certificates of accomplishment or diplomas awarded to graduates, OST graduates were now able to receive associate of technology degrees for certain programs of study. This was a cumulative administrative effort involving Miller, Dr. Darby, and Dr. Larry Williams, the Coordinator of Admissions and Counseling, working closely with the state regents over what seemed to those at OST as an extended period of time before the specifics of the agreement were finally reached.

The concept of associate degrees being offered at OST was not a new one. W.T. Payne, chairman of the State Board of Regents for Higher Education at the time, commented in September of 1966 that the technical school in Okmulgee "will get the associate degree."¹⁴¹ Payne's comments came at a news conference he called to outline long-range higher education goals approved by the regents. One of the goals was to "beef up Oklahoma's lagging role in technical and vocational education." Payne was asked at the news conference why OST was not permitted to grant college credit hours and bestow the associate degree while OSU's technical branch in Oklahoma City and most other junior colleges were allowed to do so. The discrimination against OST had been documented a few months before in a series of articles on higher education in the Tulsa Tribune.

Payne's response was that "Okmulgee Tech" ought to

grant the associate degree. He stated he did not know why this was not brought before the regents prior to now. He praised the school as "doing a tremendous job, one that all Oklahoma is proud of. It is used as an example in other states and its graduates are very much in demand." ¹⁴² Payne assured the newsmen that the matter would be taken under study and worked out for those students who qualified.

Despite Payne's positive comments, it was another 13 years before Payne's assurances became a reality and OST was allowed to grant the associate of technology degree. The rationale and conceptual approach towards the development of the proposal and the actual proposal to revise the functions, educational programs, and academic awards of OST were presented in July and September, respectively, of 1978. The official regents' approval came the following year, effective for the Fall trimester of 1979. The actual changes involved in the educational programs as well as the school's new mission and attendant curriculum changes that occurred in 1987 will be discussed in the chapter on educational programs.

With the improved status of OST in the higher education system by the granting of college credit and the accompanying enrollment increases that followed, the faculty and staff numbers continued to increase. In order to manage the larger staff more effectively,

Miller reorganized the administrative structure again in April of 1982. Dr. Darby was now the Associate Director for Academic Affairs while Jim Moshier served as the Associate Director for Administrative Affairs, with three Assistant Directors reporting to him. The organizational chart showing this new structure is listed with the other charts in Appendix A.

Darby was now responsible for all the instructional departments as well as the Learning Resource Center, the Registrar's Office, and the Coordinator of Instructional Resources. In this newly created position Darby had all department heads reporting to him with their curriculum and equipment concerns as well as coordinating the overall instructional effort of the institution.

Moshier was directly responsible for personnel, housing, public information, food service, agency students, computer services, and student activities. His other responsibilities were directly handled by three assistant directors, who reported to Moshier. Dr. Larry Williams, the Coordinator for the Admissions and Counseling Center, was named as Assistant Director for Student Services. His new title changed his responsibilities to include not only admissions and counseling but also student recruitment, student discipline, and campus security. Frank Kubicek maintained his current title of Assistant Director for

Campus Development and Maintenance. Tom Dooley, the Business Manager, assumed the title of Assistant Director for Business and Finance. Dooley was responsible for the bursar's office, student financial aids office, accounting, vending, and the bookstore. Ron Livingstone, the former Assistant Director for Personnel and Special Programs, had his position phased out and assumed the title of International Student Adviser.

With Kubicek's retirement in the Fall of 1983, a few changes were needed in the administrative structure once more. Kubicek's responsibilities were given to Charles Bramel, the new Coordinator of the Physical Plant, a position now under Tom Dooley. Two assistant business manager positions were created with Tony White now in charge of the bursar's office and purchasing while Nelson Reeder took over the responsibility for the warehouse, vending, and the bookstore. This left Dooley directly responsible for student financial aid and accounting with supervisory responsibilities for the three new positions. A revised organizational chart showing these changes is also included in Appendix A.

Miller's years at the school came at a time when vocational education in the United States was becoming more acceptable at all levels of education as an alternative to the more traditional programs used to train people for potential job success. The Vocational

Education Act of 1963 and subsequent amendments showed increased government involvement and commitment to this alternative form of post-secondary education. The act also increased many states' interests in the potential government funds available for this type of education. However, Miller's unique emphasis on training people at the technician level, rather than just training them for entry level skills jobs, in two-year rather than four-year programs, with a strong emphasis on job placement in the specific area in which the student trained, and with additional General Education studies to provide students with sufficient background for advancement beyond initial job placement, all in a residential school environment, made OST a unique vocational/technical education environment.

Just as the school was identified early on with Keith Covelle, as he continuously crusaded to educate various publics to not only the good works but also the potential of the Okmulgee school, OST and Wayne Miller later became synonymous for many of the same reasons. As he made his retirement announcement in April of 1983, Miller commented that, "From its very first day, Tech was destined to serve a truly unique, pioneering-missionary educational role. Our mission then, as now, was to prepare men and women with necessary skills and education for gainful employment at the technician level."¹⁴³ Although Miller modestly stated that the

development of the school was a team effort and that no one person was totally responsible for the progress on the OST campus, the testimony of many people, in response to Miller's retirement, contained similar comments that the force of Miller's highly energetic personality, his perfectionist attitude towards detail, and his very strong-willed style of management left little doubt as to who was responsible for the significant growth and changes during Miller's 20 years as director.

Highlights of Miller's years as director included construction of nine new educational facilities and renovation of several more buildings to provide lab and classroom space, adding millions of dollars of instructional equipment for student use, construction of new single student housing facilities totalling nearly \$4 million, approval of college credit for many of OST's programs, tripling of the student enrollment from 1963 to the Fall of 1983 (when enrollment reached the school's all-time high), and receiving the maximum possible 10 year accreditation from the North Central Accreditation Association when OST was evaluated as a separate, not a branch, campus.

Other highlights of Miller's administration included the development of a national and international reputation for excellence demonstrated by increasing numbers of visitors to the OST campus,

including the education ministers of more than 30 nations (including China and the Soviet Union), acquisition of funds from the Noble Foundation to aid in construction of the Noble Center for Advancing Technology, a growth of \$700,000 in endowment funds for student scholarship, and improvement of faculty salaries. At the time of Miller's retirement, OST was the number one producer of technical education graduates in the Oklahoma system of higher education. Two-thirds of all college technical education graduates-- more than 22,000 at that time-- received their education from OST.¹⁴⁵ A check of the OST Registrar's records revealed that when Miller retired in the Fall of 1983, the number of OST graduates had increased to over 23,000 with over 17,000 of those occurring during Miller's term as director.¹⁴⁶

With Miller's success at the school reaching all-time records in terms of appropriations, enrollment numbers, and capital improvements, the reasons for Miller's retirement were questioned. Miller felt that fresh ideas and renewed vigor were needed and that his 30 years as an administrator were sufficiently long enough for one individual to influence a college's growth and development. He also felt that leaving under comparatively strong conditions and with the school's continued need for vigorous leadership necessitated a change to younger leadership for the school.

Miller's regrets upon retiring centered around the abundance of World War II hospital buildings that still existed on campus and the declining number of dollars that would be available to purchase new instructional equipment to aid in the school's transition phase to advancing technology.¹⁴⁷

Miller's administrative leadership style strongly paralleled that of Covelle's. That could partially explain why Covelle brought Miller back from the main campus as his assistant director in 1958 with plans for Miller to succeed him as director. Even Miller acknowledged that he wasn't quite sure why Covelle picked him, rather than other administrators who were already on the Okmulgee campus (and had been there during the years Miller was gone).¹⁴⁸ Just as Covelle had expected strong loyalty to the school as well as to the philosophy that Covelle held for the school, Miller's similar administrative organization, with the director at the center of all management decisions, created a similar authoritative perception of the director's position. As discussed earlier in the chapter, both men had even been accused of being dictators, further indicating how strong the perception was that some people had of the type of management style used by both directors.

In defense of Covelle and Miller, the early years of the school under Covelle were tough times financial-

ly and the decisions necessary at that time to keep the school going required immediate actions that group discussions and intermediate levels of administrative decision-making would not have allowed. The military backgrounds and A&M College ties of the early administrators had made this style of leadership, with loyalty to the leader being part of that style, more acceptable to these early staffers than to later administrators.

The early years of the school under Miller, with technical education still suffering from a rather poor public perception, required similar strong leadership for the school to improve its public image and obtain the necessary funding to continue to upgrade its facilities and equipment as well as attract quality faculty. Even though state and federal funding for vocational/ technical education improved during the 1960's and 70's, Miller still fought many battles with the state regents for adequate funding for the school. Miller felt frustrated in his attempts to explain the high costs of the type of education being offered at the technical school as compared to other higher education programs. Miller's frustration was apparent as he commented that, "What we did for the sons and daughters of the taxpayers of Oklahoma was not fully realized in terms of funding patterns for OST." He thus became involved in many situations caught between providing adequate funding for equipment and supplies

in order to provide the type of programs that would attract more students versus providing adequate salary increases for faculty.¹⁴⁹ It is not certain as to whether the early years for Miller would have been as productive for the school had a different style of management, less centered around one person, been used.

As many of the "old guard" administrators began to retire during the mid-1970's, Miller began to restructure the administrative organization of the school to be less centered around one man, with decision-making shared among several subordinates, all of whom reported to Miller. Miller had already started this pattern of organization in the late 1960's, but the sharing of decision-making really began to take effect in the mid and late 1970's as more people began to be involved in the administration of the daily affairs of the school. This was reflected in the increase in the number of staff members that developed as a result of the continued increase in the number of students and faculty during the Miller years.

Miller summarized his years as director by commenting that, " Enrollment on the Okmulgee Branch campus is at an all time high, we are enjoying the best budget in the institution's history, a new Advancing Technology Center is approved for construction, a dedicated and hardworking faculty with the adequate 'latest technology' classroom/laboratory experience is

in place, there is a very good academic leadership, and industry acceptance of the Oklahoma State Tech graduate is outstanding. There is a wide variety of well-supervised student activities appropriate to a male-dominated technical campus and other nonacademic activities have concerned leadership. A well-planned drive is underway seeking private dollars to improve campus housing that will make campus life even better. Under these comparatively strong conditions, it is a good time for a change in the directorship of the Oklahoma State University School of Technical Training." ¹⁵⁰

Miller concluded his comments by saying, " With technology advancing at a frighteningly fast pace, it is a good time for younger leadership, hopefully someone who is experienced in and really in tune with the world of microprocessors, robotics, laser and computer integrated manufacturing." ¹⁵¹ Miller's desire for younger leadership for the school came to pass with the appointment of Robert Klabenes, a 42 year-old Nebraskan, as OST's third director.

The Klabenes Years (December, 1983 -)

Robert E. Klabenes, former director of the Southeast Community College in Nebraska, took over as the third director in OST's 40 year history, in December of 1983. Klabenes received his BA in education from

Wayne State College, Nebraska, in 1962 and his M.Ed. in education from the University of Nebraska in Lincoln in 1967. He received his Ed.D. in education from the same school in 1971. His areas of concentration during both his masters and doctoral degree programs included curriculum development, instructional improvement, and educational administration-- all areas in which he has concentrated since becoming director at OSU Tech.¹⁵²

Klabenes started his educational career in the Albion, Nebraska, Public Schools in 1962, teaching industrial arts for three years. He then worked for three years as a Nebraska state administrative consultant where he was responsible for providing statewide leadership for curriculum development and improvement of instruction for secondary and post-secondary technical and industrial education instructors. In this position he wrote and published two state curriculum guides designed for the improvement of industrial education programs, again showing his particular interest and expertise in curriculum development and improvement of instruction.

Klabenes then served for about three and a half years as educational administrator and supervisor of Educational Service Unit #6 in Milford, Nebraska, and for two years as a research and development specialist for the National Center for Vocational and Technical Education at Ohio State University in Columbus, Ohio.

He was then appointed Director of the Milford and Beatrice Campuses of the Southeast Community College in Nebraska. Both campuses are two-year post-secondary technical education schools. Klabenes was responsible for the overall administration and supervision of the campuses.

Klabenes considered the OSU Tech position a "plum in the vo-tech education business because of the school's reputation for quality instruction and close links to industry's needs." ¹⁵³ His comments on the school's course offerings prior to his taking office signaled what was in store for OSU Tech's future curriculum development. He noted that "technical schools in state-supported higher education systems are moving heavily into computer instruction that relates to areas such as drafting, manufacturing, and electronics." ¹⁵⁴ The implementation of these ideas is currently being accomplished with a complete overhaul of the school's programs of study, effective with the Fall trimester of 1987. These changes will be discussed, along with the changes in the school's mission and philosophy, in the chapter on educational programs.

Klabenes had mixed emotions while driving to his new job as he listened to Governor George Nigh announcing on the car radio the poor state of Oklahoma's economy. Hearing the revelation that money would be an immediate concern for all of the state-supported

agencies in Oklahoma, Klabenes was tempted to turn his car around and head back for Nebraska. Although he had received some assurances from President Boger that the Oklahoma legislature would probably not reduce state appropriations for education even if there was a downturn in the state economy (which later proved to be an inaccurate assurance), Klabenes was faced with directing a school with a record enrollment and declining revenues.

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When Klabenes officially started as director in December of 1983, Darby and Moshier still held the associate director positions with Williams and Dooley as assistant directors. Klabenes used the first year to acquaint himself with the faculty and staff, business-industry advisory groups, and local citizens' groups and made no major administrative or program changes. However, the next three years would prove to be years of constant changes from a restructuring of the administrative staff to changing the school's name, mission, and programs of study.

Klabenes reorganized the administrative structure of the school in July of 1985. Under the new structure, all four of the other associate/assistant administrators maintained their titles, but had different responsibilities. Dr. Darby still supervised the Coordinator of Instruction and the Registrar's Office and added the responsibility of developing the school's

business/industry linkages. His relationship with the instructional departments changed from a supervisory to an advisory capacity. Darby's success in the development of OSU Tech's external educational linkages with business/industry is a strong reflection of the school's revised mission and will be discussed in chapter four on Educational Programs.

Moshier still supervised personnel, food service, and public information. He also was given the responsibility to establish the first centralized placement office for OSU Tech graduates. Prior to this, all placement had been handled by the student's instructional department. Moshier viewed the placement office "as one of the most positive activities I've undertaken here. Now we will be able to better track our graduates as they progress up the ladder of success and we will be able to provide employment services for former graduates who are seeking employment. We have needed this service for some time, and I'm pleased to have been asked to initiate the project." ¹⁵⁶ Moshier had helped earlier to establish the school's audio-visual and closed circuit television system, so establishing new systems was old hat for him. Dooley's responsibilities remained relatively unchanged. Williams added student housing, student activities, and student financial aids to the other responsibilities he previously had. A chart showing this reorganization is

shown in Appendix A.

The other significant change Klabenes accomplished in 1985 was the changing of the school's name. Although the school was generally referred to as Oklahoma State Tech (OST) or "Okmulgee Tech" for over 30 years, the official name of the school since its inception until the name change was the Oklahoma State University School of Technical Training. The school catalogs used the official name on the cover until the January, 1958, issue when the unofficial name Oklahoma State Tech appeared as well. The shorter name became the only name that eventually appeared on future catalogs and was generally used by the school on all items associated with the institution. Klabenes felt the name change was an important positive change for four reasons: the name 1) clearly identified the school as an institution of higher education, 2) immediately communicated to others the school is a part of the OSU system, 3) indicated to others that the school is separate from the state vo-tech system, and 4) removed confusion among private funding sources about the school's being a part of the K-12 system.

Another potentially significant administrative change at the state level at the end of 1985 occurred with the retirement of Francis Tuttle as State Director for the Oklahoma State Department of Vocational and Technical Education. Roy Peters, the Associate Direc-

tor, assumed the Directorship on January 1, 1986. A very influential governmental official, Tuttle had been involved in disagreements with some state higher education officials who offered two-year technical programs and who battled with Tuttle over who should control some of the federal funds that were available to the state. The delineation between post-secondary technical education and area vo-tech training produced more than one dispute between Tuttle and Oklahoma Higher Education Chancellor E.T. Dunlap.

Establishing an area vo-tech school in the Okmulgee vicinity was also an area of interest for Tuttle.¹⁵⁸ The disagreement between Wayne Miller and Tuttle as to the need for establishing an area vo-tech in Okmulgee was partially responsible for state Vo-Tech officials leaving off the Okmulgee school on the list and map sent to out-of-state industry showing potential training facilities for the industries interested in locating in Oklahoma. The State Vo-Tech leadership training program in 1981 had Victor Van Hook of the State Vo-Tech Department, who was in charge of the distribution of this information, designed to lure potential industry to Oklahoma, as one of its speakers. When asked about why OST was left off the list of potential training centers, he initially commented that OST had not contributed to the expense of the literature. When informed that OST might be willing to bear

part of the cost of printing and distributing the information, he then commented that Wayne Miller had not really been as supportive of the state vo-tech programs as they had hoped, and that the need to list post-secondary training centers on their map was not considered necessary.¹⁵⁹ Regardless of whether the conflicts between Miller and Tuttle actually carried over into other areas, the dedication to their beliefs in how each man felt vocational-technical education should best be provided to a larger population, kept them from resolving the issue of the need for an area vo-tech in Okmulgee. Both men continued to be strong advocates of their positions, but no area vo-tech was ever established in Okmulgee.

With the continued increase in the number of area vo-tech schools in Oklahoma and the accompanying increase in enrollments, finances, and political support, some type of more cooperative agreement between the State Vo-Tech Department and the Okmulgee school seemed advisable for the continued success of the school. As part of this new and more cooperative agreement, Peters was asked to speak at the school's graduation ceremonies following the Spring trimester of 1987.

In 1985 Klabenes had started working out an articulation agreement with the State Department of Vocational-Technical Education that he had hoped to

complete within a year or two. However, a proposal by Peters in May of 1987 slowed down the articulation process. He proposed that agreements be made between area vo-tech schools and nearby junior colleges whereby adult and post-secondary students could take their technical courses at the area vo-tech and their academic coursework at the junior college and receive an associate of applied science degree in the process.¹⁶⁰ This proposal, which would provide direct competition for students for OSU Tech, seemed only to reemphasize the past problems between the Okmulgee school and the state vo-tech department. Although so far no regents' approval has been granted for Peters' proposal, the administrative cooperation that was hoped for by Klabenes with state vo-tech officials following Tuttle's retirement appears to be in jeopardy. Klabenes continued the articulation efforts on a limited basis, with Bill Jones, the assistant department head for drafting, coordinating the activities for the fiscal year 1987-88, but the programs participating were limited to Printing, Culinary Arts, and Air Conditioning/Refrigeration.¹⁶¹

Klabenes made two fairly significant administrative changes in 1986-87. With the retirement of Jim Moshier in May of 1986, Klabenes eliminated Moshier's associate director position and reassigned Moshier's responsibilities to the two assistant directors, Dooley

and Williams. With Darby's announcement of his intention to retire effective with the end of the Fall trimester of 1987, Klabenes also eliminated Darby's title of associate director. Darby's responsibilities were changed to reflect the external educational linkages efforts with the Noble Center for Advancing Technology and business/industry and the position is now considered one of several "staff" positions and not at the "administrative" level.

The OSU Tech administration now consists of Klabenes and the two assistant directors, Dooley and Williams. All other administrators are considered administrative staff. The organizational chart showing the changes effective July of 1986 are listed in Appendix A. This chart would not reflect the changes in title or responsibilities that will take place effective with Darby's retirement as associate director.

The only other potentially major change during Klabenes' term as director occurred in December of 1986 as Klabenes announced his resignation as OSU Tech Director, effective January 31, 1987. He had accepted a position as director of the Beatrice campus of the Southeast Community College in Nebraska effective February 2, 1987.¹⁶² A few days later, following a meeting with OSU President Boger, who pledged a strong support for Klabenes' new curriculum efforts for the

technical branch, Klabenes withdrew his resignation and continues to serve as the third director of OSU Tech.

Klabenes' tenure as director has not been long enough, compared to Covelle and Miller, to fully assess how he might be perceived in terms of management style and accomplishments. Although many changes in administrative responsibilities have taken place, the same basic organizational practice of being director-centered in major decision-making is still in place. With Moshier's retirement in 1986 and Darby's retirement at the end of 1987, and the subsequent changes in responsibilities that took place, more people are now dealing directly with the director in making decisions in their areas. The primary decision-making process now centers on the Administrative Council (small group of administrative staff) and the Academic Council (Department Heads). These two groups function basically as advisory and implementation groups for administrative policy. Both groups meet weekly with the director as part of Klabenes' renewed efforts to improve communications and share the decision-making process.

Despite the existence of a Faculty-Employee Council, formed to provide a vehicle for communication with the OSU Tech administration, many employees have resorted to using the traditional route of expressing concerns to supervisors and department heads, who

relate them to the director. Therefore, one could conclude that, despite Klabenes' efforts to provide more people and more input in the decision-making process, he has wound up after three years with basically the same style of management that Covelle and Miller used. This style of management, with employees on lower levels depending on their supervisors, who in turn depend on Klabenes, for most major decisions, has remained relatively unchanged for forty years. Whether this was Klabenes' intent in his administrative reorganization plans is not certain, but it is consistent with past practices. Continued efforts by Klabenes with the three councils mentioned above would seem to provide the best opportunity for changing this trend.

Although Klabenes' management style seems to parallel that of his predecessors, with a director-centered, top-down form of management, his philosophy on curriculum and the mission of the school has been decidedly different. Although the specific changes in curriculum will be discussed in the chapter on educational programs, it is sufficient to state here that, effective with the fall trimester of 1987, OSU Tech ceased to have as its mission serving students on the vocational education level. Feeling pressure from declining enrollments and declining revenues, as well as battling area vo-tech schools and junior college

technical programs for potential students, Klabenes proposed and received approval for pursuing a new "niche" in the Oklahoma higher education system for the technical branch.

Klabenes' new philosophy for the school, implemented by the two administrative councils mentioned earlier, is an attempt to phase out those programs considered more vocational than technical in nature and to upgrade existing programs to a more collegiate level. This philosophy of higher academic expectations of beginning students is certainly a contrast to the philosophy of the first two directors, who felt that open entry to all students, regardless of academic preparation, with eventual training to technician level ability by graduation, was the unique mission of the technical branch in Okmulgee. The results of this new philosophy and educational mission for the school, with such typically collegiate situations as three credit hour courses for the students' shop classes and more stringent academic coursework in their General Education courses, will be anxiously reviewed as students and faculty adapt to the new educational environment.

Having compared Klabenes' management style and contrasted his educational philosophy with that of his two predecessors, it is functional to conclude the report of Klabenes' years by briefly mentioning the

improved physical changes the school has undergone in the short time he has been director. The completion of the Noble Center for Advancing Technology and its subsequent occupancy, the completion of Hannigan and England residence halls, the expansion of the outdoor industrial park, the installation of a campus entrance sign reflecting the new OSU logo, the razing of many of the old barracks buildings, and the securing of funds for the building of a new student center have all contributed to the continuing change in the campus' appearance. These physical changes, when combined with the changes in curriculum, with more emphasis on high tech, computer-based education, are making the school, as has been the trend, a strong reflection of the director.

As mentioned at the beginning of this chapter, just as chapter one discussed the politics and personalities involved in the establishment of the school, chapter two discussed the politics and personalities of the men and women who have directed its activities for the last forty years. By comparing the similarities and differences between the directors in terms of management style and philosophy, the political problems that frustrated both Covelle and Miller, and the backgrounds of other administrators that have been involved in the evolution of the Oklahoma State University Technical Branch, Okmulgee, to its present

state, one can observe why the school has evolved into its present state, and what a significant impact each of the directors has had on the changes in and the direction of the school.

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CHAPTER IV

EDUCATIONAL PROGRAMS

This chapter focuses on the changes in the faculty and educational programs at OSU Technical Branch, Okmulgee, from the fall trimester of 1946 to the fall trimester of 1987. The eleven current (and two former) departments' histories are discussed in terms of what programs of study were offered in each during those years with a limited discussion as to the people involved in the changes. Graphs showing the enrollments of each department from the beginning of each department through the fall trimester of 1987 are also included. Appendix B contains a list of the faculty who served in each department with starting and ending dates and title changes for each person as of June, 1987. A discussion of the changes in the physical facilities used by each department is primarily given in chapter five on Campus Facilities. The Agricultural and College Divisions, returned to the Stillwater campus in 1960 and 1954, respectively, are also discussed along with such temporary programs as the Military Training Program in the 1950's and training programs involving teachers from foreign countries. The chapter

concludes with a discussion of the latest educational program -- External Educational Linkages, perhaps the strongest true mixture of business/industry personnel and OSU Tech faculty and facilities the school has initiated.

The methodology used in developing the history of the departments was a review of a combination of catalog descriptions, trade magazine and newspaper articles, information contained in department files and yearbooks, and interviews with past and present faculty. Although specific dates and changes were impossible to substantiate in many cases, a general overview as to what changes took place and approximate time frames were obtained from these sources.

The methodology used in obtaining information about the faculty was the same, but it also included a search through Personnel Office files of individual records from the old administration building vault as well as the current individual files. Many of these records were badly damaged from water stains or termites while other individual folders were simply incomplete. The information about the faculty in Appendix B was then checked by the Personnel Office at OSU in an effort to obtain missing information about some of the past faculty members.

The methodology used in obtaining the head count enrollment numbers given in the three charts in Appendix C (for all trimesters from 1946 to the

present) consisted of four steps. The first step involved solicitation of head count enrollments from the OSU Registrar's office to see what numbers had been turned in as official trimester totals. Fall trimester totals from 1946 to 1983 were obtained in this way. The Spring and Summer trimester totals were available only from copies of State Regents reports sent from the Okmulgee campus which included trimesters only from the 1970's and 1980's. The head count numbers obtained from OSU were not broken down by division, department or program of study and did not include information about student demographics (age, sex, sponsoring agency, etc.).

The second step involved reviewing the reports sent to the State Board of Regents. Although the Okmulgee campus records included the years from 1952-1986, the years from 1952-1963 included only division totals with no program of study information given except for the Fall trimester of 1963. No regents reports containing head count numbers were found prior to 1952 or for the Fall trimesters of 1954, 1955 and 1959, the Spring trimesters of 1956, 1957, 1958 and 1961, and the Summer trimesters of 1953, 1955, 1957 and 1962.

The third step in obtaining the head count numbers involved two time periods- from 1946 to 1963 and 1964 to the present. The years from 1946-1963 involved

cross-checking the regents numbers with the weekly enrollment reports from May 1, 1946 to April 22, 1964 to obtain program of study enrollment figures, which were then compiled according to department. Different methods were used in reporting enrollment numbers to the regents from 1964 to the present. The reports from 1964-1971 listed only head count enrollments by program of study which were then grouped according to department. Regents reports from 1972-1982 were listed only by department. The years 1983-1985 were listed by program of study and grouped by department- which made department totals easy to attain. The 1986 and 1987 totals were listed by both program of study and department.

The fourth and final step in the methodology involved grouping the department head count numbers according to whether they were Fall, Spring or Summer enrollments. The Fall trimester numbers were the easiest to verify since they were obtained from the OSU Registrar's office and weekly or monthly enrollment reports were found which matched those numbers and which also had a breakdown of the head count by program of study. However, the head count numbers for the Spring trimesters created other problems. As no regents reports or totals from the OSU Registrar's office were available prior to 1952 (as well as other trimesters mentioned in the second step of the

methodology), an attempt was made to find a pattern in the reports, then use that pattern to derive the missing trimester numbers. Previous internal enrollment reports for those trimesters were also examined to aid in verifying enrollments.

The enrollments were divided by departments following the division of the program of study areas into the eleven departments now existing plus two divisions (Agriculture and College) and a program of study (Practical Nursing) that no longer exists but which were included in the head counts submitted to the regents. Many of the agriculture students were enrolled in the college transfer program and their enrollment numbers are reflected in the College Division, rather than the Agriculture Division. Although the Commercial Art program was under the Intensive Business or Commerce Department until the Summer trimester of 1972, when it became a separate department, all Commercial Art program head counts were combined with the printing program enrollments, as these two were merged in the Summer trimester of 1983 to form the current Visual Communications Technology Department. The Farm Machinery and Tractor Repair program was grouped with the Agriculture Division until the Fall trimester of 1952 when it was then counted as part of the Diesel Department. It was eventually phased out at the end of the Summer trimester of 1975.

The Drafting Department enrollments from the Fall trimester of 1954 to the Summer trimester of 1966 also included the Engineering Aide program. The Furniture Upholstery and Auto Trim programs were included in the Automotive Department totals until 1985 when they came under the Small Business Department. The Manufacturing Technology Department was not actually established as a separate department until the Spring trimester of 1972, but enrollments in any type of machinist course or program were listed under that department heading beginning with the offering of the first machinist course in the Fall trimester of 1966.

Any programs dealing with carpentry, cabinet making, building construction or plumbing were listed under the heading of Building Trades. The Radio Repair and Television programs were included with the other electrical programs under the Electronics Department. The enrollment totals for each trimester noted with a * or a # included special program students, drop outs, completions, or rehab-physical students. How many students and which classification are noted with each chart. These charts are listed in Appendix C along with the individual department enrollment graphs. Budget information was obtained from the Business Office and is included in Appendixes D and E. The rest of this chapter presents the changes in the various

educational programs, by department, starting with the two departments no longer in existence -- the Agriculture and College Divisions -- and concluding with the latest program involving External Educational Linkages.

The educational programs of the school were first organized into six divisions to serve two different groups of students who followed two different school calendars. One group of students, in the College Division, took regular college courses for the purpose of transferring the work to a college or university as part of a degree program. These courses were taught by Oklahoma A&M College faculty on the Okmulgee campus and the division followed the same calendar schedule as the parent college. The students enrolled in the other divisions-- Agriculture, Food Trades, Intensive Business, Industrial Trades, and Related Subjects were veterans who took courses designed to prepare them to enter business or industry in as short a time period as possible. These courses were taught by a faculty predominantly separate from the College Division. These five divisions followed a calendar that provided continuous training over an 18 or 24 month period with only brief holiday breaks at Thanksgiving, Christmas, Easter, and a two-week period at the end of the school year in August. According to one of the early school catalogs, these divisions, other than the College

Division, were designed for: "1) persons who do not desire to devote four years to the acquisition of an academic degree, but who desire specialized training in a field of their special interest; 2) persons who have selected their vocations and have acquired some practical experience, but feel the need for further specialized training for advancement in these fields; 3) persons who possess the interest, aptitude, and ability to develop by doing rather than by formal study alone; 4) persons who desire to explore certain vocational trades in attempting to select a vocation; and 5) persons who are severely handicapped and desire vocational rehabilitation." ¹ This philosophy of what population was being served by the school and what the mission of the school would be in relation to the overall education program in Oklahoma remained intact for over 40 years in guiding the educational program changes. It was not until the fall trimester of 1987 that this philosophy changed. This new educational mission and new philosophy about what students should be served will be discussed later in this chapter.

The Division of Agriculture

This division was designed to serve two purposes: 1) it functioned as an extension of the main campus, four-year agricultural programs in primarily Animal Science and Agronomy courses offered through the

College Division, and 2) it trained students in a two-year course in General Agriculture for men expecting to make their living on the farm. The aim of the two-year program, under the leadership of Wayne Miller, was to train students for actual farming rather than to be agricultural specialists. Therefore no college credit was to be given.² A lot of overlap did exist, however, in the two and four year programs in the courses offered. Although the four year program courses were officially listed as separate departments under the College Division, the courses were still taught by Miller's technical agriculture faculty. Emphasis in the two-year program was placed on producing farm commodities efficiently, marketing farm products advantageously, conserving soil and other natural resources, managing a farm business, and maintaining a favorable environment. The courses were taught in "seasonal sequence" with a lot of the instruction involving hands-on job work and observation of the results. The admission requirements were informal with no particular previous education necessary. Students received a certificate of accomplishment upon completion of the program.³

The subjects included in the early two-year (six trimester) program in General Farming included Agricultural Economics, Animal Husbandry, Agricultural Engineering, Agronomy, Poultry Production, Dairy

Production, and Horticulture with a course in Entomology added the following year. The faculty the first year consisted of Wayne Miller and Hugh Rouk. Miller was listed as part of the technical agriculture faculty while Rouk was officially part of the College Division faculty.⁴ Rouk, like Miller, had served as an assistant county agricultural agent. He also had taught plant sciences at Murray State College, served two years in the military, and worked for the Oklahoma A&M Extension Service in Wagoner County before rejoining the A&M faculty in 1946 and being assigned to the new technical school. Rouk returned to the main campus Agriculture Department in 1948.⁵

Director Covelle had commented to Miller at one time that "you don't teach agriculture, you teach farming."⁶ The technical agriculture program, sometimes referred to as the "cow, sow, and hen" program, adopted Covelle's slogan "We teach farming" on the division stationery and even placed a 4 X 20 feet sign carrying the same message on the roof of the farm shop building located directly across from what is now Covelle Hall. Raymond Dyke, the school Business Manager, complained strongly about the waste of the \$64 used to make the giant sign. Dollars were extremely scarce in the beginning and hammers and nails were about the only thing the division could actually buy. All other materials were to be "appropriated" from

other sources. The resourcefulness of the agriculture faculty in using materials from the hospital wards and the prisoner of war camp to construct Agriculture Division facilities will be discussed in the chapter on campus facilities.

Resourcefulness was also needed in providing students access to the livestock needed for demonstration in the animal science courses. Since the school had neither the facilities nor the money to purchase and house all livestock necessary for a quality agricultural program, the Watson Ranch, located a few miles northeast of the campus, became a source of live demonstrations in the care and feeding of livestock.⁷ The ranch became a frequently visited location as part of the weekly field trips taken by the agricultural students. Dr. Fred Watson and his brother Gene, who managed the ranch, had a large horned Hereford cattle operation, a flock of 700 western ewes, and a flock of about 200 purebred Hampshire sheep. Besides providing students with opportunities in livestock judging and grading of market animals, the large number of animals on the ranch also enabled the students to develop hands-on skills in administering worm control medicine to the ewes, docking and castrating the lambs, and in dehorning and castrating the cattle.⁸ This hands-on philosophy in learning was the distinct feature for all technical programs at the

school initially, and became the trademark of the school in later years with its motto of "educating hand and mind."

The agricultural division was later able to develop its own on-campus flocks of poultry and sheep as well as dairy and swine herds. Technical agriculture students were assigned one to two hours of supervised chores each day, doing such work as milking cows, feeding swine, mixing rations, and grading eggs, with the students rotating assignments each week. The students and faculty also worked together in building fences, establishing pastures, and remodeling existing facilities to accomodate their increasing needs.⁹

Other programs were added to the curriculum. A six trimester program in Farm Machinery Mechanics was started in the fall of 1950 with T.J. Wharton as the instructor.¹⁰ At the recommendation of the agriculture advisory committee, who wanted some short courses added to these two programs, John Phipps taught a course in poultry that went 6 hours per week for 16 weeks. Wayne Miller commented that because of skimpy pay and few benefits for the early employees, eggs and chickens were made available at a very low price as an incentive. The eggs and poultry sales became the focus of many in-house jokes, especially during the Christmas season.¹¹ Eggs were given to some off-campus people who had shown their interest in helping the school as

part of the department's public relations program. Following the closing of the agriculture program, this practice changed to the Baking Department's providing a sack of cookies or a small fruitcake, another practice that endured many years of in-house humor.¹²

Miller returned to active duty with the Marines Corps early in 1951 and Robert Daugherty became the acting head of the division in April of that year.¹³ Daugherty graduated from Oklahoma A&M College, majoring in Animal Husbandry, and also served as a captain in the US Army during World War II. He joined the Agriculture Division staff in March of 1948 as an instructor in Animal Husbandry. Prior to that he had spent 2 1/2 years in extension service work with Oklahoma A&M College as an Assistant County Agent in Bristow, Oklahoma.¹⁴

Following Miller's service in the Marine Corps during the Korean Conflict, he was selected to be the Project Director of OSU's Animal Husbandry section of the Agricultural Extension Service. Daugherty later joined him in this office.¹⁵

In 1952 the Farm Machinery Mechanics program had been shifted to the Industrial Trades Division and two three-trimester programs had been added. These two programs included Greenhouse Management and Landscape Design taught by Estle Smith and Poultry Production taught by John Phipps. The latter program replaced the

16
previous short course offering.

The following year brought a new division head, Alexander Wiederkehr and a new three-trimester program in Dairy Production.¹⁷ Wiederkehr came to the school in the summer of 1948. He graduated from Oklahoma A&M College, majoring in Agronomy, served in the US Army during World War II with a rank of First Lieutenant, and served two years as Veteran's Agricultural Training Instructor at Garber, Oklahoma, prior to coming to the Okmulgee campus.¹⁸ The Nurserymen's Association of Oklahoma helped design a Nursery program for the school and this program was added to the division in 1954.¹⁹ These programs remained intact until 1956 when the General Farming program was reduced to five trimesters and the Farm Machinery and Tractor Repair program returned to the Agricultural Division from the Industrial Trades Division.²⁰

The last major program changes occurred in 1959-60 when the Division of Agriculture program was being phased out due to a changing national agricultural picture and a severely decreasing enrollment.²¹ By 1959 the only program left in the division was the Farm Machinery and Tractor Repair program and this was absorbed into the Diesel Department curriculum in the Industrial Division. This change actually made Voyd Self, the Diesel Department Head, also the head of Agriculture.²² The last enrollment figures actually

attributed to the Agriculture program occurred in the
spring trimester of 1960.²³ From that time, the
Agriculture Division or program ceased to exist at the
school.

College Division

The College Division, as mentioned before in
Chapter Two, was originally set up to help with the
overflow of returning veterans and new students on the
main campus. The first school catalog had no specific
mention of a College Division other than elective
academic courses designed to supplement vocational
training, but these courses actually later became the
Related Subjects Division for the Industrial
courses.²⁴ The College Division was one of the six
divisions listed in the second school catalog, along
with the Agriculture, Food Trades, Industrial Trades,
Intensive Business, and Related Subjects Divisions.²⁵

Dr. James H. Zant served as the first head of the
College Division. Zant obtained his AB degree from
Southern Methodist University in 1920, his AM degree in
1923 and his PhD in 1934 from Columbia University. He
taught six years at Southwestern State College at
Durant and 16 years at Oklahoma A&M College prior to
coming to the technical school. He also served in the
infantry in World War II.²⁶ As did the other division
heads, Zant was forced to assemble a teaching staff

very quickly. Many of these first teachers barely made it to the campus ahead of the students. Some of the College Division faculty were transferred from the main campus while others were newly hired specifically for teaching at the technical branch, some on a temporary basis only.

The entrance requirements for students in this division differed from those in the other divisions. Early catalog information states that any veteran who qualified for vocational training under Public Laws 16 or 346 (the Vocational Rehabilitation of Disabled Veterans Act or the Servicemen's Readjustment Act) was eligible for admission to the school of technical training. High school graduation was not required. Ability and experience were stronger factors than formal training in admission of a student. However, admission to the College Division required the student to meet the same admission standards as the students enrolling in classes on the main campus. This normally meant that the student would have been a high school graduate.

A student could enroll in the College Division without being a high school graduate. Veterans who did not graduate from high school but who scored sufficiently high on the psychological test could be admitted. Students admitted on this basis could pursue degrees or certificates in any areas except the

Bachelor of Science in Education and teacher's certificates, both of which had state regulations requiring high school training or its equivalent. ²⁷

Some overlap occurred in at least one area as students in the Agriculture Division actually took courses where two and four-year program students enrolled in the same courses under different divisions. Such enrollments were separated when listed in the Registrar's official enrollment numbers.

Credit was also given to some students for some educational work done while they were in the service. This fell into two main categories: 1) credit granted by the United States Armed Forces Institute as a result of either regular classwork or special examinations, and 2) credit granted for work successfully completed in some of the service schools, with the student's supplying a record of the work done and a copy of the veteran's honorable discharge. ²⁸

The College Division had four distinct functions. It provided basic training for students enrolled in any college course, including general education, language, mathematics, and sciences. It offered many of the specialized courses needed by students in five divisions: agriculture, arts and sciences, engineering, education, and home economics. It provided a broad survey of several different fields through the curricula in arts and sciences. It also tried to

provide, in part, the cultural background
characteristics of a well educated man or woman. ²⁹

The College Division also followed the same calendar as the main campus, rather than the technical school calendar. This was designed to facilitate transferring of students from the technical school to the main campus. This division followed a pattern of two 16-18 week semesters and an 8 week summer term.

Coursework in the College Division was offered under the supervision of the deans of the schools from Oklahoma A&M College and coordinated by Dr. Zant. J.C. Hammond replaced Zant as acting head of the College Division in 1948. ³⁰ Hammond also served as school Registrar and acting head of the College Division the following year and then as Registrar and Head of the division for a couple of years. T.P. Chapman then served as head of the division for two years (1952-53) with Grady Clack assuming those responsibilities after ³¹ that until the division closed in 1954.

The original main campus divisions who offered courses were the divisions of Agriculture, Arts and Sciences, Engineering, Education, and Home Economics. Departments under each of these divisions offered a variety of courses. The main campus schools offering courses changed only a little over the years.

The Spring catalog for 1948 showed essentially the same main campus divisions involved in offering

courses. However, the School of Commerce replaced the Home Economics Division in offering courses at the technical branch.

By the spring semester of 1951, engineering courses were now being listed as being offered through the Oklahoma A&M College Institute of Technology.³² Philip Rulon, in his book Oklahoma State University-Since 1890, described the reasoning behind this change. A summary of the events showed Oklahoma A&M College, chosen from over 110 universities and foundations, received equipment from a German laboratory, supposedly valued at two and one-half million dollars. The equipment had been part of an international war reparations agreement. Prior to the arrival of the equipment, Dr. Bennett had asked the Board of Regents to change the title of the division of engineering to the Oklahoma Institute of Technology (OIT). He also suggested the name of this new laboratory be named the Oklahoma Power and Propulsion Laboratory and that it be made a sub-division of OIT. These requests were granted. It was hoped this lab would be the center for diesel research in the United States. Many top academicians from across the country were enticed to Stillwater to participate in the project. However, the equipment had, unknown to U.S. Army officials, been depleted by the Russians and was found to be almost worthless. The state of Oklahoma had appropriated

funds for higher education at an amount similar to that encountered during the Great Depression while military funds for the project never came. The project thus dissolved into one large disappointment as many faculty suddenly found themselves unemployed and the university found itself with several departmental title changes for the benefit of a small pile of unuseable lab
 33
 equipment.

As enrollments in the College Division declined, all courses and most instructors were shifted back to the main campus. The division enrolled its last students in the spring of 1954, after which the
 34
 division ceased to exist at the technical branch.

Division of Intensive Business

The Division of Intensive Business started as one of the school's original six divisions in October of 1946. The first catalog listed the business courses as Commercial Work followed by a list of small business
 35
 units. Ray Dyke served as the first department head and as an instructor. Classroom equipment consisted of ex-hospital nurses' desks and small night stands for student desks. Typewriters stored on campus were then rounded up for the beginning typing classes and moved to the division's new location - in what had been the
 36
 old receiving ward of Glennan General Hospital. Dyke and Hazel Rouk, who also served as Dyke's secretary,

taught the first classes, assisted by a late-hired M.R. Work.

Commercial Art was added to the curriculum for the next trimester, taught by Roy Belford in the same building as the other Intensive Business courses - accounting and business administration, small business management and selling, and distributive education.³⁷

One interesting room in the building used by the commercial art students was an operating room where German Luftwaffe men were once examined and operated on. The room had black-out curtains, a lavatory with knee-control faucets, and a battery of overhead lights.

The lighting system proved very useful for students using the silk screen process to make colorful posters while the lavatories came in handy to students who worked with certain photographic stencils.³⁸ The

Commercial Art Department was one of the few schools in the country to develop and emphasize the silk screen process.³⁹

As in the Agricultural Division, some cross-over of students from other departments took place. Trade students were allowed to enroll in regular intensive business typing classes. They were allowed to enroll at any time during the semester and to progress at their own rate of speed. The small business management class was also designed for those trade students who wished to establish a small business of their own.⁴⁰

As enrollment increased, new faculty hirings and transfers became necessary. Roy Ayres and H.J. Watson were hired to teach small business management and accounting, respectively, beginning with the fall trimester of 1947.⁴¹ Stenographic and General Office Training were added to the curriculum beginning with the Spring trimester of 1948. Geraldine Ebert transferred from the Related Subjects Division to teach courses in this area.⁴² Ray Dyke was appointed the school's Business Manager in June of 1948, with Roy Belford becoming acting head of the division at that time. Belford later became the department head for Intensive Business, a position he held until his resignation in December of 1962.⁴³ The same year these changes took place, Joe Taylor and A.B. Dishman were hired to teach in the Accounting and Business Administration Department, and H.J. Watson resigned.

The next year brought the addition of a Ceramic Art course to the division. John Frank of Frankoma Pottery of Sapulpa, Oklahoma served as part of an advisory committee that helped determine the floor space and building requirements for the newest addition to the Commercial Art Department. Donald Rowland was hired as the first instructor.⁴⁴

Three other faculty members were added that year. Ernest Olmstead and L.W. Harrison were hired in 1949 to teach accounting and business practices, respectively.

Duane Wittmer was also hired that year to teach commercial art while A.B. Dishman resigned in September of 1949 due to poor health.

The following year brought a few new faculty members and a couple of new programs. James Brian, who had been a lab assistant in the department for over a year and a half teaching a few classes,⁴⁵ completed his degree at Oklahoma A&M College and joined the faculty full-time.⁴⁶ He taught the new six-trimester program in Retailing.⁴⁷ A new program in Bookkeeping was also added.⁴⁸ Stanley Hopper was hired for only six months, replacing Roy Ayres, who was recalled to active military duty in September of 1950,⁴⁹ while Loran Harrison resigned, taking a job with the Federal Bureau of Investigation.⁵⁰

No significant changes took place again with the faculty or curriculum until 1952. The year started with only Brian, Rowland, Olmstead, and Taylor still on the faculty. They were joined by Ona Rathbun, who was teaching a new eight week program in PBX Switchboard Operation.⁵¹ Students were trained by Rathbun as relief operators, then as vacancies occurred, these students would be employed as permanent operators for night duty and weekends. She began her own PBX telephone experience with SW Bell Telephone, the Indianahoma Refining Company, Gladys Belle Oil Company, and Frick Reid Supply Company of Tulsa. During the war she

worked at the Glennan General Hospital and then afterwards at the technical school as PBX Supervisor before assuming her teaching duties. She had commented that her duties as PBX operator had caused her to try to find answers to such diverse questions as "What date did the war end?", "How far is it to Durant and how much gas would it take?", and "My child is lost in the halls. How would you suggest I go about finding her?" She commented that as part of her work she felt that an operator should try to know the answers to as many questions as possible.

Several other curriculum changes also took place that year. The six trimester Accounting and Business Administration program was replaced by a four trimester Accounting and a two trimester Bookkeeping program. A three trimester program in Pottery was added to the Commercial Art curriculum as well as a three trimester program in Poster Art and Screen Process Printing. The Retailing program was expanded to include a program in Retail Lumberman. This was a three trimester program for people wanting to get into the retail lumber business. The Secretarial program was expanded to include a three trimester Stenographic program as well as a two trimester Junior Stenographer program.

Two years later the title of the division was changed to the Division of Commerce. No new programs or faculty were added during that time. The catalog

did list some female faculty members as new faculty teaching Business Practices, but this course was actually considered part of the Related Subjects Division and will be discussed in the section on the Related Subjects/General Education Department. The only program change during that time was that Ceramic Art was now referred to as Ceramic Technology.⁵⁵

The next two years, 1955-56, brought only minor changes as Ceramic Technology and Pottery were dropped from the curriculum and Carolyn Kerr and Bessie Tillery were added to the faculty to each Commerce and PBX Operation, respectively.⁵⁶ The following year Mary Barrett was added to the faculty as a Commerce instructor, a tenure that would not end until her retirement 28 years later. The Junior Stenographer program was also dropped that year.⁵⁷

The end of the 1950's brought the addition of several new faculty members and a few curriculum changes. Nolan Pevehouse and Charles Hickman were added to the Accounting faculty in early 1958 and 1959, respectively, while Kenneth McRight began teaching Commercial Art and J.W. Martin started teaching commerce courses in 1959. The Lumber Retailing program was dropped in 1959 and the Secretarial program now consisted of a four trimester Secretarial Training program, a three trimester Stenographic Training program, and a three trimester Clerk Typist program.⁵⁸

The early 1960's brought no curriculum changes, but considerable faculty changes. In the fall of 1961, Daugh Howard and Nancy Hill replaced Hickman and Pevehouse in teaching the Accounting courses while George McFarland began teaching Retailing.⁵⁹ Gail Williams and Jimmy Hawkins joined the faculty in 1962, teaching commerce and accounting courses. Gary Myers was appointed head of the Commercial Art Department in that same year.⁶⁰

Roy Belford resigned as head of the Commerce Division in December of 1962. Joe Taylor, an instructor in the department since 1948, was promoted to that position in June of 1963. Taylor served as department head for over 16 years before being appointed as an administrative assistant to the Director in September of 1979. He held that position until his retirement in the spring of 1983.⁶¹ The same year Taylor became division head was also the last year that enrollment records indicate the school was administered through the three divisions still remaining at that time. As mentioned earlier in the chapter, the Agriculture Division had ended officially in the Spring of 1960 while the College Division had been shifted back to the main campus in 1954. This left only the Commerce, Foods, and Industrial Divisions as the educational organizational units. Beginning with the Fall trimester of 1963, all enrollment numbers

were given according to the department the student was enrolled in, with no mention of what division under which that department would have normally been listed.⁶²

Myrl Norris and K.O. Herwig joined the Commerce faculty that same year (1963). Herwig later taught in the General Education Department and served as a counselor in the student services area. A one-trimester Key punch Machine course was added to the curriculum in 1964 as well as a six-trimester General Business program. Poster Art and Screen Process Printing was dropped and the Retailing program was incorporated into the new General Business program. Maxwell Lewis and Robert Rainwater were added to the faculty that year teaching Commercial Art and Advertising⁶³ while Sherry Kinder, Janet Armstrong, Charles Davis, Gary Thornton, and Shirley Moshier joined the Commerce⁶⁴ faculty in 1965, and Patsy Martin (Zink) in 1966.

The year 1966 brought an unusual program and an unusual faculty member. The unusual program was the introduction of the Electronic Data Processing program, set up by the Oklahoma State Vo-Tech Department, to train computer programmers and systems analysts through the use of a data communications network, using the facilities of Western Union. Students in the two-year course worked with an RCA 301 computer at the school that was one of eight such computers linked throughout

the state with an RCA Spectra 70-35 computer located at the state capitol. Western Union's high speed data circuitry linked each institution's computer with the data center computer. The use of the data center provided a "clearinghouse type of operation to assist in establishing uniform instruction and to help schools in solving special problems." ⁶⁵ Although the concept of sharing resources to provide expanded educational opportunities for students was unusual at the time, the concept is now regaining momentum as funding at most Oklahoma institutions has become critical. One such modern-day equivalent could be the satellite course offerings from the OSU Media Center to various high schools. These schools have neither the number of students nor the budget to offer such courses on their own, but by linking with other small schools, are able to offer expanded course offerings by linking with a central satellite on the OSU main campus.

The unusual faculty hiring in 1966 occurred when H.E. Carlile was hired to teach in the Commerce Department. What made his hiring unusual was the fact that at the time of his hiring Carlile was the President and Chairman of the Board of the First National Bank of Stigler, Oklahoma, positions he had held since 1949. Carlile taught while doing graduate work at OSU, Stillwater, and had served as a classroom teacher and superintendent of schools. He had also been vice-president

of the Morris, Oklahoma, State Bank, transportation specialist for the Office of Defense, and supervisor for the E.I. DuPont Company at the Oklahoma Ordinance Works.⁶⁶ Carlile only stayed through the spring⁶⁷ trimester of 1967 before resigning.

Five new faculty members joined the faculty of the Commerce Department during 1967. E. Lee Potts took over as Supervisor of the Commercial Art Department in January of 1967, succeeding Elijah Eaton, who had served as the head of that department since 1949. R. Gary Borchert also started as a Commercial Art instructor in September of that year while H.E. Ezell and Vina Yvonne Rickey both became part of the commerce faculty at that time. The only other personnel change during that time was the full-time placement of Robert Leckie as an instructor in the department. Leckie had served as the General Store Manager since January of 1966 before also teaching starting in January of 1967. He then began teaching full-time in May of that year⁶⁸ until his retirement in January of 1987.

The following year brought several changes to the department. Perhaps one of the biggest changes was the change of the name of the department from the Commerce Department to the Business Education Department. The department now included programs in Accounting (6 trimesters), Secretarial (4 trimesters), Bookkeeping (4 trimesters), Stenographic (3 trimesters), General

Business (6 trimesters), Electronic Data Processing (4 trimesters), Key Punch (1 trimester), and Commercial Art and Advertising (6 trimesters).

The faculty additions in 1968 included Ralph Imbeau and H. Allen Shaw to the Commercial Art faculty, Addison Miller in the Electronic Data Processing program, James Hedrick transferred from General Education to teach Accounting and Peggy Butler hired to teach in the Secretarial program.⁶⁹ Butler was later promoted to Supervisor of that program in 1975, a position she still holds today. Butler's significant contributions to technical education in the secretarial area were recognized in later years when she received the Joe Ables Award from the Oklahoma Technical Society in the spring of 1983.⁷⁰ This award is presented by that professional association to a member who has exhibited meritorious and professional achievement in technical education. Butler was instrumental in developing the legal and medical secretary programs that were started in the Business Education Department with the fall trimester of 1971.

The following year brought Davis Sellers, Velma Baker, and Billie Hightower to the Commerce faculty while 1970 brought Robert Coyle and Wayne Stogner to the Electronic Data Processing faculty⁷¹ and a change in the program from four to five trimesters. Stogner had actually transferred from the General Education

Department where he had taught since August of 1964. One new program - Art for Reproduction - was added to the Commercial Art curriculum⁷² while one faculty addition occurred as Carlisle Waugh took E.L. Potts' place as Supervisor of the Commercial Art Department in October of 1970, a position Waugh held until he⁷³ resigned in 1981.

Three new faculty members and four program changes took place in 1971. Leo Tillman joined the accounting faculty in February while David Horn and Lynda Westhafer (Shoemake) began teaching in July. Westhafer left in May of 1977, returned to teach on an eight month appointment in 1981-2 and a four month appointment in 1983, and finally returned to teach on a full-time basis in September of 1985. Horn switched to working in the Student Financial Aids Office in January of 1973. He became the Assistant Head of that office in July of 1974 and was finally promoted to the Head of Student Financial Aids in October of that year, a position he still holds today.⁷⁴ The program changes involved adding the Legal and Medical Secretarial⁷⁵ programs with the fall trimester of 1971 and changing the titles of the Electronic Data Processing program to Business Data Processing and General Business to⁷⁶ Management and Marketing.

The following year brought Pamela Williams to the⁷⁷ faculty and a separation of the Commercial Art

Department curriculum from the Business Education
Department curriculum during the summer trimester.⁷⁸
Although the Commercial Art Department faculty had been
listed in the catalog as teaching in a separate
department, the curriculum had always been listed under
the Commerce or Business Education Department catalog
listings. The enrollment for Commercial Art had also
been listed by the Registrar's Office as being part of
the Commerce/Business Education Department's
enrollment. Both of those situations changed beginning
with the summer trimester of 1972. The faculty and
curriculum changes in the Commercial Art Department
from that point to the present will be discussed in the
section in this chapter on the history of the Graphic
Arts Department.

The next three years brought only a few changes.
George Grayson joined the faculty in May of 1973 but
left in January of the next year. George McFarland was
promoted to Assistant Department Head in June of 1973.
Even though she had taught full-time loads since
1966, Patsy Martin (Zink) did not officially have her
status changed from assistant to full-time faculty
member until October of 1974. C. Sue Cook joined the
Business Education faculty in September of 1975.⁷⁹ Joe
Taylor was honored that same year when he received the
Joe Ables Award from the Oklahoma Technical Society for
his accomplishments and service to technical education.

One of Taylor's key accomplishments was the establishment of the Word Processing Center at the technical school. This center was the first in the state to provide instruction for secretarial students on the IBM MTST-MTSC. Taylor was also instrumental in working with his secretarial instructors in developing two shorthand wheels for use by legal or medical secretarial students. The wheels featured unusual legal or medical terminology with the proper shorthand symbol and were used in several high school secretarial programs.

The next three years brought several new faculty members but no real changes in the curriculum. Roger Withers and Tony White both joined the faculty in September of 1976. Withers left two years later while White became the Bursar in the Business Office in July of 1981. In September of 1983, White assumed his current position as Assistant Business Manager. Rebecca Jordan and Erma Jacobs both taught for eight months only for the fall and spring trimesters of 1977-78 and 1978-79, respectively. Mildred Reynolds and Janice Dulin also started teaching in the department in 1977 with Ann Carey and John Olive joining them the following year. Reynolds taught in both the General Education and Business Education Departments, was shifted to only General Education in

1979, and switched to only Business Education in 1981. She taught for two more years before resigning to join the Business faculty at Northeastern State University at Tahlequah, Oklahoma in 1983. She then returned to the Business Education faculty in 1985. Dulin taught for four years before resigning in 1981. She then returned in 1983. Carey actually started as a Computer Operator at the school in 1977 and later became Supervisor of the data processing section. She was later appointed Coordinator of Planning and Evaluation in 1986, a position she left to go to work for IBM in 1987.

The next year (1979) brought two significant changes in the department. The first major change was the hiring of Richard McNeil as the department head in September of that year. McNeil replaced Joe Taylor, who was now an Administrative Assistant to the Director. Vicki Stortzum also joined the faculty at that time.⁸¹ However, neither McNeil nor Stortzum remained at the school long as McNeil left in June of 1980 while Stortzum left in September of the following year. Jerry Baird then replaced McNeil as department head starting in July of 1980, a position he still holds today. The second change occurred on October 1, 1979. That date signified the beginning of the fall trimester and was the first time that college credit was to be given for courses offered at the technical

branch. The Oklahoma State Regents for Higher Education had approved college credit for many of the courses at the school and the granting of associate degrees in many programs. The old system of designating courses by how many clock hours a student attended class was replaced by the regular credit hour system used by other higher education systems in the state. This necessitated a complete change in the way the curriculum was now listed in the catalog.

The programs of study for the Business Education Department now included six associate degree programs and three diploma (non-degree) programs. The six degree programs included Accounting (90 credit hours), Business Data Processing (74 credit hours), Management and Marketing (90 credit hours), Legal Secretarial Science (78 credit hours), Medical Secretarial Science (75 credit hours), and Secretarial Science (75 credit hours). The three diploma programs included Accounting Clerk (60 credit hours), Clerk Typist (59 credit hours), and Stenographic (60 credit hours).⁸²

Only minor changes in the curriculum took place the next seven years. In 1983 the Stenographic diploma program changed to a 71 credit hour associate degree Correspondence Secretary program. The Business Data Processing Program added 15 credit hours to its requirements, Legal Secretary added eight, Secretarial added one, Medical Secretary dropped two, and the

Clerk/Typist program decreased by two credit hours.⁸³

The other minor changes occurred in 1986 with the Clerk/Typist, Correspondence Secretary, and Legal Secretary all adding one credit hour to their programs.⁸⁴

The faculty changes during the 1980's have included Kenneth Decker teaching data processing from 1981-4 and M. Lynell Roach (Peterson) and J. Charlene Hart both teaching from 1981-present. Hart had worked at the school in secretarial positions since 1966 before teaching. Becky Columbin has taught in the department since 1982. Prior to that she worked for the school as a computer programmer and as supervisor of the computer services. Daniel Claborn has taught data processing since 1983. He also served as a computer programmer for the school from 1981-3. Janice Dulin returned to the faculty in 1983 after being gone for two years. Linda Carlile also joined the data processing faculty in 1984, having worked off and on for the school in several computer-related jobs since 1971. Robert Coyle also rejoined the data processing faculty in 1986 after an eight year absence. Mildred Reynolds returned to the secretarial program in 1985 after a two-year absence and Paul Richard Williams and Brenda Lewis were added to the faculty in 1985 and 1987, respectively. Lewis had worked as the department secretary prior to teaching.⁸⁵

The department name and programs were completely overhauled in June of 1987. The department name was changed to Business and Office Occupations Department and all the programs of study were changed to associate degree programs. All the programs except Accounting, Business Data Processing (which was changed to Computer Information Systems), and Management and Marketing listed several course options under the general program heading. The Secretarial Science and Clerk/Typist programs were dropped as were the Accounting Clerk and Correspondence Secretary programs.

The new department programs now include Accounting (90 credit hours), Management and Marketing (90 credit hours), Computer Information Systems (90 credit hours), which is now listed separately under Computer Science Technology, Legal Secretary (88 credit hours), Medical Secretary (87 credit hours), Administrative Assistant (89 credit hours), and Automated Office Assistant (89 credit hours). The Administrative Assistant and Legal and Medical Secretary programs all have the same four course options of Automated Office, Electronic Publishing, Microcomputer, and Typesetting while the Automated Office Assistant program offers the last
86
three course options.

Division of Food Trades

The Food Trades Division, one of the six original academic divisions in the fall of 1946, began with the Bakery and Restaurant Practices Departments. The cafeteria was also started up at that time with Dr. Daisy Purdy and Ellen Tyler in charge. The cleaning of stored equipment and hiring of cooks, counter girls, dishwashers, stockroom men and other employees kept Purdy and Tyler quite busy. The early equipment consisted of seven fifty-gallon steam fired-stock pots, five steam-fired pressure cookers, two broilers, eight ranges, two bakers' ovens and an assortment of smaller utensils. Three meals per day, seven days per week were provided to the students. Each student was required to purchase a meal book for all meals served in the cafeteria. If a student missed a meal, he simply lost that amount from the meal book. Only one menu was offered and no choice of foods was given. Eventually a new system of meal books provided for students to miss Saturday and Sunday meals and cash in the tickets for those days. A multiple choice menu was added in 1948 and students began paying for only the food they actually put on their trays. A snack bar was completed in September of 1950 to add to the students' food options and a grill room, called the Red Door, was also added.

The Bakery Department started with Joe Qualls, a local baker, setting up courses in what was the old hospital bakery. This gave the department a better start than most other departments since a lot of the necessary equipment for instructional purposes was already in place. John Fite helped Qualls for the first couple of years in teaching the first groups of baking students. John Summers was hired as the manager of the Bakery Department in 1947. His background and some of the problems he had as department head were discussed earlier in chapter two. Both Qualls and Fite resigned in 1948 and were replaced by George Minor and C.J.

⁸⁸
McAfee. McAfee was in charge of the Experimental Bakery while R. Dennis Jett was hired in 1949 to teach ⁸⁹ in the regular bakery shop.

Summers aided in the organization of a four-state baking committee that acted as an advisory group and as a source of equipment and funds for the department. Although, as mentioned earlier in chapter two, this group did apparently have some cross moments with Summers, this association did provide the school with \$4000 (\$1000 from each state's association) which was used to purchase ovens, machinery, and equipment for the formation of an experimental bakery. Bakery goods were made available to the employees and students through the baked foods store in the "Times Square" area on campus as well as to the cafeteria and student

stores on the main campus in Stillwater. A bread truck purchased by the technical branch was used to deliver bread and pastry orders to the Stillwater campus on a daily basis. Kansas joined the other states involved in the baking committee in 1950.⁹⁰ Jett and McAfee resigned that same year and were replaced by Ira Eldridge and Loyd Farthing. Willie Prejean was added to the staff later in 1950 and Byron Mead in July of 1951.⁹¹

It was also in 1950 that the Restaurant Practices Department changed its name to the Culinary Trades Department. This department had started in the Spring of 1947 under the leadership of Ellen Tyler, the first and, to this date, only female department head at the school.⁹² The department was set up to train students in the cooking profession. The basics of meal preparation, butchering, salad making, stockroom control, and sanitation were included. The first class consisted of only two students and early training was accomplished largely through actual preparation of meals in the school cafeteria. Recognition by the Oklahoma Restaurant Association was secured and an advisory board was set up to aid in the development of the program. With the completion of the snack bar and the Red Door, coursework was shifted to training in these facilities with emphasis in kitchen and dining room management.⁹³ The 1950 catalog was the first year

that the Bakery and Culinary Trades Departments were listed according to the number of semesters required to complete the programs. The Bakery Department required five semesters while the Culinary Trades Department required six.⁹⁴ John Francis was the first instructor to help Tyler teach in the new department, starting in 1947. Tyler resigned in 1949 and Lloyd Gail replaced her as the head of the department in September of that year. The following year brought Everett Kline to the Culinary Arts faculty. Kline was later promoted to head of the Culinary Trades Department in 1955 and later served as the Coordinator of the Food Services on campus from 1968 until his retirement in 1980. A more detailed account of his background was given in chapter two.⁹⁵

A few changes took place in 1952 as the Baking and Culinary Trades Departments both became four semester programs. The four semesters in the Culinary Trades program was broken up into eight week courses, a practice that continued for many years.⁹⁶ John Francis replaced Lloyd Gail as head of the Culinary Trades in September of that year.⁹⁷

The rest of the 1950's saw only minor course changes in the two departments and a few changes in the faculty. Bernard Briden taught in the Baking Department from 1954-57, Stanley Rys from 1955-56, and Thomas Coyle from 1957-60, while Clifford Bain taught

in the Culinary Trades Department from 1957-60. Everett Kline was promoted to head of that department in 1955.⁹⁸ The end of the decade brought a new name for the division and for one of the departments. The division was now called the Division of Food Trades while the Culinary Trades Department became the Culinary Arts Department.⁹⁹

Very few course changes took place during the 1960's, although several faculty changes were made. The Baking and Culinary Arts Departments were now considered programs under the Food Trades Department, rather than as departments under a division heading. As mentioned earlier in this chapter, the divisions actually ceased to officially exist after the summer trimester of 1963 and all academic divisions were referred to as departments, with separate programs under the departments. This was evidenced as early as 1961 in the Food Trades Division. When Everett Kline succeeded John Summers as head of Food Trades, his official title was Food Trades Department Head, rather than Food Trades Division Head.¹⁰⁰ Another interesting change in terminology occurred with the 1966 catalog as the semester terminology used to describe the length of time of an academic term in the food trade programs was now listed as a trimester. Since the school was actually started on a trimester basis, this appeared to be a very appropriate change.¹⁰¹ Both the Baking and

Culinary Arts programs remained four trimesters in length until the switch to credit hours in 1979.

The department nearly wound up in the midst of a legislative controversy in 1963 when it tried to make a birthday cake for Governor J. Howard Edmondson. The Oklahoma Senate Investigating Committee learned in testimony from a fund accountant that a cake had been paid for from state insurance funds. The cake cost \$150 and was part of an inquiry by the State Senate into J. Leland Gourley and expenditures from the state insurance fund. Kline testified to the committee that the money paid to the school barely covered the cost of the framework and the ingredients in the cake. He also said the only reason he allowed the department to take the order was due to its potential training value to the students. The cake was eight feet long, four feet wide and five and a half feet high. The carpentry class built the framework, the baking classes baked four layers of cake, and the decorating class did all the decorative work. The layers were put together with small replicas of Oklahoma oil wells with a replica of the state capitol on the top layer. The state seal was affixed to two sides of the cake and the bottom layer had lettering reflecting birthday wishes to the governor. It remains the largest cake order ever undertaken by the department.

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The faculty changes in the Baking program during

the 1960's included Thomas Beckner, who taught from 1960-64, William Boland from 1961-67, Glenn Shoaf from 1964-present, and Thomas Mangless from 1968-75. Shoaf was promoted to head of the Baking program in 1968, a position he still holds today. Shoaf was a 1962 honor graduate from the technical school. After graduation he went to work for a large baking company in his native Pennsylvania and then moved to Washington, D.C., as an assistant shop manager for Federal Baking Company before returning to the school as an instructor. Mangless was an honor graduate from the school in 1963. His family was prominent in the baking industry in Green Bay, Wisconsin, and for several years after his graduation he was in charge of establishing pastry retail outlets for Allied Supermarkets in Detroit and throughout Kansas and Texas, before returning to the technical school as an instructor in 1968.

The faculty changes in the Culinary Arts program during that decade included Joseph Deatherage, who taught from 1962-76, Robert Chapman from 1964-65, McKinley Barnes from 1965-71, Dale Dunham from 1965-present, and Ronald Wiggins from 1966-68. Wiggins was promoted to supervisor of the Culinary Arts program in 1968, a position he held until his resignation only four months later. Everett Kline assumed the responsibilities as head of that program as well as head of the Food Trades Department, a dual

responsibility that continued after his retirement. ¹⁰⁴

The 1970's brought only minor course changes in the two programs of study until the end of the decade brought college credit. The decade started off with the renaming of the department and finished with the separation of the programs into diploma and associate degree programs. The department was renamed the Food Services Department and Kline's title was changed to Coordinator of Food Services. ¹⁰⁵ As mentioned earlier in the chapter, the awarding of the associate degree for many of the programs at the school occurred with the fall trimester of 1979. Starting with the fall trimester of 1979, the department offered four program options to the students. The Baking program offered a 57 credit hour diploma program and a 74 credit hour associate degree Food Service Management program in Baking. The Culinary Arts program offered a 57 credit hour diploma program and a 74 credit hour associate degree program in Food Service Management in Culinary Arts. The programs were essentially the same, but students pursuing the degree program took an extra trimester of work that included the history and government courses necessary for any college degree in Oklahoma as well as some supervisory or management-type courses in the department. ¹⁰⁶

Only three faculty changes took place during the 1970's. George Cardinal started teaching in 1972,

although he was employed by the school starting in 1970. He is still teaching in the department as of this writing. William Boland returned to teach from 1975-81, having previously taught from 1961-67, while Leo Rodgers taught from 1976 until his retirement in May of 1986.¹⁰⁷

One unusual faculty assistant situation occurred in the spring of 1972. Doug Dunning, a Trade and Industrial Education student from Oklahoma State University, and also a 1967 Culinary Arts honor graduate from Oklahoma State Tech, did his practice teaching in the department during that time. Dunning became the first Oklahoma State University graduate to earn a BS degree in Trade and Industrial Education with an emphasis in culinary arts.¹⁰⁸

The 1980's has brought another new department title, a few new faculty members, and only minor program changes. Following the retirement of Everett Kline in 1980, George Babb was hired as the Coordinator of the Food Service Department and as Supervisor of the Culinary Arts program. Pedro Hernandez became the newest Baking instructor in January of 1981 while Rene Jungo became the newest faculty member in the department when he started teaching in September of 1986.¹⁰⁹

The Baking class became locally famous during the summers of 1986 and 1987 when Glenn Shoaf and his baking students baked the largest pecan pies ever made.

As part of the annual Okmulgee city pecan festival, Shoaf and his students made the Guinness Book of Records for the largest pecan pie ever baked. The 12.5 feet diameter pie, baked in an oil field storage tank with a propane-fired heating element, covered with non-flammable wire framed insulation and enclosed with aluminum foil, made the 1986 pie the largest ever made at that time. When the record was beaten four months later by Albany, Georgia, a 20.5 feet diameter pie was made the following summer (1987) to regain the title.

George Babb came to the school from Fort Smith, Arkansas, where he was food services director of the Saint Edward Mercy Medical Center. He was employed as assistant to the chef for the Oklahoma Center for Continuing Education at the University of Oklahoma in Norman and as cafeteria manager for Adair's Cafeterias in Oklahoma City and Bordens Cafeterias in Tulsa. In 1967 he joined the Saga Food Service where he was assigned as food services director at Oral Roberts University in Tulsa, Oklahoma. Babb's food services consulting work also led him to designing the ORU Mabee Center's food services department. His employment with the Saga Food Service led him to East Tennessee State University where he was in charge of that college's larger food service operations. In 1975 he became assistant director of food services at Saint Francis

Hospital in Tulsa. Two years later he moved to the job in Fort Smith before coming to his present position in 1980.¹¹⁰

The program changes during the 1980's have included changing the Food Service Management degree program in Baking to 72 credit hours (from 74 credit hours) in the fall trimester of 1986. The department name was changed in 1987 to the Hospitality Services Technology Department and all the programs were slightly modified. The four trimester Baking diploma program was changed to a 61 credit hour program while the four trimester Culinary Arts diploma program was changed to 58 credit hours. The five trimester Food Service Management associate degree programs in Baking and Culinary Arts were changed to 78 and 75 credit hours, respectively.¹¹¹

Related Subjects Division/General

Education Department

The Related Subjects Division was listed in the first school catalog as elective academic courses "to supplement vocational training especially necessary for those desiring to advance into foremen and managerial positions."¹¹² The concept of academic-type related courses for the technical programs was certainly an appropriate one at the time. It gave the technical school in Okmulgee a well-rounded scheme of vocational training, which at that time primarily involved apprenticeship or entry-level skill training programs.

Another good feature about the related subjects was their shop-orientation. Each course was designed to relate the subject matter to a specific program or group of programs, rather than be purely academic in nature. This shop-related approach created problems for the instructors in finding textbooks and other materials, so most of what was used was instructor-generated.

Due to the number of people who have taught in the Related Subjects Division (and later the General Education Department) only those people who have served in the department head, assistant department head, or supervisory positions will be discussed in this chapter. A list of all the past and present faculty members who taught in this area over the years was compiled from school catalogs and Personnel Office records and is listed in Appendix B.

T.P. Chapman was hired as the first head of the division in July, 1946. The curriculum for the fall semester of 1946 consisted of technical mathematics and technical English.¹¹³ The spring catalog of 1947 described the related subjects as "something extra" for those who aspired to managerial positions as well as helping the students sell their skills.¹¹⁴ The curriculum was expanded that year to include technical chemistry, blueprint reading, related drafting, industrial history, human relations, applied science,

business practices, and perspective drawing. Related diesel, related automobile auto mechanics, related electricity, and related woodwork and finish were offered later that year. John Foster became the first supervisor of the math and physics courses in 1946 while Patricia Hammond served as the first supervisor of the Technical English courses.

The courses in basic English, basic math, remedial education, and Human Relations were all set up for a student to go through at his own pace. These courses were considered the basic academic subjects and were designed primarily for students to make up deficiencies in these areas due to lack of educational background or because of a large lapse of time since the student might have last attended school. ¹¹⁵ The other subjects included the more technically-related material. The Human Relations course was also set up to develop desirable personality traits and attitudes in the students toward their future fellow workers and supervisors. Certain elements of sociology were combined with information about such topics as labor problems, labor unions, how to get a job, and social and private insurance needs to provide the students with information about many of the things they would be ¹¹⁶ dealing with following their employment.

Some of the early course titles were actually deceiving. The Related Diesel course was actually for

auto mechanic students while the Related Automobile Mechanics course was designed for diesel students. The two courses were set up to provide a general background of information about the diesel and gasoline engines for students in what were actually opposite programs. The idea was to show the basic differences and similarities between the two engines to students in both programs. The Related Woodworking and Finishing course was designed for students in the Radio Repair program to aid them in the repair of the radio cabinets.
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By the spring semester of 1948, the related subjects were listed in the catalog by program of study. All the technical programs listed from four to eleven related subjects and the number of related courses were expanded. Since many of the students did not have their high school diplomas, American History was offered to satisfy the requirements for an Oklahoma high school diploma. Eight different applied science and eight different technical mathematics courses were offered for eight different programs of study for each course. Such courses as Cereal Crops I, General Poultry Production, and General Horticulture were listed as Related Subjects Division courses for those agriculture students who were enrolled in the technical, rather than the College Division, agriculture programs. Lyle Roney was promoted that

year to head of the Blueprint Reading and Related
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Drafting courses.

All students who wished to receive the Certificate of Accomplishment upon completion of their program were required to take at least four Related Subjects Division courses. This certificate was the only title of recognition offered at the school for over 20 years. Beginning with the fall trimester of 1968, most graduates' title of recognition was the diploma, although certificates were still being given for some programs. Beginning with the fall trimester of 1979, students were awarded the Associate of Technology degree upon graduation, although the diploma and certificate of accomplishment were still being given to students in some programs. The associate degree title was changed in the fall of 1985 to the
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Associate of Technology degree.

The spring of 1949 brought further expansion to the course offerings in the division. All students were required to take courses in math, English, Human Relations, and Business Practices with placement tests being given in math and English. Many of the related courses offered at this time were later shifted to the departments due to their specific technical nature while other less-technical courses stayed part of what became the General Education Department curriculum. Some of the more technically-specific courses that were

later shifted to the technical department curricula included Machine Maintenance (for printing students), Bakery Sanitation, Structural Mechanics, Kinematics and Mechanisms and Perspective Drawing I and II (for drafting), and Related Armature Winding (for auto mechanics). Some of the other new courses that remained part of the general studies courses included Trigonometry, Descriptive Geometry, Fabrics, Related Welding (which later became Metal Arts), and Applied Science (chemistry) for Restaurant, which was later called Baking Chemistry. It was also during this year that James Carpenter was promoted to Supervisor of the Basic Math courses while Charles Sharp became the Supervisor of the Blueprint Reading courses.¹²⁰

The early 1950's established a related subjects division enrollment pattern which still holds fairly consistent today. Students were required to enroll in a minimum of 10 clock hours per week in related subjects. Since the classes met each week day for one hour per day, this meant all students would be enrolled in at least two related subjects per semester. More technical programs also brought an increase in the number of related subjects, with over 80 related courses now offered. As with many of the courses offered the previous year, some of these new related courses were absorbed into the technical programs curricula while others still remain part of the General

Education Department's current curriculum. The courses that were later shifted to the technical programs (or dropped) included Advertising, Marketing, Retail Credit and Collection, Cost Accounting for Baking, Economics, and Small Business Bookkeeping (for the Commerce Division), Color and Design (for Commercial Art), Surveying (for Building Trades), and Scale Modeling and Strength of Materials (for Drafting). The new related courses that were maintained as part of the Related Subjects Division included Algebra, Business Correspondence, Business Math, Business Practices, Intermediate Algebra, Introduction to Business Management, Plane Geometry, Precision Measurements, Speech, and Sociology. ¹²¹ Printer's English and math were ¹²² dropped from the curriculum by the 1954-55 school year.

Grady Clack assumed the position as head of the Related Subjects Division in 1953 as part of his duties as Coordinator of Instruction. T.P. Chapman became an administrative assistant to Director Covelle at that time. By this time, James Morris had been promoted to Supervisor of Related Welding (in 1950), Charles Morgan had been promoted to head of the Related Chemistry courses (1950), Gilpin Sessions had become the Supervisor of the Basic Math courses (1951), and George Stone had become the Supervisor of the Technical Math ¹²³ courses (1951). The following year brought Commercial Radio I and II, Related Wiring and

Troubleshooting (for Refrigeration), and Related Art for Printing I and II while 1955 saw Applied Art I and II, Basic Chemistry, Care of Shop Equipment, and four new Technical Mathematics courses - Tech Math I, II, and III for Drafting and Tech Math for Radio and TV.¹²⁴

The following year (1956) brought several additions to what was becoming a very large offering of related courses. Technical Math I, II, and III for Radio and TV and Industrial Electronics, Technical Math for Printers, Automatic Transmissions, Detailing and Billing, Fuel Injection, Shop Management, Hardware and Mechanisms, Stockroom Management, Structural Steel for Engineering Aide were the new courses offered while the Speech course was renamed Oral Communication. All of these courses, with the exception of the Technical math and Oral Communication, were eventually incorporated into the technical departments' curricula.¹²⁵ The rest of the 1950's brought a few more changes with Cake Decorating, Institutional Cooking,¹²⁶ Graphic Arts Procedures, Production Illustration, Journalism, and Typing added to the Related Subjects Division course offerings.¹²⁷

As mentioned earlier in the chapter, the division titles no longer existed after the summer semester of 1963. The Divisions of Commerce, Foods, Industrial Trades, and Related Subjects were now referred to as

departments, rather than divisions. The following year the Related Subjects Department's name was changed to the General Education Department. This name change would later cause problems for the department following a 1985 on-site visit by a North Central Accreditation Association evaluation team. The recommendations of the evaluation team and the resultant changes in the General Education Department's curriculum will be discussed later in this chapter.

In addition to changing the department's name in 1964 to its current title, the curriculum was also changed to reflect what would be substantially the basic courses taught for over the next twenty years. By this time most of the technically-oriented courses such as fuel injection and automatic transmissions were taught by the technical department faculty in their own shop areas and were no longer considered part of the General Education curriculum. The General Education Department curriculum now consisted of Algebra I, I-A, I-B, Algebra II for Electrical, Applied Calculus for Electronics, Baking Chemistry, Business Principles, Communications I and II, General Math, Geometry for Drafting, Trigonometry for Drafting, Trigonometry for Electronics, Human Relations, Shop Math I and II, Oral Communications, Technical Mathematics, Technical Report Writing, Blueprint Reading, Metal Arts, and Precision Measurements. Students were allowed to petition to

take advanced standing tests in some of these courses within the first 10 days of the trimester.¹²⁸ The last three courses listed above were the only remaining technically-oriented courses still offered through the General Education Department.

The rest of the 1960's brought a new department head and a couple of new assistant department heads and some new courses. Jim Moshier succeeded Grady Clack as department head in November of 1967 as Clack assumed his new duties as Registrar and Coordinator of Instruction. Moshier's background was discussed more fully in chapter two on administration. Alfred "Sam" Bass was promoted the following year to Assistant Department Head. Bass and Moshier both began teaching math at the school in 1964. Bass was promoted again in 1969 to Supervisor of Audio-Visual and Head of the Small Business Department. He held that position until his death in 1976. Abe McIntosh, who had joined the faculty in 1968, replaced Bass as Assistant Department Head in August of 1969, while J.D. Wesley was hired the next month as Math Supervisor for the department.¹²⁹

The new courses added to the curriculum in the late 60s' included Algebra I for Electronics, Business Math, Communication Skills I and Data Processing Math I and II for Electronic Data Processing, Shop Math II for Plumbing, Shop Math II for Building Construction, and Principles of Supervision.¹³⁰

The 1970's brought several changes in the supervision of the department. Abe McIntosh was promoted to department head in November of 1970 as Jim Moshier assumed the duties of Assistant Director for Administrative Affairs. Moshier had been handling both responsibilities for over a year prior to the promotion of McIntosh. Wayne Clark, Elsie Schumacher, Gayle Webb, and J.D. Wesley were now serving as supervisors for the Communications, Business Principles, Human Relations, and Math sections of the department. Dale Brannon replaced Clark as Communications Supervisor beginning in 1973 when Clark served as Coordinator of Student Activities. Clark later returned to the General Education faculty in 1975. James Suiter's promotion to Assistant Department Head in 1979 was the only other administrative change during the decade. ¹³¹

The decade of the 70's brought a new program of study administered by the General Education Department as well as a few changes in the curriculum. The Practical Nursing Program began in June of 1973 with 24 students selected to participate from 125 applicants. This program was organized through the efforts of Wayne Miller and Abe McIntosh and was set up to accommodate the needs of local job markets. Jane Mays and Thea Webb, registered nurses, were the first instructors. ¹³² Webb left the following year and was replaced by Helen Foster. Laurzette Hoggans joined the nursing faculty in

1979 as an instructor and supervisor of the program. ¹³³

The curriculum was set up to accomodate one group of 24 students for three consecutive trimesters. Following completion of the coursework and clinical experiences gained through the Okmulgee Rehabilitation Center, Okmulgee Memorial Hospital, and Highland Park Manor Nursing Home, students then took the state nursing board examinations for licensing as practical nurses. At the end of the one-year program, and following successful completion of the board examinations, students received their nursing pins and caps in a special ceremony. A new group of 24 students then started the program for another year. The curriculum included anatomy, physiology, mathematics, medications, personal and vocational relationships, nutrition, nursing theory, and clinical experience. ¹³⁴

The program ended in the summer of 1985 when the placement of graduates became increasingly difficult and interest in the program had subsided. ¹³⁵

Applied Physics for Refrigeration, Geometry and Trigonometry for Machinists, ¹³⁶ Developmental Reading and Math, Physics for Drafting, News Writing, Physical Education, ¹³⁷ Advanced Math for Plumbers and Pipefitters, ¹³⁸ Algebra I for Business, Algebra I for Drafting, Algebra I for Electronics, Algebra I for Business, ¹³⁹ and Communications Skills ¹⁴⁰ were the courses that came and went or were reorganized under a

different course title. The only other course additions occurred with the granting of college credit in 1979 when U.S. Government and American Industrial History were added to the curriculum for those students pursuing an associate degree.¹⁴¹

The 1980's have brought a few new supervisory changes. Larry Davis was promoted to Supervisor of the Math/Science Section following the retirement of J.D. Wesley in 1980. Earl Miller was promoted to the position of Supervisor of Social Sciences the same year. Miller's section is a combination of the old Business Principles and Human Relations sections combined with the new courses in Information Processing and history and government. These two, along with Dale Brannon, the Communications Section Supervisor, still currently serve in those supervisory positions. James Suiter was promoted to department head in 1986,¹⁴² following the retirement of Abe McIntosh.

An unfavorable North Central Accreditation Association (NCAA) evaluation of the General Education courses in 1985 brought the most significant curriculum and philosophy changes in the 40 year history of the department. The department had its original mission to provide "something extra" to the students enrolled in the technical programs. The relevancy of these courses to the various programs of study was evident in the titles of many of the courses. Even the name of the

department (Related Subjects) was a description of the purpose of these courses, relating the general subject matter to a particular vocational-technical area. As long as the school offered only certificates or diplomas to its graduates, few concerns were expressed by the NCAA. A 1975 visit by the NCAA, discussed in chapter two, resulted in a 10 year accreditation for the school - the longest given to any institution by the organization. However, the awarding of associate degrees in 1979 and the acceptance of General Education courses as part of that degree program caused the NCAA evaluation team in 1985 to look more critically at the purpose and level of coursework offered in the department.

The 1985 NCAA evaluation team report had several concerns about the General Education Department curriculum. The report stated that the "General Education courses tend to be too technically oriented . in an honest attempt to enhance the direct 'relevance' of the coursework to students' technical programs. The content of all general education courses should be reviewed and appropriate courses should be upgraded to an acceptable post-secondary level.(p.59)"¹⁴³ The evaluation team report also stated that they questioned whether the general education courses are at the post-secondary level and whether the courses should be called "general". They felt the only real change in

general education was the requirement of six credit
hours of American History and U.S. Government.¹⁴⁴

The report was also critical of OSU Tech's lack of inclusion of explaining how the general education courses were "general" in nature and "an essential element of" the institution's curricula. The changing of the department name in 1964 from Related Subjects to General Education was now causing the department to receive severe criticism from the accreditation association for not teaching collegiate-level "general" courses. The OSU Tech Director responded by noting that institutions which are focused on vocational or technical training and whose general education courses are pertinent to such training are excluded from such explanations.¹⁴⁵ The evaluation team report concluded from this that the general education courses were non-collegiate level and gave the institution two choices: 1) keeping the general education courses directly related to the vocational programs and remain non-collegiate, or 2) upgrade the content to make it collegiate level and transferrable.¹⁴⁶ The evaluation team commented later in the report that the general education courses seemed to serve as substitute remedial courses and that excluding them from the associate degree level of rigor only reinforced the non-collegiate level of the courses.¹⁴⁷ Director Klabenes' response was to commit the General Education

Department to an effort which would make the courses more collegiate and "general" in nature. Although transferrability of such courses was not the objective in this effort, it was recognized that such an effort might make such courses more readily acceptable at other institutions.

Concerned about the severe criticisms of the department about the level of the general education courses, an effort was made over the next two years to upgrade the course content of existing courses, add new collegiate level courses, and delete several very technically-related courses. Several critical comments were also made in the NCAA 1985 report about the availability of remediation for marginally capable students. The department response has been to create two learning labs with microcomputer software and library facilities available to the students. Lab assistants aid in monitoring student progress and provide help as needed. Continued efforts are being made in this area to provide students with study guides available on computer terminals for all general education courses by the fall trimester of 1988.

The result of the changes in this philosophy has been a complete overhaul of the General Education Department curriculum and acceptability of many of the department courses by other higher education institutions in the state. The Communications Section

now offers courses in Basic Composition (a basic grammar, remediation-level course), Freshman Composition I and II (same type and comparable level to courses taught at most higher education institutions), Technical Writing, and Speech. The Math/Science Section now offers courses in Shop Mathematics and General College Mathematics (both courses considered remediation-type), Intermediate Algebra, College Algebra, Trigonometry, Business Mathematics, and Statistics (all collegiate-level, as evidenced by the material covered and textbooks used), as well as Physics and Geometry with Calculus. The Social Sciences Section now offers courses in American History, Government, Introductory Psychology, Introduction to Business, Supervisory Management, Small Business Management, Human Relations, Economics of Social Issues, and Information Processing (a microcomputer class) all of which are collegiate level. The acceptance of these courses as collegiate level was acknowledged by four Oklahoma higher education institutions contacted by school officials, including the two major universities in the state, in letters sent to the General Education Department Head in the Spring of 1988. The letters stated which courses from these institutions would be equivalent to the OSU Tech general education courses and that the OSU Tech courses would be transferrable. Although transferrability of

the courses to other institutions was not the primary purpose of the upgrading of the general education courses, the acceptability of the majority of these courses by other higher education institutions indicates that the effort to meet the NCAA criteria for calling the courses "general" courses, has resulted in a not totally unexpected benefit for the department.

Division of Industrial Trades

The Division of Industrial Trades was the largest of the original six divisions at the technical school in terms of both enrollment and physical facilities space occupied. The enrollments of the various departments under this division are listed in Appendix C while the physical facilities used by these departments are discussed in the next chapter. The first division curricula units actually consisted of what would now be called programs of study, rather than departments, in the division. The following year the units were referred to as departments, a status that has been maintained to the present. Students were allowed to progress at their own rate of speed in each technical course and progress was charted by the instructor of a particular course. When a student had successfully completed the various jobs on the checklist, he was considered finished with that course

and allowed to move on to the next course. This policy was established due to the varying abilities and experiences of incoming students.¹⁴⁹ This practice continued until the late 1950's, when a more traditional classroom approach of all students proceeding at the same rate (no early completers for a course) was followed.

The early departments consisted of Body and Fender Repair, Drafting, Dry Cleaning, Electricity, Gunsmith, Locksmith, and Fixit, Internal Combustion Engines, Jewelry, Laundry, Leather Industries, Plumbing, Printing, Refrigeration, Upholstery, Wood Construction, and Training for Severely Handicapped Persons. All of these departments currently exist under different titles or as programs of study under a different department name with the exception of the one for handicapped persons. This department enrolled severely handicapped persons each Monday throughout the semester in courses form Art Leather, Jewelry Manufacturing and Repair, Locksmith, Gunsmith, and Fixit, and Upholstery. The need for this special training was derived from a survey in 1948 that found more than 8,000 war veterans in eastern Oklahoma alone would be classified as severely handicapped. Nearly five times that many people in industries and private life were also classified as needing rehabilitation through special training. As in the other courses at that time,

students were allowed to work at their own pace until they completed a given course.¹⁵⁰ The establishment of the Okmulgee Rehabilitation on the technical school campus in August of 1951¹⁵¹ provided the impetus for expanding the program offerings to the handicapped students. Students from this department were eventually placed in other courses also and the separate department designation for rehabilitation students was dropped after 1951. The Rehabilitation Center continued, however, as a good source of students for many of the programs of study and was listed in the catalog for the next 14 years as a student service facility. The transfer of the Rehabilitation Center to the state of Oklahoma in 1965¹⁵² eliminated its future school catalog listings, although the center remained on the school campus until 1987, when it was moved to its present new facility on the northern edge of Okmulgee.

J.C. Crawford served as the first head of the division in 1946, a position he held for five years. J.L. Robison served as acting head, then head of the division for two years after Crawford left. In 1953 Paul Wheeler took over as head of the division. Wheeler held the position until January of 1964, when he assumed the Registrar's duties.¹⁵³ By this time all division titles had been eliminated. All departments were now treated as similar academic units and were

referred to as departments.

Of the current 11 departments on campus, two have already been discussed in this chapter as having their beginnings as separate divisions in the School of Technical Training. The other nine departments started as part of the Industrial Division. The rest of this chapter will deal with the faculty and curriculum changes that took place in each of these departments, as well as a brief examination of some of the educational programs that were not a part of the regular departmental programs, but that have enhanced the history of the educational programs at the OSU Technical Branch in Okmulgee. The departments will be listed according to their current titles as of the fall trimester of 1987.

Air Conditioning and Refrigeration

Technology Department

One of the original campus programs in 1946 was the Air Conditioning and Refrigeration program. The program, as most other technical programs at the school, had a meager start with its equipment inventory comprised of one single-cylinder compressor, valued at \$22, a desk and a chair. The following months saw two reach-in refrigerators, one morgue box, and five small water coolers added to the equipment available for student practice. As the program developed, work on campus refrigeration equipment made extensive equipment

purchases and donations not as essential. ¹⁵⁴ J.L. Robison served as the first department head and instructor with Stanley Riley employed the following month to teach the increasing numbers of students enrolling each month. John Evans and Darrell Robison were hired the following year to help handle this increase. ¹⁵⁵ Evans taught the newly developed Air Conditioning course added to the curriculum in October of 1947. Terry Jamison was hired during the summer of 1947 to teach a night class, necessitated by the increased enrollment. ¹⁵⁶ LeRoy Melton joined the faculty in 1948, teaching there for the next three years. ¹⁵⁷

The initial coursework consisted of training "students so that they will be able to install, maintain, and operate modern gas and electric refrigeration equipment, both domestic and commercial." ¹⁵⁸ The second year curriculum was expanded to include a course in air conditioning. The Department of Refrigeration curriculum now consisted of two programs of study. The first program was Refrigeration Mechanic and the second was Air Conditioning. The first program consisted of studying compressors, evaporators, condensers, and driving units with their application to domestic and household units as well as commercial units (after successful completion of the domestic units). It was primarily a

repair program for refrigeration units. The second program was for students who had successfully completed the first two units of instruction and who demonstrated the necessary aptitude and ability to complete the air conditioning course. It consisted of applying refrigeration principles to air conditioning and covered such topics as heat loss of building materials, and the size and kind of equipment to use. It also included maintenance and repair of several popular makes of air conditioning equipment.¹⁵⁹ These three units of instruction in domestic and commercial refrigeration and air conditioning have continued to serve as the basic courses in the department.

The reorganization of the Industrial Division in 1950 resulted in the department's being under the administration of the Department of Electricity. Every program under the Department of Electricity started with the Basic Electricity course. The programs then branched off into separate technical areas involving Appliance Repair, Machine Repair, Plant Maintenance, Radio, Refrigeration and Air Conditioning, Television, and Wiring Construction. The Refrigeration Course (as it was referred to in the 1950 catalog) was a six semester course that included the household and commercial refrigeration and air conditioning courses. John Evans replaced J.L. Robison as head of the air conditioning department in 1951 when Robison was

promoted to assistant head of the Industrial Division. Evans was named the following year (1952) as head of the Department of Electricity and head of Air Conditioning.¹⁶⁰

The Air Conditioning and Refirgeration coursework was now four semesters in length and still listed under the Department of Electricity. It was now called Refrigeration and Air Conditioning Service. Another four semester program called Refrigeration and Appliance Service was listed under the Appliance Service program in the Department of Electricity. It included two of the four refrigeration courses in the regular air conditioning program as well as several courses in appliance repair.¹⁶¹

The following year the program was no longer listed under the Department of Electricity and it was expanded to include a fifth semester in Heating. The program was now called the Refrigeration, Air Conditioning and Heating Service course.¹⁶² The program was expanded again in the late 1950's to its current six-trimester format.

Faculty additions during the 1950's included R. Douglas Burns (1955-1958), Thomas McFarland (1956), Alvin Arterbury (1956-present), William Cole (1957-70), and Albert Karner (1958-71). S.A. Riley was promoted to department head in 1956, following the resignation of John Evans. Riley remained in that position until

his retirement in 1976.¹⁶³ A comparison of the faculty listings in the 1956 catalog and personnel records for all departments with the same listings today shows Alvin Arterbury, the present air conditioning department head, as the only remaining employee from that time.

The 1960's brought a limited number of faculty changes. Bill Grim (1962-66), Edgar Coleman (1965-72), Robert Brock (1966-67), and George Ballinger (1968-71) and (1972-3) were the new additions. Alvin Arterbury¹⁶⁴ was promoted in 1969 to assistant department head.

The 1960's also brought only minor curriculum changes. The early part of the decade saw the six semester (called trimester by the mid-1960's) Refrigeration, Air Conditioning and Heating Service Course slightly reorganized to include Electrical Controls, Fundamentals of Refrigeration, Domestic Refrigeration, Commercial Refrigeration, Commercial Refrigeration Operation and Heating, and Air¹⁶⁵ Conditioning. The following year the department was being called the Refrigeration and Air Conditioning Department. Beginning with the fall trimester of 1971, the department was called the Air Conditioning and¹⁶⁶ Refrigeration Department. Despite the name changes, the technical curriculum had stayed the same until 1972.

The 1970's decade was one of continuous curriculum

changes. The first trimester consisted of Electrical Controls I and Fundamentals of Refrigeration I, the second trimester was a continuation of these two courses, and the third trimester consisted of Domestic Refrigeration and Advanced Control Systems. The last three trimesters remained unchanged.¹⁶⁷ This was changed again as the two electrical controls courses and the two fundamentals courses were combined to form the first and second trimester courses, respectively. The third trimester remained the same while the fourth trimester added an Air Conditioning Drafting course. The fifth trimester now consisted of Winter Air Conditioning and Duct System Design and Layout. The sixth trimester dealt with Summer Air Conditioning.¹⁶⁸ An Ice Maker course was added the following year.¹⁶⁹

The decade was also one of many faculty changes. Allen Hale (1979-72), Joe Lewis (1979-73), Mike Brannon (1971-present), Doyle Whatley (1971-2), Frank Howard (1972-present), and Marvin Wood (1972-3) were all added to the faculty during this time. Other additions included Robert Nichols (1973 -1986), Martin Peterman (1973-83), Ed Stanley (1973-present), Robert Walker (1973-present), Jerry Ellison (1976-79), and Sidney Hubbard (1979-present). Hubbard had served as an air conditioning maintenance man at the school since 1974 before being assigned to teach in the Electronics Department in 1976. Peterman transferred to the

General Education Department in 1983 until his resignation in 1985. Stanley had actually worked as an air conditioning maintenance man at the school since 1971 prior to his teaching assignment. It was also during this decade that Arterbury was promoted to department head (1976) following the retirement of S.A. Riley. Mike Brannon was promoted at that time to fill Arterbury's assistant department head position.¹⁷⁰

The end of the decade brought the awarding of college credit and the Associate of Technology Degree in Air Conditioning and Refrigeration. The program was not actually changed in comparison with most of the courses offered under the diploma program. The associate degree program was an 88 credit hour program with the full-trimester courses receiving nine credit hours and the half-trimester courses receiving five credit hours. Students continued to meet these courses on a daily basis. The Air Conditioning Drafting course was three credit hours while the Duct System Design and Ice Maker courses were incorporated into other existing courses.¹⁷¹

With the exception of the first trimester Fundamentals of Refrigeration course, the course titles were changed again in 1982, but have not changed since then. The Advanced Systems Controls course is now called Electronic Controls, Domestic Refrigeration is now called Refrigeration I, Commercial Refrigeration is

called Refrigeration II, Winter Air Conditioning was renamed Heating, and Summer Air Conditioning was renamed just Air Conditioning.¹⁷² No other technical curriculum changes have taken place since then, but the program was expanded to 90 credit hours in 1986 when the degree title was changed to the Associate of Applied Science.¹⁷³ The department name was changed again in 1987 to its present title of Air Conditioning and Refrigeration Technology.¹⁷⁴

Only three other faculty changes have taken place during the 1980's (as of June of 1987). Donald Kraycik was hired in 1983, but transferred to the Electronics Department the following year. Robert Geer was hired in 1984 to replace Kraycik. Gary Otto's hiring in 1986 completed the current faculty situation in the department.¹⁷⁵

Just as the Hospitality Services Technology Department made headlines with its baking of two of the largest pecan pies ever made, the Air Conditioning and Refrigeration Department made a newsworthy popsicle. In July of 1980, Robert Nichols' Commercial Refrigeration class made what they believed to be the largest popsicle ever made. The 268 pound strawberry popsicle was taken by forklift to a central campus location and chipped into hundreds of snow cones. The size of the popsicle made it equivalent to 1,943 regular-sized

popsicles. The irony of the project might have been
Nichol's later admission of a dislike for popsicles.¹⁷⁶

Automotive Technology and Manufacturing Technology Departments

The Automotive and Manufacturing Technology Departments, like the Related Subjects/General Education Department, have had numerous faculty changes in their over 40 year histories. As was the case with the General Education Department's history, this necessitates elimination of faculty changes that have taken place over the years as part of this chapter. Such changes as could be found in Personnel Office records and school catalogs have been listed in Appendix B. The only faculty discussed here will be those who held department head, assistant department head, and supervisory positions within the departments. The machinist programs were administered from their inception in 1968 until 1984 through the Automotive Department. Dr. Richard Tinnell assumed the position as head of a completely separate Manufacturing Technology Department at that time. Since the history of the Manufacturing Department is predominantly included in the history of the Automotive Technology Department, its history will also be included in this part of the chapter.

The Automotive Technology Department began in October of 1946 with programs in Automobile

Mechanics¹⁷⁷ and Automobile Metal and Painting¹⁷⁸
 (referred to as the Body and Fender program). Another
 program in Automobile Trim was added to the department
 in July of 1948.¹⁷⁹ The mechanics and body and fender
 programs initially shared a three-stall garage until
 December of 1946, when the mechanics program moved into
 its own building. Doors had to be cut large enough for
 an automobile to pass through and 220 volt electrical
 outlets had to be installed.¹⁸⁰ By April of 1947, the
 auto mechanics program had expanded to two buildings on
 campus. Further work on the auto mechanics buildings
 and installation of additional equipment in these
 buildings was done during August of 1947. The purpose
 of mentioning the work done at this time is simply to
 make the point that this is the only time in the 41
 year history of the school that classes were dismissed
 for an entire month.¹⁸¹ Rather than trying to
 simultaneously explain the curriculum changes that took
 place for all three programs for 41 years, the history
 of this department will follow each program's changes
 individually from its inception to the present curricu-
 lum for each, including manufacturing technology.

The Auto Mechanics program was combined with the
 Diesel program in October of 1947 to form what was
 called the Internal Combustion Engines Department.
 Harry Beach served as the first department head.¹⁸² A
 student entering this department was given training in

general metal work, making small hand tools, and the fundamentals of forging and heat treating metals, as well as acetylene and electric welding. He also learned the differences between diesel and gasoline engines and the working principles of clutches and power transmission devices. Upon completion of this part of the program, each student then chose which program, automotive or diesel, he wished to complete.¹⁸³ Beech resigned the following March and Holden Hedgecock replaced him as department head, a position he held until his death in 1959.¹⁸⁴

January of 1949 marked the first official graduating service for the department, even though twenty students had already graduated from the program. Those twenty students had graduated when they had completed their individual, self-paced coursework that existed at the time. The shop areas also began to have a more commercial-type atmosphere that year with the arrival of white overalls for the instructors, with "Auto Mechanics" printed across the back. The department had also greatly increased its physical size and equipment inventory by this time, both of which will be discussed in the next chapter.

Continued enrollment increases in the department created a shortage of available work for the students by January of 1950. Local automobile dealers aided the school at that time by providing additional work.¹⁸⁵

This association between industry groups and the department would prove to be beneficial to both over the years. Specific situations where this occurred will be discussed later in the chapter.

By the fall semester of 1950, the Automobile Mechanics program was now included under what was called the Department of Engines and Transportation Facilities. This department was actually a new name for the Internal Combustion Engines Department and still required both diesel and auto mechanics students to take the same basic mechanics course the first semester before choosing which program they would finish. Programs in Automobile Painting, Automobile Trimming, Automobile Metal Work, and Diesel were also included in the new department. The Automobile Mechanics program was six semesters in length.¹⁸⁶

By 1952 the Department of Engines and Transportation Facilities ceased to exist and all the programs listed under it were now considered separate departments under the Industrial Division. The Automobile Mechanics Department now included four other programs (referred to in the catalog as courses, although each course consisted of several other courses) besides auto mechanics. The other programs included Automotive Parts (a three semester program), Auto Mechanics Small Units (a three semester program dealing with such smaller automotive components as

batteries, ignition coils, starter motors, relays, voltage regulators, speedometers, and carburetors), Automotive Scientific Service Equipment (an eight week course in testing motors, distributors, and generators and regulators), and Automatic Transmissions (an eight week course). The last two courses required prospective students to have at least two years of trade experience or the equivalent before they could enroll.¹⁸⁷ Henry Dickson headed the department for eight months during 1952, but Holden Hedgecock served in that capacity the rest of the decade until his death in 1959.¹⁸⁸ By 1955 the eight week course in scientific diagnosis was incorporated into the regular auto mechanics program. The other three programs remained basically the same.¹⁸⁹

The department also developed a unique program starting in September of 1955 when it offered an automotive extension program to mechanics around the state. Edgar Vassaur, an auto mechanics instructor at the school since 1950, was the first instructor in the pilot program.¹⁹⁰ A cooperative effort between the school's automotive department and the Automotive Wholesalers of Oklahoma (AWO) provided automotive instruction to mechanics around the state for over the next 15 years. The AWO provided a vehicle for the program (starting in 1964)¹⁹¹ as well as paying the travel expenses of the instructors. The organization

also set up the courses around the state. The school provided the instructors and paid their salaries.¹⁹²

Vassaur started the program by taking one transmission for demonstration purposes around the state and a lesson plan designed for the unique situation in which he was about to teach. When he retired nine years later, Vassaur figured he had logged over 100,000 miles and taught 1,167 auto mechanics through the extension¹⁹³ program.

Instructors in the extension program also made calls and visits to parts stores in towns around the state and solicited students for their courses, which were offered one or two nights per week.¹⁹⁴ No mention of this program was found in any of the school catalogs and no mention of any instructor teaching the extension course was given past 1972. Due to a lack of any more interest statewide, the program was ended with the retirement of John Rook, the last extension instructor,¹⁹⁵ in the early 70's.

The next change in the automotive curriculum occurred in 1958 with the Automatic Transmission course being extended from an eight week course to a three¹⁹⁶ semester program. A fifth program was added to the automotive curriculum the following year with the introduction of the three semester Auto Brakes and Front End Course. Students enrolled in this program, like the transmission program, had to have completed

the Basic Mechanics course or have two years (or ¹⁹⁷ equivalent) of trade experience prior to enrolling.

Only a couple of administrative changes took place during the late 1950's - 1960's. Sam McAlister became the department head in 1959, a position he held for the next five years. He returned to the classroom at that time for a few months before becoming the Supervisor/Instructor for Auto Parts in 1965. He held that position until his retirement in 1970. Dennis Chapman followed McAlister as department head from 1964 ¹⁹⁸ until his resignation in 1969.

The curriculum for the auto mechanics program stayed constant until the mid-1960's when a fairly complete overhaul of all the automotive programs took place. The Auto Mechanics program was reduced from six to five trimesters and a new program in Automotive Service Management was added. The new program was the same program as the Auto Mechanics program with a sixth trimester in Service Management added. A new three-trimester course in Tune-Up Specialist was also added and the Auto Trim program was now a separate program, no longer being listed under Auto Mechanics. The other three-trimester programs in Brakes and Front End and Automatic Transmissions were still considered Auto ¹⁹⁹ Mechanics programs. A new three-trimester program in Service Station Management was added when the new service station building was completed on the northwest

edge of the campus in 1966. The building, a cooperative effort between the school and the Oklahoma Oil Marketers Association (OOMA), was dedicated in January of 1967.²⁰⁰ The idea for a program in training service station dealers started in January of 1965 with Bill Williamson, a member of the OOMA's Board of Directors, recommending the program to the Executive Board. School officials and OOMA members worked out the details for the curriculum and the OOMA then started a fund-raising campaign for the station and equipment.²⁰¹ The program started as a one semester course in Service Station Operation and was later expanded to the three trimester program.

At the time it was developed, the service station management program at the school was one of only about three college-level programs available. A two-year program at Ellsworth College in Iowa consisted of business courses on the campus and on-the-job training at various cooperating service stations. A program at Western Michigan University offered a four year petroleum marketing course, but the emphasis was on managing a distributorship or preparing for a sales position in the oil industry, rather than on operating an individual service station. During the junior and senior years, a good part of the time was spent on-the-job at cooperating service stations and dealerships. The University of Tulsa (Oklahoma) offered a petroleum

marketing major as part of its school of business administration. High school Distributive Education programs at that time included over 3,100 students involved in service station work, with more than a dozen high schools offering service station operation and management courses, including four in San Jose, California, and three each in Phoenix and New York. ²⁰²

Only one administrative change took place during the 1970's. William "Bill" Bailey replaced Dennis Chapman as department head in 1971. Bailey held that position until his retirement in 1986. He had started teaching in the department in 1964 and became the Supervisor of the Auto Mechanics program a couple of years later before finally being promoted to department head. ²⁰³

Numerous curriculum changes took place during the 1970's. In 1972 the Auto Mechanics program was expanded to six trimesters and the Tune-Up Specialist, Automatic Transmission, and Brakes and Front End Programs were changed from three-trimester programs to 640 clock hour courses that all required successful of the Auto Mechanics program prior to enrollment. A one trimester course in Service Station Attendant was added to the Service Station Operation program. ²⁰⁴ Two years later the 640 clock hour courses mentioned above were incorporated into the regular Auto Mechanics program and the one trimester Service Station Attendant course

was also incorporated into the regular Service Station Operation program.²⁰⁵ By 1975 the Auto Mechanics included three program of study options - the six trimester Auto Mechanics program, the Automotive Service Management program (2 extra courses beyond the first program), and the three-trimester Service Station Operation program.

A 1976 article in the Sunday Oklahoman detailed the partnership that had developed between the Oklahoma Automobile Dealers Association (OADA) and the Automotive Department. As was the case with the previously mentioned cooperative effort between the department and the AWO, the relationship between the OADA and the department provided the school with advice, money, and equipment. OADA members serve on the department's advisory board, ensuring that the curriculum is current with industry needs. OADA members also contributed \$20,000 toward the completion of the Automotive Department's newest building at that time in 1973. In addition to the advice and building funds, the OADA has also contributed scholarship money, loan funds and equipment to the department. In return, the school provides a supply of well-educated and skilled mechanics for the OADA dealerships. The partnership has seemed to be profitable for both the OADA and the Automotive Department.²⁰⁶ The graduation exercises for the Spring trimester of 1979 made history

when the first female graduate of the auto mechanics program, Beverly Noe, completed the program.²⁰⁷ The awarding of college credit for many of the institution's courses in the fall of 1979 resulted in the Automotive Mechanics program being converted to an 89 credit hour program. The courses were basically the same with the full-trimester courses that met for half a day each day receiving nine credit hours and the half-trimester courses receiving four or five credit hours. The Service Station Management program was now a 48 credit hour diploma program while the Auto Service Management program was an 18 credit hour certificate program.²⁰⁸

The 1980's have not brought many changes to the program in terms of the basic curriculum. By the fall trimester of 1982, the Service Station Management program was dropped.²⁰⁹ It is currently used only for the campus motor pool maintenance and storage. By 1984 the department was now called the Automotive Technology Department and the Automotive Mechanics program was increased to 90 credit hours.²¹⁰ Although the courses in the program are constantly being reorganized to include current technology in the automotive field, the program has remained basically the same the last four years.

The only other administrative changes to take place the last decade occurred when Raymond Hill was

promoted to assistant department head in 1981 and Everett Allen was promoted to department head for four months during 1986. Warren White then replaced Allen as department head, serving as department head for both the Diesel and Automotive Technology Departments for a year. Hill served in the assistant department head's position until his death in 1985. Robert Stookey²¹¹ currently fills that position.

The other two major programs of study in the Automotive Technology Department will be discussed together from their inceptions in 1946 and 1948 to the present, while the manufacturing programs will be discussed from their beginning in 1968. The other major program to be started in 1946 besides the mechanics program was the Automobile Metal and Paint program. The program started with a 10 ton hydraulic jack, some chains, a piece of railroad iron used to starighten frames, and two old spray paint guns formerly used by the government. Charles Starr was the first supervisor for this program, a position he held²¹² until his death in 1951. The following Spring the program was called Body and Fender Repair and the²¹³ enrollment was rapidly increasing by the month.

The next year (1948) marked the beginning of the Automobile Trim program. The Body and Fender and Trim programs were now listed as departments, but were actually just programs under the Automotive Department.

The Automobile Trim program consisted of both auto trim and furniture upholstery, with both courses sharing facilities and equipment for the first couple of years. The program was one of the programs that was originally set up for training severely handicapped persons. John Harelson was the first supervisor for the program. ²¹⁴

The Body and Fender Repair program expanded the following year to two buildings with two classes per day in each building. ²¹⁵ By 1950 the Automobile Painting and Automobile Trimming programs were both six trimesters in length. ²¹⁶ Enrollment for the painting program had increased enough that three four-hour classes in each of the two buildings had to be held each day. The classes would start at 7 a.m. and end at 7 p.m. The trim and furniture upholstery courses both moved to separate buildings at that time. ²¹⁷

By the spring of 1951, the auto body program was now split into two six semester programs one in Automobile Painting and one in Metal Work. The Auto Trim program remained six semesters in length. The following year brought a reorganization of the painting program. A three semester Body Metal program and a three semester Painting program were now available or a student could take both programs in what was called the Auto Body Metal and Painting program, which was six semesters in length. The next year saw the Auto Body

Metal program increased to four semesters while the Auto Trim program was decreased from six to five ²¹⁸ tirmesters.

The next program change took place in 1958 when the Automotive Parts program started. The shop time used by many students trying to find and get parts from the various parts stores in Okmulgee prompted the school to establish its own parts inventory and use that inventory as a means of providing instruction in that area. ²¹⁹ The only other change during the 1950's occurred when J.C. Graham became the supervisor for the Auto Body program in 1959. Graham held that position ²²⁰ until 1964.

The 1960's was a decade of changes in the Auto Body and Auto Trim programs as well as being the time frame for the introduction of the first machinist courses. In 1964 the Auto Body program offered five different areas of specialization. A one semester course in Auto Body Customizing, a two semester program in Paint Specialist, a two semester porgram in Metal Preparation, a four semester program in Auto Body, and a five semester program in Auto Body Shop Operation (which included the four semester program plus Body Shop Operation) were all options available to the students. The Auto Trim program was reduced from five semesters to three with a one semester Auto Glass course available to those students completing the Auto

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Trim program or two semesters of Auto Body.

In 1966 the first machinist course was offered at the school. As with other cooperative efforts mentioned earlier, the machinist program started as a cooperative effort between Oklahoma City's General Electric (GE) Plant and the Automotive Department. GE supplied the equipment for training, the department supplied the training space, the instructors, and the trainees (gathered from automotive department enrollees). The eight initial enrollees had their tuition paid by GE and had guaranteed jobs upon completion of their training.

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The machinist curriculum was expanded in the late 1960's to a four trimester Auto Machinist program and a five trimester Industrial Machinist program.

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The early 1970's brought several changes to the curriculum and a couple of administrative changes. The machinist's curriculum was reorganized to include three programs, each building on the other. The Auto Machinist program was reduced to a two trimester program. The Industrial Machinist program included two additional trimesters past the Auto Machinist program while the new Numerical Control Machinist program included two additional trimesters of work past the Industrial Machinist program requirements. These three programs remained basically unchanged the remainder of the decade.

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William "Bill" Bailey was also promoted

to Coordinator of the Automotive Center in 1971, which at that time included the Auto Mechanics, Auto Body, Auto Trim, and Furniture Upholstery programs. By the next year, it also included the new Auto Parts and Machinist programs. Bailey also headed the Auto Mechanics program while Walt Smith headed the Auto Body and Machinist programs. ²²⁵

A cooperative effort with the National Automotive Parts Association (NAPA) resulted in a new three trimester Auto Parts program in 1971. The NAPA Oklahoma City distribution center operated the store under a contractual agreement taken after competitive bidding. Under this agreement, the distribution center provided and paid the salary of a full-time manager while the school provided the store and classroom space, necessary utilities, and got a percentage of the gross sales receipts. Lloyd Hampton served as the manager of the store and aided in the training of the students. All store activities were handled the same ²²⁶ as any other in the distribution center's network. Howard Asbury served as the Supervisor/Instructor for ²²⁷ the program until his retirement in 1987.

The automotive curriculum underwent a few more changes before the end of the 1970's, primarily in the Auto Body program. Metal Preparation was dropped by 1972 and Auto Body Shop Operation, Paint Specialist, and Auto Glass by 1974 as course options in Auto Body.

By 1975 the Auto Body program was expanded from three to four trimesters while the Auto Trim program was now listed as a four trimester program under what was now called the Small Business Department.²²⁸

As with other previously discussed departments, the awarding of college credit in 1979 brought a restructuring of these automotive programs. Only two programs, the Auto Body (75 credit hours) and the Numerical Control Machinist (90 credit hours), now awarded the associate degree upon completion. The diploma was still given to students in the Automotive Parts (45 credit hours), Auto Trim (60 credit hours), Industrial Machinist (59 credit hours), and Furniture Upholstery (59 credit hours) programs. A certificate was awarded to students completing the Automotive Machinist (30 credit hours) program.²²⁹ Joe Blansett now supervised the Auto Body program while Walt Smith supervised the Machinist program.²³⁰

A couple of interdisciplinary programs were introduced in the 1980's. Numerical Control Service Technology, a 61 credit hour diploma program, and Computer Integrated Systems Service, a 76 credit hour associate degree program, were developed as part of a new Automated Manufacturing program. These programs²³¹ were shifted to the Electronics Department in 1983.

The last three years have brought several changes to the automotive programs. A new associate degree

program in Automotive Parts Management (80 credit hours) was started in 1984.²³² The change in title in 1985 of the associate degree from Associate of Technology to Associate in Applied Science also brought changes in the programs. Automotive Body and Paint was increased to 81 credit hours; Automotive Parts (a diploma program) was reduced to 44 credit hours and then eliminated as an option the following year; Automotive Parts Management was reduced to 74 credit hours; and Automotive Trim was increased to 74 credit hours (though still a diploma program).²³³ In 1987 these programs were changed to include associate degree programs in Automotive Body and Paint Technology (78 credit hours) and Automotive Parts Management (74 credit hours) and a diploma program in Automotive Trim²³⁴ (60 credit hours).

In 1985 the Manufacturing Technology Department was established as a separate department apart from the supervision of the Automotive Department Head. Dr. Richard Tinnell headed the department. Tinnell had served as the school's Coordinator of Instruction since 1981, transferring from the main campus in Stillwater, Oklahoma. In that capacity, he served as a resource person for the Assistant Director for Academic Affairs to aid in developing the external educational programs of the school as well as a coordinator for faculty professional development. Tinnell was instrumental in

ensuring the continuity of program offerings available to faculty pursuing both bachelor and advanced degrees. He was also responsible for developing a computerized gradebook program, used by several faculty, designed to save faculty time in grade computation. His assistance in the External Educational Linkages program was cited by Dr. Ed Darby, program coordinator, as one of the key reasons the program was rapidly becoming such a financial boon to the school. Tinnell left in 1987 to return to the classroom at Northeastern State University in Tahlequah, Oklahoma. His departure also resulted in the Manufacturing Department's being supervised by another department again in what appears to be a rather permanent arrangement. Don Wills, Drafting Department Head, now heads the Manufacturing Department also.

The Manufacturing Department dropped the Automotive Machinist program (it still remains part of the Automotive Department curriculum) and retained only the Industrial and Numerical Control programs until 1987. The only program now available is the Manufacturing Technology (90 credit hours) program. Students enrolled in the old programs were allowed to finish them or switch to the new program at the beginning of the fall trimester of 1987.

Construction Technology Department

The Construction Technology Department started as two separate departments in October of 1946. The Carpentry Department, composed of the Carpentry and Cabinet Making courses, and the Plumbing Department, which began in 1946 but did not enroll any students until May of 1947, eventually merged to form the present department. L.L. Douglas was the first head of the Carpentry Department while Herbert Denney headed the Plumbing Department. In February of 1947 the Carpentry Department was separated into the Carpentry and Cabinet Making Departments with Douglas supervising both.

The Carpentry Department had little difficulty in finding hands-on training opportunities for its students. Conversion of the army barracks into apartments for married students and their families, converting buildings into classrooms and offices, and building a farm foreman's house on the east side of the campus provided the first students with sufficient training. In 1949 a group of local contractors and builders formed the first advisory group for the department. They provided input into the preparation of course outlines.

The Cabinet Making Department also trained its first students using needed campus equipment as

training projects. Office desks, bookcases, speaker's podiums, classroom arm chairs, and even the Director's personal office desk were some of the items built by the students. The same advisory committee for carpentry served as the advisory committee for cabinet making.²³⁸

By 1948 the two departments were listed together under the Department of Wood Construction.²³⁹

The Plumbing Department was originally set up in the plumbing shop of the ex-hospital complex. All the small tools and new materials that had been part of the shop were sold during three surplus sales conducted while the government still had control over the facility, so tools owned by Denney, the supervisor and instructor, were the only ones available to students for the first three months. As with the Carpentry programs, new projects started on campus with the barracks' renovations and campus maintenance projects provided students with sufficient training projects.

By the fall semester of 1950, the three departments of carpentry, cabinet making, and plumbing were all listed together with furniture upholstery under the Department of Construction. They were six semester courses with all except plumbing requiring Basic Woodworking the first semester. Drafting courses were also listed under the Department of Construction for a couple of years in the early 1950's.²⁴⁰

By the spring semester of 1952, the Carpentry,

Cabinet Making, and Plumbing Departments were now listed as courses of study under the Industrial Division. They were all still six semesters in length with the first two still requiring students to take the same initial course.²⁴¹ William Thomas took over for L.L. Douglas as Supervisor of Wood Construction when Douglas left in 1952. Melvin Evans replaced Thomas as supervisor in 1954²⁴² while John Swenson replaced Herbert Denney as head of plumbing the same year. Swenson supervised the plumbing program for the next 28 years until his retirement in 1982. William Bliss replaced Swenson at that time. Jack Harshaw replaced Evans in 1960.²⁴³

No other changes in the organization of these three courses under the Industrial Division took place until 1963, when the Industrial Division ceased to exist as a school organizational unit. From that point the carpentry, cabinet making, and plumbing programs were listed together under one department heading. The department name was referred to as the Building Construction Department from the mid-60's to the early 70's, when it was then referred to as the Building Trades Department. In 1986, the department name was changed to its present Construction Technology Department title.

By 1964 the two programs of study involved in the carpentry courses, carpentry and cabinet making, were

incorporated into the six semester Building Construction program. The five semester Plumbing program, together with the combined construction program, made up the two programs that now constituted the new Building Construction Department.²⁴⁴ The newly organized department was headed by whoever served as Maintenance Superintendent for the school. John Pickard and Frank Kubicek each served in that capacity until 1977, when Ed Trew was promoted to department head. Philip Baker served in that capacity for a few months in late 1980-early 1981. Mel Alloway, a former construction instructor in the 1960's, replaced Baker in 1981. Alloway still serves in that position as of this writing.²⁴⁵

The two-program curricula that formed the basis for the Building Construction Department remained relatively unchanged for the next 20 years. The only additional program added during that time was the formation of the Concrete Construction program in the fall of 1968.²⁴⁶ This four trimester program was dropped by the fall of 1974.²⁴⁷ Even the switch to the Associate of Technology degree in 1979 brought only minor changes in the programs. The Building Construction program was split into a 90 credit hour (six trimester) associate degree program and 60 credit hour (four trimester) diploma program while the Plumbing and Pipefitting program (as it was referred to since 1968)

was now a 75 credit hour (five trimester) associate
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degree program.

The most significant curriculum changes in the department have actually occurred in the last couple of years. The plumbing and pipefitting program is being phased out, with those students still enrolled being allowed to complete. The Construction program has been switched to a more commercial emphasis, rather than a residential one. This new emphasis has resulted in the program now offering three options under Construction Technology. The student now chooses among the Building Construction, Civil, and Mechanical Systems options. Rather than emphasizing hands-on building skills, the program is now emphasizing providing supervisory skills
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in commercial construction.

Although the students have had prior opportunities on the school campus to aid in several commercial construction projects, such as the addition to Covelle Hall in 1975, and the student "mini dorms" on the southeast end of the campus, the emphasis had always been on providing hand-skill educational opportunities. This new department philosophy concerning the purpose of the department's curriculum, what students will be attracted to it, and what job opportunities will exist upon completion for the graduates, probably makes it one of the most radical of all the curricula changes that have recently occurred at the school.

Diesel and Heavy Equipment

Technology Department

The Diesel Department was almost closed as quickly as it was opened. Started in October of 1946 with 20 students, the first three months of class consisted primarily of diesel theory. The actual hands-on experience students were supposed to be getting in their lab was severely limited at that time since the equipment inventory contained only a few parts picked up by the instructors, a parts catalog, and some charts. The program was plagued for the first semester by this lack of equipment as well as the uncertainty of job placement for any future graduates. The concensus of opinion of the school administration was to discontinue the program and only the persistence of the students managed to keep the program open. ²⁵⁰

The following spring semester the department acquired two engines (both gasoline type), one lathe, one drill press, and two grinders. Later in the semester, two diesel engines were secured from the Oklahoma State Highway Department. Until this equipment became available, shop lab work was scarce enough that the labs were called off for a couple of weeks that spring. In March and April of 1947 a total of six more diesel engines were secured for the department. The large wooden water tank on the school tower was removed and installed in the diesel department to serve

as a cooling system for the engines in the shop. During May, June, and July of that year, another diesel engine, two diesel-powered air compressors, a new band saw, and display boards and cutaways were added to the equipment inventory. No fuel pumps were included, however, and students had to be taken on field trips to shops in Tulsa, Oklahoma to receive instruction in that area.²⁵¹

In October of 1947 the Diesel and Automotive Departments combined to form the Department of Internal Combustion Engines. The automotive and diesel students both learned about each other's particular engine similarities and differences before branching out into their particular area of concentration. Harry Beech served as the first head of this combined department.²⁵² He was succeeded in 1948 by Holden Hedgecock,²⁵³ a position Hedgecock held until his death in 1959.

The following year (1948) brought the first graduates to the new program. Nine of the original class of 20 completed the program by January of 1948. That same year also marked the beginning of the fuel-testing room. A new diesel fuel injector testing machine was purchased in May and a fuel testing room was installed. This eliminated the necessity for taking field trips to Tulsa to study fuel systems. It was also by this time that oil contractors and coal companies began giving some outside work to the depart-

ment, enabling the students to get some much needed lab experience to go with the theory they had been receiving.
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George Noble was hired in February of 1950 to head the Diesel Department. Clarence Steinman had been supervising the department from its inception until then. F.C. Howell succeeded Noble as head of the department in March of 1951, but was replaced the following January by Joseph Lawrence. Lawrence was succeeded in 1954 by Paul Gosnell, who was replaced in 1956 by Voyd Self. Self headed the department through its greatest years of growth from 1956 - 1981. He was replaced upon his retirement by the present department head, Warren White.
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Unlike many of the other departments, with their constantly changing programs of study, the Diesel Department, after a rather rocky start, has been one of the most stable departments in terms of its curriculum continuity over the years. Although individual courses have always been updated to remain current with the latest industry changes in diesel engines and fuel systems, the basic format of a six semester Diesel Mechanics program has remained relatively constant. Only about three or four additional programs have been offered through the department in its 40 year history and none of them currently exist as separate programs.

By the spring of 1952, the six semester Diesel

Mechanics program was supplemented by a three semester Diesel Fuel Injection program.²⁵⁶ A two semester Diesel Starting Systems program was added the following year.²⁵⁷ The Starting Systems program was changed to a one semester program in 1955²⁵⁸, but reverted to two semesters again by 1958.²⁵⁹ It was eventually incorporated into the regular six semester Diesel Mechanics program in the early 1960's.

Two other programs were added to the Diesel Department during the 1960's. When the Agriculture Division closed in 1960, the Farm Machinery and Tractor Repair program was shifted to the Diesel Department. Like the Diesel Mechanics program, the Farm Machinery program was also six semesters in length. The other program added in the early 1960's was the three semester Small Gasoline Engines program.²⁶⁰

Although the Farm Machinery program involved diesel engines and logically came under the Diesel Department, the small engines program involved gasoline engines and would have seemed to logically come under the Automotive Department. However, the Diesel Department had the only available shop space at the time the program was started and the program curriculum and faculty were placed under the supervision of the Diesel Department Head. The Small Gasoline Engines program began in a corner of the Diesel Starting Systems classroom and eventually wound up in its own adjacent

building. Students learned to work on two and four cycle engines used on such pieces of equipment as lawnmowers, garden tractors, portable power plants, motorcycles, and outboard motors. The first semester was spent learning the theory and principles behind the engines, while the last two semesters were spent in actually working on as many different engines as possible.²⁶¹

The four programs mentioned above, the six semester Diesel Mechanics and Farm Machinery programs, and the three semester Fuel Injection and Small Gasoline Engines programs, comprised the Diesel Department curriculum for about the next ten years. The Small Gasoline Engines program was shifted to the Automotive Department by 1972²⁶² and dropped completely as a program offering by 1983.²⁶³ The Fuel Injection program was retitled the Fuel Injection Specialist program in 1974.²⁶⁴ By 1975 the Farm Machinery program was dropped and the Fuel Injection Specialist program was incorporated into the regular Diesel Mechanics program. From that time the six trimester Diesel Mechanics program has been the only program offered through the department. The awarding of college credit in 1979 changed the program to an 89 credit hour program in Diesel and Heavy Equipment Mechanics.²⁶⁵ The program was changed in 1982 to its present 90 credit hours.²⁶⁶ The title of the program was changed

again in 1987 to Diesel and Heavy Equipment Technology
under a department with the same name. ²⁶⁷ Although
many of the courses have changed, the program still
remained a six trimester (90 credit hour) program of
study.

Drafting Technology Department

The Drafting Department was organized in the
Spring semester of 1947 with William Scott as the first
department head. The first year of the two year
program was divided into six eight-week courses. The
first eight weeks was spent in a basic mechanical
drawing course, followed by five eight-week courses in
machine, structural, map, pipe-line, and architectural
drawing. The second year of the program was used to
concentrate on only one of those five areas. ²⁶⁸

As were many of the other original departments,
the Drafting Department was poorly equipped for the
first several months. Cafeteria tables, drawing
boards, and blueprint frames were converted by carpen-
try students into furnishings which could be used in
the department. Most of the drawing equipment was war
surplus material secured from the government. Several
metal drawing tables were among additional equipment
solicited from the Douglas Aircraft Plant in Tulsa,
Oklahoma. ²⁶⁹

One of the first classroom projects for the

students was the drawing of plans to convert the barracks buildings into apartments, classrooms, and offices. The Building Construction students used these plans to do the actual conversions. By 1948 a large blueprint machine and a carbon light printer had been added to the equipment inventory and additional classroom space had been secured to accommodate the increase in enrollment. It was also at that time that Okmulgee contractors and builders began asking the department to draw plans and blueprints for their various building projects. These requests became student class assignments.²⁷⁰

Two courses that were added at that time (1948) later developed into separate programs of study within the department. The fundamentals of surveying course later developed into the Engineering Aide program while the perspective sketching course developed into the program in Technical Illustration.²⁷¹ By 1950 new drafting tables and a new blueprint machine had been added to the equipment inventory. This represented a fairly significant change from the department's original equipment situation just three years before.²⁷²

By the spring semester of 1952, the Drafting Department's six programs of study were established and remained relatively unchanged for the remainder of the decade. A six semester program in Drafting was set up at that time. It involved a one semester course in

Mechanical Drawing followed by a one semester course in each of five areas - Architectural, Machine, Map, Piping, and Structural Drafting. Three semester programs in each of those five areas were also available.²⁷³

The only addition to the six programs offered during that time came with the introduction of the Engineering Aide program in the spring of 1954. This was a five semester program that involved some drafting (two semesters) and some surveying (three semesters).²⁷⁴ After three years the program was extended to six semesters²⁷⁵ and remained that way until 1968, when the program was dropped. By the late 1950's the only programs offered by the department were the six semester programs in Drafting and Engineering Aide.

The administration of the department remained basically unchanged during the 1960's. Earl Clark served as department head for almost the entire decade, starting in that position on January 1, 1960 and finally retiring in June of 1968. Forrest Johns succeeded Clark in September of 1969 as only the third department head for Drafting. Bill Jones became the assistant department head at that time. Jones also served as the acting department head just prior to John's hiring. Johns held that position until 1987, when he became a full-time architect for the school in its new student union building project.²⁷⁶

The curriculum also remained basically unchanged during the 1960's. The only two programs available during the decade were the two six-semester programs in Drafting and Engineering Aide. When the Engineering Aide program was dropped in 1968, that left only one program of study offered by the department for the next four years.

Starting in 1972, the Drafting Department offered three programs of study of varying lengths. A six trimester program in Technical Drafting and Design, similar to the program offered for the last several years, was set up as well as a five trimester Industrial Drafting program and a four trimester Technical Illustration program. The Industrial Drafting program was similar to the Technical Drafting program, but was not considered quite as rigorous.

The Computer Aided Design lab that was set up in the department during that time would later prove to be the focal point of all the later program options. Although the department began offering a computer graphics course in 1973, it shared early edition computer graphic equipment with several other schools. The equipment was moved from campus to campus in an 18-wheeler. In 1977, the department purchased four Tektronix 4051 microprocessor computers, a graphic tablet, two digitizing plotters, a copier, and a line printer. Drafting instructors designed the lab for the

new equipment and with the help of the Building Trades
instructors, also constructed it. ²⁷⁸

With the awarding of college credit in 1979,
the three programs were all changed to associate degree
programs. The Technical Drafting and Design program
became a 90 credit hour program while the Industrial
Drafting and Technical Illustration programs were both
changed to 75 credit hour programs. ²⁷⁹ The credit hour
requirements remained the same for all programs until
1983 when the Technical Illustration program was
increased to 90 credit hours. ²⁸⁰

Another equipment donation in 1982 made a signifi-
cant impact on the future curriculum development in the
department. A \$600,000 Computer Assisted Design/Compu-
ter Assisted Machine (CAD/CAM) was donated to the
school by CompuVision. Only three other schools in the
country received the donated systems - the University
of Southern California, Rice University, and the
Massachusetts Institute for Technology. This put the
school in rather elite educational company. The
equipment allows the student to design and test pro-
jects on a video screen. ²⁸¹ Eight students were
handpicked by the instructors to serve as an experi-
mental class. The curriculum was designed and changed
as the students went through the course. As the course
in CAD became more refined, all students in the depart-
ment were required to take it. The computer lab has

now become a focal point for much of the learning
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within the Drafting Department.

The department name was changed to Drafting and Design Technology in 1984 and then to its current Drafting Technology Department title in 1986. In 1986 and again in 1987, the programs were reorganized to give the students more options in choosing which drafting courses he wanted to take. These choices reflect the area of specialization in which the student wished to concentrate. The three programs now offered by the Drafting Department are all 90 credit hour programs in Drafting Technology, Industrial Drafting Technology, and Technical Illustration. The Drafting Technology program offers three program options in Construction, Electrical, and Mechanical Drafting.

Electrical and Electronics Technology Department

The Electronics Department actually started as two separate departments in the Industrial Division, the Department of Electricity and the Radio Department. The two departments remained separate until the late 1950's when they merged to form the Electronics and Electricity Department. J.C. Crawford, head of the Industrial Division, also taught the first radio class. Early in the first semester, Lawrence J. Ridge was hired as the first head of the Radio Department. One

of the first class projects for the students was the building and installation of an inter-communications system in the administration building. By October of 1948, the advanced students began studying the basic principles of television circuits. This laid the groundwork for the television course to be added later when television became more common in this part of the country. The television program was finally organized by May of 1949 and the department was referred to as
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the Radio and Television Department.

By September of 1949, all radio and television department students were enrolled in the basic electricity course in the Electricity Department. After learning electrical fundamentals, students then concentrated on applications within their own department. Since both departments originally shared the same building, sharing coursework for both programs was
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fairly common. The school catalog listed all the electronics programs under the Department of Electricity from 1948 until 1952. From then until 1959, the programs were grouped under the Electricity or Radio and Television Departments.

The Department of Electricity involved students in small appliance and motor repair, as well as using campus remodeling projects to teach house wiring and electrical maintenance. The campus street lighting system was also used to train students in power distri-

bution systems. A purchase of one ton of burned out motors gave students an opportunity to practice on motor rebuilding while a donation of meters from the Public Service Company enabled students to learn about meter testing.²⁸⁵

Charles Latterell served as the first head of the Electricity Department, starting in 1949. For the first three years, L.J. Ridge, head of the Radio Department, also served as head of the Electricity Department.²⁸⁶

By the fall semester of 1950, the programs listed under electronics included five six-trimester programs in Appliance Repair, Machine Repair, Plant Maintenance, Wiring Construction, and Radio and a one-trimester course in Television. These programs remained constant for the next two years. The Refrigeration program was also listed under the Department of Electricity for a couple of years.²⁸⁷

Several administrative changes took place during the 1950's in the two electronics areas. Elmer Balcom replaced Ridge in 1951 as Supervisor of the Radio and Television programs. Alfred Hoff replaced Balcom the next year and supervised the programs for the following three years. Robert Coffey then supervised the Radio and Television programs for the next couple of years, followed by Tom Anglin in the late 1950's. John Evans supervised the Electricity Department from 1952 to 1954, followed by Aubrey Wilf from 1954 to 1957. Dewey

Noble then headed the department, starting in 1957. When the Electricity and Radio and Television Departments were merged into one Electronics and Electricity Department in the late 1950's, Noble was appointed head of the newly merged department as well. From that point to the present, only four men - Noble, Earl McKendree, starting in 1964, Bill Lyons, starting in 1979, and Robert Vogt, starting with the spring trimester of 1988, have headed the department. ²⁸⁸

The spring semester of 1952 brought the first real separation again of the two electrical departments. The Department of Electricity had six programs listed while the Radio and Television Department listed four. The Electricity Department offered a six-semester program in Appliance Service with four-semester programs in Radio and Appliance Service and Refrigeration and Appliance Service. Three five-semester programs in Electrical Machine Repair, Electrical Plant Maintenance, Electrical Wiring Construction were also offered. The Radio and Television Department offered a six-semester program in Radio and Television Service, a three-semester program in Commercial Radio Operator, a four-semester program in Radio Service, and a one-semester course in Television. ²⁸⁹

The following year brought only minor changes to the programs, but by 1954 new programs were being added and each year afterward brought additional changes. By

the spring of 1954, a new three-semester program in Industrial Electronics and a four-semester program in Communications were added and the separate two-semester program in Television was dropped. The following year saw the Industrial program increased to six semesters while the Radio and Television Communications program was reduced to five semesters. It was restored to six semesters the next spring.

By the spring semester of 1959, the two departments were now combined into one Electronics and Electricity Department. The programs of study in this newly merged department included three six-semester programs in Industrial Electronics, Industrial Electrical Maintenance, and Television Electronics, two five-semester programs in Electrical Maintenance and Electrical Motor Repair, and a four-semester program in Electrical Appliance Repair. These programs remained basically unchanged for the next five years. The Motor Repair program was discontinued by 1966.

The fall trimester of 1968 brought the next complete reorganization of the programs of study. A six-trimester program in Industrial Electronics was offered. Two other programs, Industrial Instrumentation and Industrial Electrical Maintenance, shared the same first four trimesters as the six-trimester program, with the student taking two trimesters in different specialty areas. Three four-trimester programs in

Electrical Maintenance, Television Electronics, and Appliance Repair were also offered.²⁹⁴ These programs remained relatively constant for the next few years.

By 1974, the electronics courses were referred to as Electronic-Electrical Technologies. These included four six-trimester programs in Industrial Electronics, Industrial Instrumentation, Electro-Mechanics, and Industrial Electricity, and two four-trimester programs in Electrical Maintenance and Television Electronics.²⁹⁵ These programs changed very little the rest of the decade.

The awarding of college credit in 1979 did not actually change the five electronics programs of study offered at that time. The department was now called the Electrical-Electronics Department and offered three 90 credit hour and two 72 credit hour associate degree programs, along with two 57 credit hour diploma programs. Three six-trimester options in Electronics, Instrumentation, and Electrical were offered along with two five-trimester programs in Electrical Maintenance and Television Electronics. The latter two programs also included four-trimester diploma program options.²⁹⁶

The 1980's have brought several changes to the programs. The Television Electronics program was renamed Consumer Electronics in 1981 and reduced to a 45 credit hour diploma program. That same year a

program in Computer Integrated Systems Services (CISS), a four-trimester diploma program, was also added. By 1983, a course in robotics was added to the program and it was increased to a five-trimester associate degree program. A four-trimester diploma program in Numerical Control Service Technology was also added in 1983. In 1986, the department name was changed to its current title - Electrical and Electronics Technology Department. The programs of study have now been reduced to only three options. All three are 90 credit hour associate degree programs. They include Electronic Engineering Technology (formerly the Industrial Electronics program), Industrial Electrical Technology (formerly the Electrical Maintenance program), and Automated Manufacturing Service Technology (formerly the CISS program).

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Visual Communications Technology Department

The Visual Communications Technology Department, formerly referred to as the Graphic Arts Department, was primarily the Printing Department at the school for the first 26 years. In 1972, the Commercial Art Department was removed from under the supervision of the Business Education Department and combined with the Printing Department to form what was called the Graphic Arts Department. The changes in the Commercial Art program from 1946 until 1972 were documented in the

section that discussed the history of the Commerce/
Business Education Department. This section will
discuss the program changes in the Graphic Arts (Print-
ing) program, starting in 1947, as well as the changes
in the Commercial Art program from 1972 to the present.

The Graphic Arts Department was established in
January of 1947 with Elijah Eaton as the first depart-
ment head. Enrollment was high the first three years
and resulted in additional equipment purchases as well
as a \$117,000 state appropriation for equipment. ²⁹⁸

The early coursework included General Printing for two
semesters, Advanced Printing for two semesters, Press
Operation and Maintenance (two semesters), Composing
Machine Operation and Maintenance (two semesters),
Photo-Lithography (four semesters), and a fifth semes-
ter in Trade Practice for the three programs listed
²⁹⁹
above.

By the beginning of the 1950's, the Department of
Graphic Arts programs of study consisted of a six-
semester program in Letterpress Printing and a five-
semester program in Photo-Lithography (Offset) Print-
ing. ³⁰⁰ The offset program was set up under the
direction of the Graphic Arts Department's Advisory
Committee, composed of engravers and lithographers in
Oklahoma. In March of 1950, groundbreaking was held
for construction of a new Graphic Arts Building at a
cost of \$56,000. With equipment costs added, the new

facility represented an investment of almost \$200,000 for the school. With money and equipment both being very scarce, this represented quite a commitment to training in this area.³⁰¹

Students were also required, starting in 1949, to take a two-hour course in Related Journalism. The students were usually third-semester printing students. They prepared copy for and printed the "Roundup", the school student newspaper.³⁰²

By the Spring of 1952, one semester courses in Camera Operation, Plate Making and Stripping and Layout were added to the Offset Printing program as well as a two semester program in Press Operation. Two three-semester programs in Floorwork and Machine Composition and a four-semester program in Press Operation were added to the Letterpress six-semester program.³⁰³ These programs remained essentially unchanged for the rest of the decade.

The 1960's brought only minor changes to the printing programs of study. A four week course in Teletypesetter Perforation Operation was started in 1961 and later expanded to a one semester course. By 1964 the three courses listed separately under the Lithography program were now incorporated as part of the Lithography program.³⁰⁴ Two years later the Letterpress program was reduced to five trimesters with the Press Operation and Floorwork courses part of that

program, rather than as separate programs. ³⁰⁵ By June of 1967, Elijah Eaton had retired and Leland Tenney had replaced him as head of the Printing Department. ³⁰⁶

By 1972, the Printing Department and the Commercial Art Department had been combined to form what was referred to as the Graphic Arts Center. Leland Tenney served as the first head of the center while also serving as supervisor of the Printing program. Carlile Waugh served as supervisor of the Commercial Art ³⁰⁷ program. The Commercial Art programs consisted of a six-trimester Commercial Art program and a three-trimester Art for Reproduction program. The Printing programs consisted of two five-trimester programs in Letterpress and Lithography, a three-trimester program in Machine Composition, and a one-trimester course in ³⁰⁸ Teletypesetter Perforator.

No changes took place again until 1974. Leland Tenney had been transferred to the university main campus and Bruce Heydenburk was promoted to head of the Graphic Arts Center and supervisor of printing. Five-trimester programs in Presswork, Pre-Press, and Composition were added to the curriculum and a three-trimester program in Copy Center Operation was started. ³⁰⁹ With the awarding of college credit in 1979, the Printing programs were merged into one five-trimester (76 credit hour) associate degree program while the Commercial Art program was a six-trimester

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(90 credit hour) associate degree program.

Although the Commercial Art program underwent a lot of internal changes over the next eight years, it still remained basically a six-trimester associate degree program with no diploma option. By the fall of 1983, R. Gary Borchert had been promoted to head of the Graphic Arts Department and a 57 credit hour diploma program had been added to the printing program options.³¹¹

The following year saw the two printing programs changed to 72 and 60 credit hours, respectively.³¹² In 1986 the department name was changed to Graphic Arts Occupations with three program options in Printing Technology (a 72 credit hour associate degree program), Printing (a 57 credit hour diploma program), and Commercial Art (a 90 credit hour associate degree program).³¹³

The fall trimester of 1987 brought a new name and a restructured list of programs of study for the department. The name was changed to Visual Communications Technology Department. Three programs of study are now available to the students. All three programs are 90 credit hour associate degree programs. The Printing program is now called the Graphic Arts Technology program while the old Commercial Art program is now referred to as the Graphic Design program. A new program in Photography Technology was added in the fall of 1987.³¹⁴

Small Business Occupations Department

The Small Business Occupations Department did not actually come into existence until the mid-1960's. Until that time, the programs of study that merged to form what is now referred to as the Small Business Occupations Department, were individual departments under the Industrial Division. Each program had its own department head and the programs were located in various buildings around the campus. All the department programs that began since 1946 that would be classified as small business in nature (primarily those in which an individual would be most likely to open his business) are grouped together in this discussion. This would include the history of the current programs involved in the department as well as those programs considered similar in philosophy that were discontinued.

The early small business programs got off to a rather staggered start over a period of about two years. The first program to start was the Laundry program in October of 1946. The old hospital laundry was already set up and well-equipped and enabled the program to get off to a better start than many of the other poorly-equipped programs in other departments. Emil Brook served as the manager of the laundry and as the first instructor. He was replaced in 1948 by Harry Williams.³¹⁵ In February of 1947, the Department of

Shoe Rebuilding was added to the Industrial Division. The early equipment consisted of four machines formerly used by the army hospital in making back-braces. W.R. Bradley served as the first department head. By 1950, bootmaking was added to the curriculum and enrollment was rapidly increasing.

In February of 1948, a program in Jewelry Manufacture and Repair was set up for the training of the severely handicapped. In May of that year another program for the handicapped was set up with the establishment of the Art Leather Department. These rehabilitation programs were set up under the supervision of a special advisory committee appointed by the War Veterans Commission of Oklahoma. In planning the various phases of training, one of the major considerations had to be the opportunity for employment in that field once an individual had been trained. These two programs were set up to accommodate open enrollments on each Monday during the semester, with students progressing at their own pace.

Three other programs established in 1948 and 1949 completed the early small business program offerings. The Furniture Upholstery Department was established in July of 1948 in conjunction with the Automotive Trim program. J.W. Harelson taught and supervised both programs. In May of 1949, Earl Van Dolsen was hired to supervise and teach the furniture program, and was

separated from the automotive trim program at that
time.³¹⁸ Over the next 40 years the upholstery program
would be under the supervision of the construction or
automotive departments, until it finally was considered
a separate small business program in the mid-1980's.

The Dry Cleaning program was established in
September of 1948 with F.M. Perkins as the first
department head. The advisory group for the department
was established prior to that and was instrumental in
securing needed equipment and planning the course
outline. The first students actually had to help with
the location and installation of the early equipment.
In February of 1949, the Oklahoma State Cleaners and
Dyers' Association voted to promote the new dry clean-
ing program at the school. Eulas Massey was promoted
to department head the same year. Continued support
from the State Dry Cleaners Association enabled it to
become one of the best equipped departments on campus
by the beginning of the 1950's.³¹⁹

The other small business department established in
the 1940's was the Tailoring Department, established in
August of 1949. T.A. Van Curon was the first depart-
ment head. Like Jewelry and Art Leather, this was a
program set up primarily for the severely handicapped.
Students could enroll at any time and progress at their
own rate.³²⁰

By the early 1950's the departments discussed

above that were small business in nature had a combined enrollment that made it the largest single group of programs at that time.³²¹ The programs could be primarily grouped under three department headings. The first department was Fabric Services, which contained the six semester programs in dry cleaning and laundry and the four semester program in tailoring. The Department of Leather Industries contained the two semester bootmaking program, the four semester art leather program, and the six semester shoe rebuilding programs. The Department of Metal Working consisted of the four semester Jewelry Manufacture and Repair program.³²² The following year, a six semester program in saddlemaking and general leatherwork was added to the Department of Leather Industries.³²³

Several organizational changes took place during the next 12 years. By 1952 each of the programs was listed separately under the Industrial Division, both in the school catalogs and in the official enrollment numbers listed by the Registrar. This practice continued until 1963, when the Industrial Division no longer existed, and all departments were listed as separate organizational units. Starting in 1964, these programs were grouped together in the school catalog under the heading of Small Business Trades. The programs' enrollments were also listed together in the Registrar's official enrollment totals sent to the Oklahoma

State Regents for Higher Education.

The program changes that took place in 1952 remained relatively unchanged for the rest of the decade. Art Leather was still a four-semester program, as were Tailoring, Shoe Rebuilding, Saddlemaking, and Jewelry Manufacture and Repair. Upholstery and Shoe Rebuilding and Bootmaking remained the only six-semester programs in the small business area. A two-semester program in Hand Engraving was set up as part of the Jewelry program and a three-semester program in Bootmaking as part of the Shoe Rebuilding and Bootmaking program. The five-semester Laundry program was supplemented with a two-semester Washman program while the five-semester Dry Cleaning program was supplemented with four eight-week courses in specific dry cleaning areas.³²⁴ The four-semester Watch Repair program was added in 1956,³²⁵ but the rest of the programs remained basically the same until 1959.

In 1959, additional programs were added to the list of small business offerings. One-semester courses in Wool Finishing, Silk Finishing, Dry Cleaning Room Procedures, and Spotting and Wet Cleaning were added to the Dry Cleaning program. A five-semester program was now available in Watch and Jewelry Repair as well as four-semester programs in Watch Repair and Jewelry Manufacture.³²⁶ By the early 1960's, the Laundry and Washman programs had been discontinued due to declining

enrollments while the Watch and Jewelry Repair program³²⁷ was being expanded to six-semester.

By the spring of 1964, the programs were now being listed as programs of study under the Small Business Department. Emmitt Alexander was the first head of the newly organized department. The programs at that time included a four-semester program in Dry Cleaning (with the four one-semester course offerings listed above still available), a four-semester program in Furniture Upholstery (Auto Trim was still listed under the Automotive Department), a five-semester program in Shoe, Boot, and Saddle Repair, a three-semester program in Shoe Repair, one-semester programs in Bootmaking and Saddlemaking, a six-semester program in Watchmaker and Microinstrumentation, a four-semester program in Watchmaker, and a two-semester program in Microinstru-³²⁸mentation.

Several administrative changes in the department have also taken place over the last 20 years. By the late 1960's, A.L. Bass headed the department with Earl Bain supervising the Leather Crafts, Gray Lawrence supervising the Watch and Jewelry Repair, and Lester³²⁹ Nieman supervising the Dry Cleaning programs. By July of 1970, Lloyd Bennett had replaced Nieman as supervisor of dry cleaning, and together with the others listed above, ran the small business programs for the next 15 years. Bennett retired at that time

(1985), followed the next year by Lawrence and Bain (1986). Bass' death in 1976 left Gray Lawrence as acting head of the department until Marshall Webb officially took over the department head position in 1981. Webb's death in December of 1984 resulted in the hiring of the current department head, Harold Ray, in March of 1985.³³⁰

The 1970's brought only a few changes to the small business programs. The Watch and Micro-Instrument Repair program was reduced from six to five trimesters while the Leather Craft programs were condensed to one five-trimester Sheo, Boot, and Saddle program.³³¹ The awarding of college credit in 1979 changed the program listings to reflect the number of credit hours required to complete each program, rather than the number of trimesters. The Automotive Trim (60 credit hours) and Furniture Upholstery (59 credit hours) diploma programs were both still being listed under the supervision of the Automotive Department, a situation that did not change until 1984. The Drycleaning (56 credit hours), Bootmaking (42 credit hours), Saddlemaking (42 credit hours), Shoe Repair (42 credit hours), and Jewelry Manufacture and Repair (58 credit hours) programs were all diploma, rather than associate degree programs. The Shoe, Boot, and Saddle (73 credit hours) and the Watch and Micro-Instrument Repair program (72 credit hours) were the only associate degree programs

originally offered in the department when college
332
credit was given.

The programs' requirements remained unchanged until 1983. The Jewelry Design, Manufacture, and Repair diploma program was supplemented at that time with a 76 credit hour associate degree program. 333 The following year brought Automotive Trim and Furniture Upholstery (both 60 credit hour diploma programs) officially under the supervision of the Small Business Trades Department. 334

The fall trimester of 1987 brought a new department name, but only minor changes to the programs. The department was renamed the Small Business Occupations Department. The Drycleaning program was discontinued at that time, reflecting the school administration's commitment to eliminate programs considered more vocational than technical in nature, as well as eliminating those programs proving to be too costly for the number of students enrolled. The department now offers three associate degree programs in Jewelry Design, Manufacture and Repair (76 credit hours), Shoe, Boot, and Saddle (73 credit hours), and Watch and Microinstrument Repair (72 credit hours). The department also offers diploma programs in Automotive Trim, Furniture Upholstery (59 credit hours), Bootmaking (42 credit hours), Saddlemaking (42 credit hours), and Shoe Repair (42 credit hours). The diploma option for Jewelry

Repair has been discontinued.

External Educational Programs

In addition to the regular department programs of study, the technical school in Okmulgee has also offered several educational opportunities to external groups that were, in some cases, separate from regular daytime course offerings. This section will discuss the history of some of these external educational offerings. Included in the discussion will be the training programs for the severely handicapped, mentioned briefly in the discussion on the Small Business Department, the Military Training Program in the early 1950's, the programs involving instructors from foreign countries, and the programs evolved from the Technology Resource Center.

The first programs that were set up in addition to the regular programs of study were for the severely handicapped. With many of the returning veterans being physically disabled, along with the large numbers of people suffering from such crippling diseases as polio, the need for vocational training for these people in an area in which they could be employed upon completion of the program, resulted in the introduction of additional courses of study. Some of these courses were discussed in the section on the history of the Small Business Department. The 1948 school catalog described the

courses in the Industrial Division that were set up specifically for the severely handicapped. They included courses in leatherwork, jewelry manufacture and repair, locksmith, gunsmith, and fixit, and upholstery. The courses were set up on an open entry/ open exit basis, with students enrolling at any time during the year and completing the course at their own pace. Other students were not excluded from these programs.
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By the spring semester of 1949, a Department of Training for the Severely Handicapped had been formed. The courses listed above had been supplemented with coursework in tailoring and bookbinding. Students enrolled each Monday and proceeded at their own pace.
336

The courses were expanded again the following year to include Automobile Trim. Although the length of the regular department programs were listed according to the semesters each would take, the courses set up for the handicapped were listed according to the number of weeks expected to complete.

The establishment of the Rehabilitation Center on the school campus in August of 1951 made the training of the handicapped students an extension of their physical rehabilitation. Discussion concerning the Rehabilitation Center and courses for handicapped students was included in the school catalog for the

next several years. Since the discussion of courses for handicapped students was included in the section describing the Rehabilitation Center, no mention of a separate department for the severely handicapped was included after that in the school catalogs. The school's reputation for training handicapped students was considered a blessing and a curse in later years. Although the school severed its direct tie with the Rehabilitation Center in 1965, turning the facility over to the Oklahoma Vocational Rehabilitation Department,³³⁷ the institution's rather liberal entrance requirements (minimum age requirement only) and the rehabilitation program made the school's image of a place for "rehab" and "college rejects" a difficult one to overcome in later years. Although this perceived public image of the school may have been the same as the public perception of vocational- technical education in general at that time, the school's attempt to gain acceptance as an institution of higher education was ironically hampered by the image of the students who were being trained. With the current emphasis on advancing technologies and the plans for discontinuing the programs considered less technical in nature, the institution is making efforts through current image surveys and marketing plans, as well as intensified efforts in scholarships, to recruit top high school graduates in Oklahoma. The final break

from the rehabilitation connection with the school came in 1987 with the construction of the George Nigh Rehabilitation Center located on the northern edge of Okmulgee. The rehabilitation center patients no longer come to the technical school campus to receive therapy and any training they receive is through enrollment in regular programs of study.

Another early training program that was not part of the regular programs of study was the Air Force auto maintenance training program in 1951. This training was established as a result of a report written by Director Covelle in August of 1950. The report was a fairly comprehensive description of the school's programs and facilities and was written in an effort to secure any type of military training program for the school. ³³⁸ His efforts were successful in securing the auto maintenance program in March of 1951. Grady Clack ³³⁹ served as the Military Training Coordinator. No other evidence has been found to indicate any other military programs were established after that year, nor have any documents indicated that particular program was extended beyond that one year.

Instructors from foreign countries have also been involved in special training programs at the school. A program from 1968 to 1974 involved 50 teachers from Thailand. The Thailand Vocational Education Project involved vocational teachers from Thailand who were

taking special education programs to upgrade their teaching and administrative skills. Thirty-five Thailand instructors were also involved in the Technical Education project. This one year program also provided these teachers with opportunities to improve their skills. They returned to Thailand as technical instructors and department heads.³⁴⁰

In 1976, the Republic of China sent six instructors to be trained in five different programs. The contract with the Republic of China Ministry of Education set up a one-trimester (actually five months) eight hours per day shop situation for the instructors. The instruction was followed by a month-long seminar review of the teaching methods the Chinese instructors observed and how these methods were to be used upon their return to China.³⁴¹

One of the strongest catalysts for program changes in the last few years has been the completion of the Noble Center for Advancing Technology. This new building on the northeast edge of campus, opened with the fall trimester of 1985, is the center for a new multidisciplinary approach to course offerings. The center focuses on computer-intensive technologies in four broad areas of information processing, automated manufacturing, microelectronics, and energy. Time, space, and equipment are shared by faculty from different departments. Curriculum and equipment changes and

needs are addressed by committees, referred to as "cells", that represent several disciplines involved in one curriculum area. For example, the microprocessor applications course for non-electronics majors is taught by an electronics instructor who has to work with such departments as automotive and air conditioning to ensure that the applications of his course, and the equipment used, are meaningful to their students. The communications required among different department faculty to develop and maintain such courses is accomplished through the "cells". The strengthening of communications and the partial dissolving of department barriers have been cited as positive aspects of this new approach to curriculum planning.³⁴²

As part of the new emphasis on computer technologies, the school has also initiated two new computer projects. A Microcomputer Center was established in the fall of 1986 to provide service and software help for faculty as well as provide a center for in-service training in microcomputer topics.³⁴³

A grant received in July of 1986 provided funding for the school to develop a computerized alternative instructional delivery (CAID) system. This three year project was set up to aid the multidisciplinary curriculum approach to the technical programs of study that was initiated by the advancing technology programs philosophy discussed above. The grant proposal stated

that the institution was facing declining enrollments combined with smaller income growth and that the traditional educational delivery system would have to be modified to handle the changes needed in some technical programs. The alternative delivery method basically consists of an IBM 4341 mainframe computer linked to terminals located around campus. CAID work teams were created to aid development in computerized technical simulations, tutorial aids for students with academic deficiencies, and electronic study guides and test banks. The desired result of the program is to manage the curriculum changes more efficiently and to improve student academic performance and retention. ³⁴⁴

Perhaps the most significant additional educational program at the school has been the emergence of the External Educational Linkage program. Dr. Ed Darby developed the concept and implemented the program as part of the Noble Center's Advancing Technology programs. Darby had commented in early 1986 that the school had a history of providing extension education for various groups, beginning with the automotive extension program (discussed earlier in this chapter) and carrying through to the Accutron seminars offered by the Watch and Microinstrument Repair program and the AMOCO digital logic/microprocessor course offered the last several years. The program was defined as a comprehensive program that would serve the educational

needs of business, industry, labor, education, government, and other special interest groups. This would include short courses, workshops, seminars, conferences, lectures, expositions, displays, or demonstrations carried out over a period of time involving one hour to several weeks.³⁴⁵

An extension of the External Educational Linkages program was made in September of 1986 with the establishment of an incubator site on campus to aid business and industry in economic development. According to Dr. Ed Darby, the incubator provides business and industry an appropriate environment to test new processes, refine production techniques, and develop marketing strategies as part of the firm's economic development program. It is designed to serve only short-term projects, usually in residence on the campus a year or less. The first such project was an agreement with the school and AdvanEdge, Incorporated, of Okmulgee that started in November of 1986. AdvanEdge, Inc., is a waterjet cutting business developed by Covington Aircraft of Okmulgee. The process uses a very thin, very high pressure stream of water to cut extremely hard metals or nonmetals without destructive heat efforts or delamination. The first cutting machine cost about \$120,000 and was placed in the incubator lab in the school's Noble Center for Advancing Technologies. The use of the lab aided the company in reducing

start-up costs while providing the students and faculty at the school with an opportunity for program enrichment by observing techniques and equipment that would have been too expensive for the school to produce on its own.³⁴⁶

The external educational program was also responsible for the school's selection as the satellite campus training network center for the five-state Gulf Coast Region of the Toyota Technical Training Network. The network provides quality remote site locations for Toyota technician training while developing a recruiting source for Toyota dealers to obtain entry-level technicians familiar with basic Toyota technology. Students at the technical school are able to be exposed to the Toyota technology addressed in the seminars while the school was furnished with Toyota equipment that included engines, transmissions, steering and suspension assemblies, electrical components, and complete vehicles. Special tools and diagnostic equipment as well as service manuals and bulletins were also provided to the school.³⁴⁷

The school's educational program expansion into economic development projects culminated in the establishment of the Technology Resource Center in the Noble Center. Using a \$100,000 "seed money" grant from the Oklahoma State Legislature, Dr. Ed Darby, the Associate Director for the center, established the center to

provide economic expansion for the state and revenue enhancement for the school. The Technology Resource Center (TRC) is comprised of three major components - the previously discussed External Educational Linkages (EEL) program, Small Business Resources (SBR), and Advan-Tech (A-T). The EEL program had already established programs for the National Hardware Institute, AMOCO, Toyota, the Eastern Private Industry Council, and the Oklahoma National Guard as well as being responsible for the coordination of the school's three authorized certified training centers for industry - Computervision and AutoCAD Training Centers, and the Toyota Network discussed above. Since its inception in 1985, the EEL program has hosted nearly 50 functions for almost 500 participants.

The SBR program of the TRC is focused on primary assistance to small business. The incubator program discussed earlier was part of this branch of the TRC. The SBR branch was to be expanded as a result of the institution's acceptance as a charter member of the Alliance for Manufacturing Productivity (AMP), a nationwide consortium of 18 technical colleges who will become resource centers for Computer Integrated Manufacturing (CIM). The thrust of the program is aimed at manufacturing industries with 20 or fewer employees, which represent about 70 percent of all manufacturing firms in the United States. A small operational model

lab in the Noble Center will be set up to integrate small computers with small scale machines devices and systems and will emulate networking of manufacturing engineering management, design, scheduling, production, purchasing, marketing, quality assurance, materials handling, and facility maintenance. Supervisors, managers, and owners of small manufacturing firms will attend workshops in CIM, once the lab is operational. The school is presently the only authorized and supported AMP resource center in the Southwest.

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The third branch of the TRC, Advan-Tech (A-T), is the applied process-product evaluative function that serves specific needs of industry. This would include such services as verification of the reliability of a part produced by a company. Appropriate technician-level support is also available to aid with prototype development, diagnostics, measuring, monitoring or testing of a component or an entire system. Although not designed to be a research or design function, the A-T branch of the TRC does provide assistance in these areas. The sharing of instructional staff through extracurricular efforts of the TRC has changed the traditional way the school has looked at its programs of study. By being able to use equipment and tools provided by these external sources, the course offerings have been expanded, and the institution has adopted a more flexible attitude toward what is needed

and what can be made available to graduates in the
program areas involved in these external programs. ³⁵⁰

The economic impact of these external educational
programs, over \$200,000 in gross income the first two
years, has certainly encouraged the institution to
pursue expansion of these program areas. ³⁵¹

The importance of an auxiliary revenue-producing
program like the TRC can best be realized when a review
of both state funds and revolving funds (generated by
student tuition and fees) available to the school is
made. Appendix D contains a table and graphs that show
the funds available to the school from fiscal year
1946-7 through 1986-7. The first four years show the
school had to generate all its own income without any
state funds. Although the charts show the situation
has improved in regard to state funding of the school,
the institution has still had to generate from 24 to 36
percent of its own income for the last ten years. ³⁵²

The need for equipment updating to keep pace with
new technology also has created funding problems. An
examination of the large amount of funds spent for
instructional equipment the last ten years reflects
this. As mentioned in this chapter, several donations
of expensive equipment have been made in recent years.
The school has historically relied on equipment dona-
tions and financial contributions from companies and
individuals to be able to keep their programs current

with the needs of industry. The equipment and funds received from several of the TRC programs have aided the school immensely in these areas.

As enrollments have declined in recent years and the cost of providing quality technical programs has risen, an additional financial strain has been placed on some programs that have had to increase their course offerings while reducing their number of full-time, 12 month faculty. Appendix E contains a table and graphs that indicate the changes from 1960-86 in terms of the number of full-time, 12 month faculty and the average annualized salary of each. The number of such faculty is now back to the same level as it was in 1960, due to currently declining enrollments requiring fewer faculty. However, maintaining a quality technical faculty has forced the school to maintain a higher salary average (as shown in Appendix E) while at the same time declining enrollments have resulted in the school's employing all recently hired faculty on an eight-month basis. This points out another reason why the sharing of faculty and facilities in a multidisciplinary classroom setting has become the norm at the school in planning programs and equipment needs for the programs classified as part of the advancing technologies. Fewer people doing more dictated some changes, and the sharing concept used in the Noble Center seems to have alleviated the problems with equipment and personnel.

The advisory committees to each department, composed of people who currently work in the technical or business area for which they serve as an advisor, have always aided in the curriculum planning process and have served as a major source of equipment donations and funds for student scholarships and faculty development programs. Although a review of the files of Directors Covelle and Miller indicate that the Drafting Advisory Committee, formed in 1955, was the first such group formed, school catalogs and T.P. Chapman's masters thesis information indicate that such advisory groups existed even before some programs were initiated in 1946. Some of these early advisory groups, such as the one for the Baking program discussed in chapter three and the Dry Cleaning Advisory Committee discussed in this chapter, not only existed prior to 1955, but were a strong influence in aiding school faculty with curriculum planning and in providing needed equipment and funds. With the school's increasing dependence on outside sources to provide new equipment and funds to offset decreasing revenues resulting from the decline in enrollments, the alliance between the institution and industry must remain strong. The influence of these outside groups in determining future external programs at the school will probably increase, depending upon future state funding and student enrollment numbers.

Several comments could be made regarding the large number of program changes that were discussed in this chapter and their relationship to future changes at the school. Rather than make such remarks here, these observations and conclusions will be discussed, along with recommendations for future program changes, in the last chapter, which will summarize the significant findings revealed through this historical look at the school's administration, educational programs, and facilities.

CHAPTER IV ENDNOTES

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- ³Ibid.
- ⁴Ibid., 44 (July 1947), no. 19.
- ⁵Personal profile of Hugh Rouk written by Wayne Miller, 8 March 1985.
- ⁶Interview with Wayne Miller, 30 October 1985.
- ⁷Wayne Miller and Joe Taylor. Unpublished history of the Agriculture Division, Oklahoma Agricultural and Mechanical College, Okmulgee Branch.
- ⁸Ibid.
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- ¹¹Oklahoma State Tech press release, 18 October 1983.
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- ¹³Oklahoma State University Technical Branch, Okmulgee, Personnel Office records.
- ¹⁴Oklahoma State Tech Roundup newspaper, 9 June 1949.
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- ¹⁷Ibid., 50 (July 1, 1953), no. 19.
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- ²⁵Ibid., 44 (July 1947), no. 19.
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³⁴Oklahoma State University Technical Branch, Okmulgee, Registrar Office enrollment records.

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⁵⁶General Catalogs, Oklahoma Agricultural and Mechanical College, Okmulgee Branch, 52 (May 20, 1955), no. 15; and 53 (January 10, 1956), no. 2.

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⁶⁹Ibid.

⁷⁰Personal resume of Peggy Butler.

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CHAPTER V

CAMPUS FACILITIES

Just as change characterized the educational programs described in chapter three, changes in the location of where various programs of study were taught on campus were also characteristic of the use of the school facilities. This chapter contains descriptions of the campus physical facilities changes that have taken place over the years. It also includes discussions of the locations on campus where the various programs of study have been taught. Although the use of abandoned government facilities provided an inexpensive way for states to start vocational training centers for returning war veterans, the remodeling and replacement of these buildings presented costly budget problems in later years. The chapter will show what expenses were involved and what changes took place in transforming the complex of old hospital barracks to a modern technical college.

One alternative way of dealing with the problem of remodeling or replacing these older ex-government buildings was used by the state of Oregon. In 1947, the Oregon State Legislature authorized the acquisition

of a deactivated World War II Marines Corps hospital three miles northeast of Klamath Falls, Oregon. The purpose was, like the Okmulgee, Oklahoma, school, to establish a vocational rehabilitation school for veterans, with programs lasting no more than two years. Classes began on the 822 acre site on July 14, 1947, nine months after the opening of the Okmulgee school. The buildings and barracks initially provided excellent lab and classroom facilities and the Oregon Institute of Technology (OIT) flourished.

As OIT moved steadily the next ten years toward a college-level technical curricula, the school was made a separate division of the Oregon State Board of Education, and its curricula expanded to also include four-year Baccalaureate programs. It was during this time (1957) that the school had an engineering study begun to determine whether to repair or rebuild the facilities in light of this new educational mission. The result was the purchase of a 158 acre site just north of Klamath Falls, Oregon by a Klamath area citizens' group. The land was then turned over to the State of Oregon and a completely new campus was built on the site. OIT then moved to that location in 1964.¹

The Okmulgee school was faced with a similar problem by the late 1950's. By that time, many of the buildings were in need of repair or replacement and capital improvement funds were simply not available in

the amount needed to do what school officials felt was necessary. Only four new buildings had been added to the older army hospital facilities by 1957, and little help appeared to be coming from the legislature in terms of increased funding. What the school did in terms of capital improvements for each educational department, student housing, and other facilities on campus, and how it managed to accomplish these projects, will be discussed during the remainder of this chapter.

The methodology used was a review of newspaper and magazine articles, T.P. Chapman's Masters thesis descriptions of the location of many of the early programs, L.K. Covelle's reports sent to Oklahoma A&M College (OAMC) President Henry Bennett that included some early campus maps showing early building numbers and locations of many of the programs, school publications, personal files and memoranda of L.K. Covelle and Wayne Miller, institutional self-study reports, the Campus Master Plan for capital improvements for 1965-75, additions to the Campus Master Plan from December, 1976 and October, 1977, school press releases, Oklahoma Higher Education Regents Biennial Reports, school catalogs, school maps for 1947, 1950, 1964, 1969, 1974, 1975, 1976, 1979, 1985, and 1987, and school departmental files relating to campus facility changes.

To understand the campus buildings numbering system used from 1946 to the present, some background information about the layout of the first buildings is needed. The army hospital was built with all the buildings running north and south. There were four exceptions, which will be discussed later. All the north-south buildings were connected by ramps running east-west through the middle of all the buildings in a given complex. If a person were to stand on the east side of the campus and face west, he would have noticed four such complexes. The first complex on the south end was the 100 Ramp Complex, the one just north of that was the 200 Ramp Complex, the next one north was the 300 Ramp Complex, the next complex on the north end was the 400 Ramp Complex, while the buildings on the very north end of campus at that time were numbered with 500 level numbers. As some of these older buildings were remodeled or torn down and replaced with newer facilities, the same numbering scheme was maintained for the newer buildings.

To further understand the early building numbering system, one would also need to understand some other geographical lines that were used to distinguish buildings within a given ramp system. An imaginary line running from the Administration Building (Building 100) at the center of the very south end of campus all the way to the north end of campus was used to number

buildings in each complex according to even and odd numbers. All buildings west of this line were numbered with odd numbers while the buildings east of this line were numbered with even numbers. The ramps that connected all of the buildings in a given complex ran east-west through the middle of almost all of the buildings and contributed to additional labels for each half of the building according to whether that half of the building was north or south of the dividing ramp. For example, in 1947, the Diesel program was located in Building 407N. Interpreting this according to the information given above, the first number meant the program was located in the fourth complex on the very north end of campus. The odd numbered ending meant it was on the west side of the campus (fourth building to the west, after 401, 403, and 405) while the N designation after the building number meant it was located on the north side of the east-west ramp running through the middle of the building.²

Exceptions to this numbering system did exist. Buildings 111-114 all ran east-west with north-south ramps running through them. Although the buildings were split by the ramps, no east-west labels were given to the end of these building numbers. Buildings 111 and 113 were used as apartments, while Buildings 112 and 114 were used as dormitories. Buildings 251-3 and 351 also ran east-west, with only the building number

used as the label for both halves of the building.³

Several of the other campus buildings did not originally use north-south designations on the end of the building number. All of the buildings in the 100 Ramp Complex were labeled only with even and odd numbers in the 100's. Other buildings on campus that were not split by connecting ramps and contained no north-south designations on their building numbers included Building 219 (the Chapel), Building 300 (the Cafeteria), Building 319 (the campus theater), Building 400 (the Library), Building 401 (Refrigeration Department), Building 450 (the Agriculture Division office), Building 411 (the Laundry), and Building 415 (the heating plant).⁴

All of the numbers in each complex's numbering range could not be found on the campus maps or in any of the literature review. This tended to make the determinations of the locations of some buildings rather confusing. It also raised several unanswered questions with regards to why some building numbers were used. The missing building numbers did not appear on even the earliest available campus maps. For example, even though buildings in the 100 Ramp Complex were numbered from 100 to 114, no buildings were found to exist either in the literature or on any map that were numbered 108 or 110. In the 200 Ramp Complex, the buildings were numbered from 201 to 219, but no

literature revealed any buildings numbered 213 or 218. The telephone exchange building was numbered 251, but no numbers from 220-250 could be found. In the 300 Ramp Complex, building numbers ranged from 300 to 315, but no buildings numbered 313 or 317 could be found. In the 400 Ramp Complex, while buildings were numbered from 400-460, no buildings numbered 413, or 416-449 could be found on any early maps or in any of the literature. The large tower behind the heating plant was designated with the number 413 a couple of years after the first campus maps were drawn. Superstition could not have been the reason for the lack of building numbers ending in 13 (no buildings numbered 213, 313, 413, or 513), since there did exist Building 113 on the southwest end of campus from the first day the school opened. No explanations could be found in any of the literature reviewed of why certain numbers were not used in numbering campus buildings, why large gaps in the numbering system existed, or why buildings that were geographically close had large differences in their building numbers.

The numbering system for the buildings has remained relatively consistent throughout the school's history according to the numbering pattern described above. As mentioned earlier, when other buildings have been added to the school, they were numbered according to which old ramp complex area and on which side of

campus they were built (following the imaginary east-west dividing line). One exception to this was the numbering of the Director's residence in 1968. Although the home is located at the south end of the old 100 Ramp Complex, it was numbered 602. Another exception was the numbering of the Noble Center for Advancing Technology. Although the building is located east of the old 400 Ramp Complex, it was numbered as Building 640. However, these two buildings are located on the east side of the street that used to determine the eastern edge of the campus facilities. Since the last group of buildings on the extreme northern edge of campus were numbered with 600-level numbers, campus administrators evidently felt these two buildings should be numbered the same way.

The rest of this chapter contains discussions of the changes in the campus facilities by examining where each department has been located on campus through the years. Each department will be discussed separately, similar to the pattern followed in the previous chapter, although the discussion in this chapter will be much more brief. The chapter also presents a discussion of student housing changes over the years as well as the locations of and additions to the auxiliary buildings. Several campus maps and tables, showing the use of the campus buildings at various points in the school's history are located in Appendix F. Referring

to these maps may be helpful in understanding the location, or change in location, of these various campus facilities.

The Division of Agriculture

The first department to be reviewed in terms of its use of campus facilities is the Division of Agriculture. Using prisoner of war camp fences and buildings made the division unique among the campus educational units. The former POW camp on the south-east end of the campus was still enclosed by a high barbed wire fence and all buildings in it were filled with surplus equipment. The ground around the campus was still bare from the scraping of the ground for the hospital construction, so the first campus improvement project for the division was the hauling in and spreading of cotton burrs from local gins to improve the campus grounds. A student garden was also planted in the northeast corner of the campus.⁵

The early buildings consisted of converted POW buildings and barracks buildings that had been used for storage. Wayne Miller, first division head, had requested the use of the old POW mess hall for use in displaying farm machinery and in doing shop work. The mess hall, made of tile and with a concrete floor,⁶ was the only permanent-type building in the POW camp.⁷ The building was divided into two parts. The north half, about 110 feet long and 40 feet wide, was used for

displaying farm machinery. The south half of the building, about 50 feet long and 40 feet wide, was used for actual shop work with forges and lathes.⁸

The conversion of the building was started in the summer of 1947, along with other remodeling projects. The wooden barracks in the camp were altered to house sheep, cattle, hogs, and poultry, as well as to store hay, grain, and implements. The barbed wire fence in front of the camp had been taken down by that time and windows from the guard towers had been removed so that the towers could be taken down and converted into portable hog houses.⁹ By the fall of 1947, two Army latrines had been renovated and utilized for breeding chicks.¹⁰ Imagination and improvisation seemed to be the key for all beginning departments in converting the abandoned hospital to their needs.

The following year (1948) the students and faculty in the division worked on several new buildings and changes in the land surrounding the campus. In the spring, two long barracks were emptied of surplus beds and mattresses and made into laying houses for future hen flocks while 40 acres of land, leased by the school and adjoining the northeast side of campus, was being plowed, terraced, and renovated. During the summer months, livestock fencing was taught by having the students fence the entire tract of land adjoining the campus. Five log huts just east of the old POW camp

were also constructed at that time. The fall semester brought construction of a milking barn on the north end of campus as well as a 40 feet by 50 feet hay barn and loafing shed constructed from dismantled POW barracks. It was also during that semester that the last seven 20 by 100 foot POW barracks buildings had been emptied of surplus equipment and were then used for poultry feed¹¹ and the storage of seeds, fertilizers, and equipment.

Most remodeling and construction of needed farm facilities had been completed by the end of 1951. The spring semester of 1949 saw the repainting of the old POW barracks and the installation of new poultry fencing while the fall of that year brought the construction of a 30 by 50 foot farm shop and implement stroage building. The spring of 1950 was spent in improving the campus grounds through the establishment of a three-acre garden, the planting of 50 trees and over 300 other plants, and the construction of a pond on the east side of campus. By the spring of 1951, with the construction of a 32 by 50 foot greenhouse and a 20 by 32 foot classroom and potting shed, the Agriculture Division's facilities' needs were being¹² fairly well met. This pattern of remodeling, using existing facilities, and improvising when necessary, including "borrowing" needed facilities from other departments, became a way of life in establishing

needed campus facilities for each department.

College Division

Very little information could be found with regard to the use of campus facilities by the College Division. The maps from 1947 (Figure 32 in Appendix F) and 1950 (Figure 33 in Appendix F) presented the only information found by this writer as to where the College Division classrooms and laboratories were located. Since the College Division and the Related Subjects Division shared many of the same buildings from 1946-1954, the information was not entirely clear as to which division was using what part of each building.

An examination of the two maps from 1947 and 1950 shows that Buildings 101 and 103 were remodeled and used for the early Chemistry classes. By 1950, Building 103 was being used for the College Division physics classes and the Related Subjects Division chemistry classes. Buildings 402N, 402S, 404N, 404S, 406N, 406S, 408N, 408S, 410N, 410S, 412N, 412S, 454S, 456N, 456S, 458S, 460N, and 460S were all used by both the College Division and the Related Subjects Division for the first several years. After 1951, enrollments in the College Division began to decline (see Figure 17 in Appendix C) and the division courses and faculty were shifted back to the main campus by 1954.

Division of Intensive Business

The Division of Intensive Business originally set up a temporary office in October of 1946 in the old Army equipment building on the west side of campus, with classes meeting in Building 351. The classroom building had been the receiving ward for the Glennan General Hospital.¹³ As mentioned in the chapter on educational programs, the Commercial Art Department, which was part of the Division of Intensive Business for the first 25 years, used the old operating room in Building 351 to teach its silk screen process class because of the room's excellent lighting facilities.¹⁴ By 1950, the division had extended its classroom space to include Building 201N (see Figure 33 in Appendix F). By 1966, all Commerce Department courses (the department name had changed by 1954) were taught in Building 351 while Buildings 217N and 306N were used for Commercial Art courses.¹⁵ This would be the last year for the department to use Building 351.

In 1966, the passage of State Question 433 allowed for the sale of bonds for capital improvements. One of the projects approved was the construction of a combination Administration/Business Education Building. The issue of \$337,537 in bonds enabled construction to begin in 1967 on the 28,600 square foot building.¹⁶ Having to share the facility with administrative offices only allowed the Commerce Department (the

department name was changed to the Business Education Department in 1968) enough space for the department office and 10 classrooms.¹⁷ Additional classroom space was attained through the use of part of Building 312. The location of these two buildings can be found on figure 35 in appendix F. Although rumors of plans to construct a new building that would enable all Business Education courses to meet in the same building have persisted on campus, the split-building situation for the departments' classes still exists as late as the spring of 1988.

Division of Food Trades

Perhaps the most consistent department in terms of its location through the years has been what was originally referred to as the Division of Food Trades. The division started offering its courses in 1946 in Building 300, which served as the cafeteria for the old hospital. Since most of the facilities needed by the department were already available at this location, future changes involved primarily remodeling projects. Any new construction projects were basically additions to the existing facilities.

The Bakery program originally used the old hospital bakery and set up a baked foods store in the Times Square area (between Buildings 252-253) while the Culinary Arts program used the cafeteria and large

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kitchen areas in Building 300 to train students.

By September of 1950, a new Snack Bar, the west dining room of the cafeteria, and a grill room had been completed.¹⁹ The 1950 campus map (see Figure 33 in Appendix F) also shows the use of Building 102 for the Bakery lab and classroom, but this course was taught by the Related Subjects Division and that building was not considered part of the Food Trades Department's facilities.

In July of 1951, the food service training (Culinary Arts program) was expanded with a new laboratory and dining room facility, referred to as the "Red Door". The kitchen was designed to accommodate the training of 20 to 25 students with the dining room seating 125 people. As the program improved, enrollment grew to the point that the physical facilities were no longer adequate to provide what the school officials felt was the best training for the students.²⁰

On May 21, 1962, Director Covelle and the Planning Committee of the school met and proposed a new food service training building.²¹ The project was funded from bond issue number 393 for \$165,763, with the school using \$14,225 in auxiliary funds to supplement²² the cost of building the 10,535 square foot building. This provided over twice the space available in the old laboratory and dining room. Since the new laboratory

was glass enclosed and the old laboratory equipment would be seen by those in the dining area, school officials felt that new equipment was needed, but no money was available.²³

To provide the needed gas and electric equipment, donations from outside sources were needed. As mentioned earlier, this practice of soliciting from, and depending on, outside sources for equipment and financial help has been in place since the school's inception. With the rising costs of equipment, the practice is currently, by necessity, still in place. Representatives from the Oklahoma Gas and Electric Company and the Oklahoma Natural Gas Company met with school administrators and agreed to coordinate the donation of the equipment. General Electric donated the electrical equipment, paying one-third of the cost. Public Service Company and Oklahoma Natural Gas Company shared the balance of the cost equally. The gas equipment was donated by the Cleveland Range Company, Keating Company, Montague Range Company, Wolf Range Corporation, South Bend Range Corporation, and Oklahoma Natural Gas Company.²⁴ The total of the equipment donated was over \$30,000.²⁵

The new laboratory was to be a testing center for each company donating equipment. The respective companies agreed to replace pieces of equipment with new and up-to-date equipment as needed or that had been

improved, thus ensuring the school would always have modern teaching facilities.²⁶ The new laboratory could accomodate between 40 and 60 students during a lab period while the new dining area could accomodate 238 people, twice what the old lab and dining areas could service.²⁷ Dedication of the new Red Door was held on September 18, 1964.²⁸

The 1964 campus map (Figure 34 in Appendix F) showed this new Red Door area, along with the location of the other uses of Building 300. The cafeteria was then located in the southwest corner of the building, the east dining room in the southwest corner, the tech foods warehouse in the northwest corner, the bakery in the northeast corner, the kitchen in the middle of the building, and the Red Door on the east side between the dining room and the Bakery. By August of 1966, the Food Trades Department Building 300 Complex included a main cafeteria with 17,200 square feet of space, the Red Door Laboratory and dining area with 10,500 square feet of space, and a Bakery area with 6,650 square feet of space, for a department total of 34,350 square feet.²⁹

The last new addition to the department's facilities occurred in 1969 with the new baking addition, located next to the Red Door Restaurant.³⁰ Funded with \$43,156 through bond issue number 433 and \$25,062 in an auxiliary allocation, the new baking area added another

5,278 square feet of floor space to the Building 300
Complex.³¹ One major feature of the new addition was
its glassed-in area for the cake decorating classes,
which made it possible to view the students at work in
their lab. A sales area was included in front of the
Baking Lab, on the east side of the building, to teach
the students about sales procedures and product
display. This also provided the Baking program with
its own front door, for the first time.³² Equipment
donations continued to be made to the department. The
old equipment was also maintained to ensure that
students had a broad background of experience with as
many different kinds of equipment as possible.³³

The last major renovation in the department
occurred in 1973 with the remodeling of the old cafe-
teria and snack bar areas. The cafeteria was closed at
the end of the spring trimester that year and the
entire summer was spent stripping the insides of the
facility, installing new plumbing, new ceilings,
reupholstering the booths, and making new dining
tables. The snack bar area also required extensive
plumbing and construction work. Students from the
Commercial Art and Technical Illustration programs
designed the interior decorations, which included mod
murals of gigantic hamburgers, french fries, and hot
dogs. School instructors supplied most of the labor

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involved.

By the mid 1970's, the Food Trades Department's building use was becoming more fragmented. By that time, Building 300 also included the non-Food Trades Department Vending Warehouse, while the Snack Bar in Building 252 was considered part of the department's facilities. Building 105, referred to from the mid-1970's to the present as "The Parlor", has been included in the Food Trades Department, following its conversion in the 1980's to a food area and recreation area for students. This makes the current department's facilities' usage well over 40,000 square feet, making it physically one of the largest departments on campus.

Related Subjects Division/ General

Education Department

The Related Subjects Division, later referred to as the General Education Department, offered classes scattered over a large number of buildings for about 26 years. Many of the early classes in the 1940's and 1950's were held in buildings shared with the College Division. According to the 1947 campus map (Figure 32 in Appendix F), the Related Subjects Division used Buildings 101 and 103 to teach the chemistry courses, with Buildings 402N, 402S, 404N, 404S, 406N, 406S, 408N, 408S, 410N, 410S, 454S, 456N, 456S, 458S, 460N, and 460S used for other department courses. The math and

science courses were moved to Building 102S in the fall of 1947 and all the physics and math instructors had their offices in that building.³⁶

The 1950 campus map legend (Table XXI in Appendix F) lists the same buildings being used by the department as in 1947, with a few additions. These included Building 307N, used for teaching Precision Measurements, Building 305N, used for Related Mechanics, and Buildings 412N and 412S, originally used by the Drafting Department. As the technical departments began to grow, they took over a lot of the buildings formerly used by the Related Subjects Division.

The 1960's brought a lot of classroom relocation to the department. By 1964, the department name had been changed to the General Education Department and the classrooms were located in just a few buildings. These included Building 102S, for the Technical Math courses, Building 304N, for the Precision Measurements course, Building 304S, for the Blueprint Reading course, and Buildings 101N, 103, 402N, and 404 for the other department courses.³⁷ By 1966, the department was using Building 110 for Metal Arts, Building 304N for Precision Measurements, Building 304S for Blueprint Reading, and Buildings 101, 102S, 103N, 103S, 402N, 404N, and 404S for other classes. The department's campus facilities use was now in excess of 39,000 square feet, making it the third largest department on

campus in terms of space.

Two construction projects in the late 1960's and early 1970's formed the basis for the current General Education Department facilities use. In 1967, the school used bond issue number 433 funds (\$153,541) and school auxiliary funds (\$51,155) to form Complex 312 from Buildings 308, 310, and 312.³⁹ This complex is shown on the June 30, 1969 campus map (Figure 35 in Appendix F). Part of this new complex, along with three other buildings, was used to house General Education Department classes.

In 1972, the school used bond issue number 483 funds (\$294,851.34) and other school funds (\$6,450) to build a new General Education Department building.⁴⁰ The old Building 216 was torn down and the new General Education building was constructed on the same location and given the same building number. The new building contained 18 classrooms and a department office complex, consisting of two offices, a reception area, a teachers' conference room, and a utility room. All the classrooms and offices were carpeted and 10 of the classrooms had multi-leveled seating. When construction was completed in 1972, the department had a total of 33 classrooms in use in three buildings.⁴¹ By the mid 1970's the department classes were held only in Buildings 216 and 312, with Building 214 used for the teachers' lounge for instructors in Building 216.

This gave the department over 45,000 square feet of floor space (counting the Nursing Program area in Complex 312), making it the third largest department on campus.⁴² With the demolition of Buildings 212 and 214 in the early 1980's, all General Education Department classes and faculty are currently located in Buildings 216 and 312.

Air Conditioning and Refrigeration Technology Department

The Refrigeration Department started out in October of 1946 in Building 412N, but moved in November to Building 401S. In April of 1947, the Auto Metal and Paint Department moved out of Building 401N and the Refrigeration Department then took over that part of the building. By January of 1949, the department expanded into Building 400N, formerly used by the Library. The Commercial Refrigeration and Air Condi-⁴³tioning classes used this facility. These two buildings, 400 and 401, formed the nucleus of the department's classroom locations for the next several years (see Figure 34 in Appendix F).

By 1964, the department had expanded into several other buildings to accommodate the increased enrollments in the department during the early 1960's (see Figure 13 in Appendix C for the graph showing this enrollment trend). By that time, the department was now using Buildings 452N and 400N for the Air Conditioning

classes and Buildings 402S, 452S, 454, and 456N for the Refrigeration classes (see Table XXIII in Appendix F). By August 1, 1966, the department was using the same buildings plus Buildings 450 and 452N for classrooms and Building 550 for storage. The size of the department at that time was over 23,000 square feet.⁴⁴

The department finally settled onto one location in the early 1970's with the construction of a new building. Funded in 1970 with bond issue number 483 funds (\$397,543), the 25,421 square foot facility was constructed in the open area between Buildings 311 and 319 where Building 315 had been torn down. The new building was given the number 315, since it was built at the same location as the previous Building 315. (Compare Figure 35 with Figure 37 in Appendix F).

The department moved into the new building in the Spring of 1972. The new building contained six specially designed laboratories, one for each separate unit of instruction in the six trimester program of study. Three step-down classrooms, used for theory instruction, are located adjacent to the laboratories and the department office is located in the center of the building.⁴⁵ The total area occupied by the department is not consistently stated in the available literature, but all documents indicate about 29,000 square feet for the department and the interior theater included in Building 315, making it about the fourth

largest department on campus.

**Automotive Technology Department/Manu-
facturing Technology Department**

Since the Manufacturing Technology Department did not become a truly separate department from the Automotive Department until 1985, its facilities use will be discussed along with the Automotive Department's facilities use, just as the two departments' curricula changes were discussed together in the chapter on educational programs. When the school opened in October of 1946, the Automobile Mechanics and Body and Fender programs shared Building 401N. The mechanics program shifted to Building 409S in December of that year and expanded to also include Building 407S by April of 1947. By May of 1947, the Auto Metal and Painting/Auto Body programs had moved to Building 403S. By the Spring of 1948, Building 405N was also being used by the Automotive Department. Large donations of equipment, worth several thousands of dollars per month, were coming into the department during these first few years. In September of 1949, Building 403N was added to the facilities used by the Auto Body program while in May of 1950, a Small Units and Ignition Shop had been set up in the old fire station building while new equipment purchases and donations of engines by car dealerships had helped meet the increasing needs of the rapidly growing department.

The decade of the 1950's proved to be one of continuous expansion for the department. According to the 1950 campus map (Figure 33 in Appendix F), the Automotive Department had expanded to several buildings during the first four years of operation. By that time, it included Buildings 105 (Auto Upholstery), 303N (Furniture Upholstery), 403N (Body and Fender and Welding), 403S (Body and Fender), 405N (Pre-mechanics machine shop), 407S and 407N (Auto Mechanics), 500 (Gas Station), 501 (Vehicle Wash Rack), and 503 (Vehicle Grease Rack). The Automotive Department was one of the first departments to receive a new building. The Graphic Arts Department had the first new department building constructed in 1951 while the Automotive Department had a new Automotive Building built in 1956. The new building was constructed with \$100,000 from state bond funds and \$8,000 in auxiliary school funds.⁴⁷ The 16,800 square foot building was numbered 401, since it was the first building on the west side of the campus in the 400 Ramp Complex. The old building 401, formerly used by the Refrigeration Department, was renumbered 401A and used for teaching Automotive Principles. A comparison of the campus maps from 1950 (Figure 33 in Appendix F) and 1964 (Figure 34 in Appendix F) shows these changes. One other addition during the 1950's occurred in 1959 with the \$27,001

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construction of the Machine Shop (Building 519).

The next major building addition to the department came in 1963. A new 33,100 square foot automotive shop building was built with \$270,719 in bond issue number 393 funds.⁴⁹ A comparison of the 1950 (Figure 33 in Appendix F) and 1964 (Figure 34 in Appendix F) campus maps shows that the north ends of Buildings 403, 405, and 407 were demolished and cleared and the new building was constructed in that spot. The new building was numbered 403, which created some confusion in trying to maintain some consistency in the campus numbering system. Buildings 405S and 407S were now located south of Building 403, which violated the previous numbering policy of consecutively higher odd-numbered buildings being located west of each other. The only changes that occurred the next 20 years resulted in the buildings' numbers being changed from 405S and 407S to 405 and 407. However, both buildings are still located south of Building 403, which creates the same situation described above, and reiterates an earlier point made in this chapter - that consistency in further development of the campus building numbering system has been an unresolved problem.

According to the 1964 campus map (Figure 34 in Appendix F), the Automotive Department was then using Buildings 409S, 407S, and 411 for Auto Body classes, Building 405S for Auto Parts classes and Building 403S

for Auto Trim classes. Buildings 401 and 403 were used for Auto Mechanics classes and Building 401A for Automotive Principles classes. The department now contained 94,796 square feet of floor space and over \$289,000 worth of instructional equipment.⁵⁰

The next couple of years brought additional changes to the departments' list of facilities use. By August of 1966, Building 411 was no longer used by the department, but all the other buildings listed above were still being used as described. Building 504 was used by both the Diesel and Automotive departments, with the south end used for Auto Mechanics classes and the north end for Fuel Injection courses. This reduced the total Automotive Department size to 82,460 square feet.⁵¹

The following year brought the construction of the service station (Building 527), built with \$42,587 of special and auxiliary funds.⁵² The background events as to the people and financing involved in this building project are documented in the chapter on educational programs in the Automotive Department section.⁵³ The station was dedicated in January of 1967.

At the time it was developed, the service station management program at the school was one of only about three college-level programs available. A two-year program at Ellsworth College in Iowa consisted of business courses on the campus and on-the-job training

at various cooperating service stations. A program at Western Michigan University offered a four year petroleum marketing course, but the emphasis was on managing a distributorship or preparing for a sales position in the oil industry, rather than on operating an individual service station. During the junior and senior years, a good part of the time was spent on-the-job at cooperating service stations and dealerships. The University of Tulsa (Oklahoma) offered a petroleum marketing major as part of its school of business administration. High school Distributive Education programs at that time included over 3,100 students involved in service station work, with more than a dozen high schools offering service station operation and management courses, including four in San Jose, California, and three each in Phoenix and New York.⁵⁴ With the phasing out of the program in 1982, the building is now used as the office and service area for the campus motor pool.

The demolition of Building 409 in the late 1960's resulted in the reassignment of some building numbers. A comparison of campus maps from 1964 (Figure 34 in Appendix F) and 1969 (Figure 35 in Appendix F) reveals that Building 465 was renumbered 419, Building 415 was renumbered 417, and Building 411 was renumbered 415. The comparison also shows that Buildings 403S, 405S, and 407S, just south of Building 403 were remodeled

into four buildings, numbered 405, 407, 409, and 411.

Two new construction projects in the 1970's completed the additional facilities space for the Automotive/Manufacturing Departments. An addition to the Manufacturing Building (519) was constructed in 1970 at a cost of \$51,103, funded with money from bond issue number 483. This increased the size of the department building by 4,000 square feet.⁵⁵

The last project was the 1972 construction of the Automotive Center, numbered Building 413, located where Building 409 was torn down. The new number fit into the new numbering scheme mentioned above, since it is located between Buildings 411 and 413 (see Figure 35 in Appendix F for the location of these buildings). The new center was built with bond issue number 483 funds (\$219,638.59) and \$20,000 in additional school funds. The almost 22,000 square feet of additional space housed a 20 car tune-up shop, separate laboratories for automotive principles, component parts and engine tune-up, three classrooms, and the departmental office.⁵⁶ The building was dedicated on June 22, 1972. This gave the department a \$2.5 million instructional inventory (including buildings),⁵⁷ with over 100,000 square feet of instructional space in the automotive and machinist buildings.⁵⁸

With the completion of this new center, the buildings that were considered part of the Automotive

Department included Buildings 400 (Furniture Upholstery and Auto Trim), 401 (Auto Body), 405 (Auto Body), 407 (Auto Parts), 403 (Auto Mechanics), 413 (Engine Tune-up, classrooms, and the department offices), 519 (Machine shop), and 527 (the service station).⁵⁹ Even when one subtracts the floor space in Buildings 519 and 527 (no longer considered automotive buildings), the total space left (still over 100,000 square feet) keeps the Automotive Department the largest department on campus.

Construction Technology Department

The Construction Technology Department got its start as the Department of Construction in October of 1946 with the Cabinet Making and Carpentry programs located in Building 523 and the Plumbing program using the old hospital plumbing shop.⁶⁰ Building 523 had been the maintenance shop for the old army hospital and provided a good physical set up for the two carpentry programs. In March of 1947, the Cabinet Making program moved to Building 405S,⁶¹ while the 1947 campus map (see Figure 32 in Appendix F) shows the Carpentry program moving to Building 405N that same year. The 1950 campus map (see Figure 33 in Appendix F) indicates that Building 405S was still being used for Carpentry and Cabinet Making, 303S for the Carpentry Shop, and 519 for Plumbing. With the construction of Building

517 directly east of Building 519, the Plumbing program moved into Building 517, with the Diesel Department using Building 519.

The first of three construction projects for the department occurred in 1956 with the construction of Building 521. Although a building with that number already existed, a comparison of the campus maps from 1950 and 1964 (Figures 33 and 34 in Appendix F) reveals the numbering of the buildings changed, with the old Building 521 renumbered 523 and the old Building 523 renumbered 525. This allowed the new building, located directly west of the old Building 519 to be numbered 521, according to the pattern established from the school's inception. The new Building 521 was built with school funds at a cost of \$29,300 and had 10,000 square feet of floor space.⁶² With the new building, the Building Trades Department was set up in Buildings 521 (Building Construction program) and 517 (Plumbing), a situation that still exists today.

Additions to both buildings in 1970 were the only other departmental facilities changes to occur. Using bond issue number 483 funds (\$25,598 for Building 521 and \$17,066 for Building 517), a 3,000 square feet addition to Building 521 and a 1,800 square feet addition to Building 517 were constructed.⁶³ The exterior of Building 517 was also redone at that time. The department now has over 20,000 square feet of floor space.⁶⁴

Diesel and Heavy Equipment Technology Department

The Diesel Mechanics program started in October of 1946 in Building 407N, which had been previously used for hospital storage. The Diesel Theory courses met in Building 406N. Imagination and improvisation were also used by the early Diesel faculty as they removed the large wooden tank from the top of the water tower (Building 502 on the 1950 campus map, Figure 33 in Appendix F) and used it as part of the cooling system for their shop engines.⁶⁵ According to the 1950 campus map, the Diesel Department was not only using Building 407N, where it originally began, but was also using Building 305S for the Diesel Fuel Pump Lab.

The Diesel Department facilities space has been expanded four times over the years. The first expansion occurred with the construction of Building 501 in 1956. Built with state bond funds (\$108,000) and auxiliary school funds (\$8,000), the building contained 16,800 square feet.⁶⁶ The new building replaced the old Building 501 formerly used by the Automotive Department for washing cars (see the 1950 campus map, Figure 33 in Appendix F). The second expansion came with the addition to Building 501 in 1963. Built with bond issue number 393 funds (\$42,642), this added 8,000 square feet of floor space to the existing building.⁶⁷ The 1964 campus map revealed that, after these two

construction projects were completed, the Diesel Department was then using Buildings 409N, 465 (for the Small Gas Engines program), 501, 504, and 519. By August of 1966, the department encompassed more than 40,000 square feet of floor space.⁶⁸

The third expansion to the department facilities occurred in 1968, with the construction of Building 500, located directly east of Diesel Building 501, and connected to it. Built with bond issue number 433 funds (\$348,166) and covering over 39,000 square feet,⁶⁹ the two-story building enabled the diesel classes to be housed under one roof for the first time. The electrical systems, fuel injection, and engine principles courses had been taught in the older campus buildings, as listed above.⁷⁰ The building was dedicated, with its over one million dollars worth of equipment,⁷¹ in November of 1968.

The final expansion of the department occurred in 1981 with the construction of Building 600. Started in March of 1981 and completed by August of that year, the \$308,897 building, with its \$664,707 worth of equipment,⁷² is used for classrooms and laboratories. The location of this building can be found on the campus map for 1985 (Figure 40 in Appendix F). The construction of the Diesel Industrial Park completed the expansion of the Diesel Department in the mid-1980's.

Drafting Technology Department

When the Drafting Department began operations in February of 1947, it was originally located in Building 412N. In January of 1948, the department also added Building 412S.⁷³ As enrollment grew from the late 1940's to the early 1960's (see the enrollment graph for Drafting, Figure 19 in Appendix C), the department continued to expand into other buildings in the 400 Ramp Complex until, by 1964, it was using the north and south ends of Buildings 406, 408, 410, and 412 (see Figure 34 in Appendix F), an area of over 20,000 square feet.⁷⁴

The first new building for the Drafting Department was ready by the fall trimester of 1969.⁷⁵ Built with bond issue number 433 funds (\$130,100), the 11,000 square foot building was numbered 412, since it was built on the same location that was formerly used for Building 412. Building 412 was torn down and the department was forced to use only Buildings 406, 408, and 410 while construction of the new building took place. The building was constructed in two stages, with the 1968-69 construction finishing only the first half of the building, which included only four classrooms. The building was built so that it could be easily expanded later.⁷⁶

The last half of the building was completed by the fall of 1970.⁷⁷ The addition to the 1968 building

project was funded with bond issue number 483 funds (\$140,643) and added 8,778 square feet of space to Building 412.⁷⁸ This put the department floor space area back up to 20,000 square feet. Buildings 408 and 410 were cleared out prior to the construction of the addition, with Buildings 402, 404, and 406 torn down afterwards. In early 1971, a new hard-surfaced parking lot was built directly west of the new building, where these old buildings had been located.⁷⁹ The campus map for 1975 (Figure 37 in Appendix F) shows how the campus looked on the east side of the 400 Ramp Complex following these changes.

Electrical and Electronics Technology Department

In October of 1946, the Electrical Department began meeting in Building 523, with the Radio and other Electrical classes meeting in Building 452N.⁸⁰ In September of 1947, the Electrical Maintenance courses were offered at both ends of Building 523, with classrooms in Building 521,⁸¹ while, by 1949, the Television program lab and shop had been set up in Building 454N.⁸²

According to the campus map for 1950 (Figure 33 in Appendix F), the department was then spread out over six different buildings. The Basic Electricity Lab was moved to Building 310N, Radio classes were held in Buildings 452N and 452S, the Radio and Television Lab

was held in Building 454N, the Motor Testing Lab in Building 465, and the Electrical Shops were held in Buildings 521 and 523. The following year, the shops were moved from 523 to 410S and 412S, with the location of the other classrooms and labs remaining basically unchanged for the next decade.⁸³

By the early 1960's, the department was using Buildings 456, 458, and 460 for shops and classrooms. By 1963, Building 460 had been torn down to make room for the new Electronics Building. Built with funds from bond issue number 393 (\$272,526), the 21,600 square foot building⁸⁴ was dedicated on May 3, 1963.⁸⁵ According to the 1964 campus map (Figure 34 in Appendix F), the department was now spread out in Buildings 456S, 458N, 458S, and 460. The August 1, 1966 list of campus facilities use showed the floor space in these buildings encompassed 29,160 square feet.

In 1970, an addition to Building 460 was built, using bond issue number 483 funds (\$101,845) and adding 7,200 square feet more space to the existing building.⁸⁶ The addition was built where Building 458 had been located. Buildings 452, 454, and 456 had also been torn down to make room for the new parking lot directly west of the newly completed Drafting and Electronics Buildings. This allowed the department to have all its classrooms and labs to be housed in the same building for the first time since the school

started. It also gave the department 28,800 square feet of space, almost equivalent to what it had when it was spread out over several different buildings.⁸⁷

Visual Communications Technology

Department

This department, referred to for the first 40 years as the Graphic Arts Department, actually consisted of only the Printing programs until 1972. At that time, the Commercial Art program separated from the Business Education Department and joined the Printing programs, to form what has since comprised the Graphic Arts (now called Visual Communications) Department. Since both programs are now situated in one building (302), this section will trace the campus facilities use of both.

Neither program was part of the original curriculum in the fall of 1946, but were started in the spring of 1947, with Printing starting in Building 403N, shared with the Shoe Rebuilding program, and Commercial Art in Building 351, with the Intensive Business programs. Six months later, the Printing program was shifted to Building 106.⁸⁸ According to the 1950 campus map (Figure 33 in Appendix F), these same two buildings were still being used at that time, plus Building 312N (Ceramic Lab).

The next year (1951), a new Graphic Arts Building was constructed, just west of, and connected to, the

old Building 106. The new building was considered part of the old building and received the same number. Groundbreaking began March 3, 1950 on the \$56,000 building and use of the 65 by 125 foot facility occurred the following year.⁸⁹ The 1964 campus map (Figure 34 in Appendix F) shows the use of Buildings 104 and 106 for Printing (Graphic Arts), 102N for the Photo Lab, and 351 for Commercial Art. By the end of the 1960's, Buildings 104N (for the Stripping section of the Printing program), 104S (for the Offset section of the Printing program), 106 (main Graphic Arts building), and 217N and 306N (for Commercial Art classes) gave the Printing and Commercial Art programs over 20,000 square feet of space.⁹⁰

The Printing and Commercial Art programs finally came together in one building in the early 1970's with the construction of Building 302. Replacing the old Building 302, which had previously housed the Furniture Upholstery program, the new \$373,546 building was financed with bond issue number 483 funds. The 25,987 square foot building was then given the same number as the building it replaced.⁹¹ The Commercial Art program now had four classrooms in the new building, with skylights to receive the light from the north. This new location for Commercial Art and Printing, sharing the same building, made combining these two programs into the Graphic Arts Department in 1972 a fairly

natural event. The Public Information Office, with its need for art and printing help from both programs, was also located in the new building.⁹²

Small Business Occupations Department

One of the most difficult departments to trace the campus facilities use for was the Small Business Occupations Department. The department did not really exist as an educational unit until the mid-1960's. The programs of study were listed as departments under the Industrial Division until that time and were scattered in several places on campus until 1972, when the programs were all housed under the same roof for the first time.

The first small business program was the Laundry program in October of 1946, which used the old hospital laundry, in what was now numbered Building 411. This was one of the more fortunate beginning programs at the school, since over \$55,000 worth of equipment was left in the building.⁹³ The Laundry program remained at that location until the program was phased out, at which time the Auto Body program starting using the building.

The rest of the small business programs were gradually phased in over a period of time during the first four years the school was in operation. The Shoe Rebuilding program started in February of 1947 in a Building (403N) it shared with the Graphic Arts pro-

gram, in an 18 by 10 foot room.⁹⁴ It moved the following fall to Building 306S.⁹⁵ In the spring of 1948, the Jewelry Manufacturing and Repair program started in Building 308N⁹⁶ while the Art Leather program began in Building 306N.⁹⁷ The Auto Trim and Furniture Upholstery programs began meeting in Building 403S, in a small corner of the Auto Metal and Painting Department.⁹⁸

The following year (1949) brought several building location changes. The old hospital fire station building held the Auto Trim and Furniture Upholstery programs until May of that year, when the Furniture Upholstery program was moved to Building 303N. The Auto Trim program shifted to Building 105 later that spring.⁹⁹

According to the 1950 map (Figure 33 in Appendix F), the Tailoring program, started in 1949, was now located in Building 302N, Furniture Upholstery in 303N, Art Leather in 306N, Shoe Repair in 306S, Jewelry Repair in 308N, the Lock Repair Shop in 308S, Dry Cleaning in 400S, and the Laundry program in Building 411. By March of that year, the Shoe Rebuilding program had expanded into Buildings 306S and 306N and the Art Leather program had been moved to Building 304N.¹⁰⁰

The 1960's brought some stability to the location of these various small business programs. Both the

1964 campus map (Figure 34 in Appendix F) and the August 1, 1966 list of campus facilities use showed the same facilities use for all programs. This remained true until all the programs were relocated in 1972. During the 1960's the Furniture Upholstery program was located in Building 302S, the Shoe Rebuilding program in 306S, the Watchmaking and Micro-instrument program in 308N, the Dry Cleaning program in 400S, and the Auto Trim program in 403S. This gave the department almost 25,000 square feet of floor space (even though the Auto Trim area was actually considered part of the Automotive Department at that time).¹⁰¹

The Small Business Trades (Occupations) Department was finally housed under one roof with the construction of Mall 400 in 1972-73. Financed with bond issue number 483 funds (\$384,136),¹⁰² the new 17,000 square foot building was added to the existing, but remodeled, Dry Cleaning program Building (over 5,000 square feet) to give the Mall 400 Building over 22,000 square feet of floor space. The Mall 400 name was given to the complex because of its interior, which had a shopping mall atmosphere-- a concrete hall down the middle and glass walls for mall visitors to view the shops.¹⁰³ The Watch Repair, Leathercraft, and Dry Cleaning programs from Small Business were combined with the Auto Trim and Furniture Upholstery programs from the Automotive Department in the new Mall.¹⁰⁴

As was the case with Commercial Art and Printing, these five programs, all housed in the same building, eventually formed the present Small Business Occupations Department.

External Educational Programs

The external educational programs are housed in the Noble Center for Advancing Technology. The concept of an educational facility to house multi-disciplinary, advancing technology programs was first developed by Wayne Miller in early 1980. Funding and construction delays did not allow Miller to see occupancy of the building before his retirement in December of 1983. An announcement on August 25, 1982 revealed that funding would be available for the planned \$2.5 million facility in the form of a challenge grant from the Noble Foundation in Ardmore, Oklahoma.

The building was to be built in two phases. Phase one included a \$500,000 challenge grant from the Noble Foundation. This donation was dependent upon additional funds being raised from other sources. The challenge was met with a one million dollar capital fund grant from the Higher Education Regents. ¹⁰⁵

The center was designed to centralize the existing computer-aided design, computer-aided manufacturing, computerized numerical control, computer/automated systems service, microprocessor applications, word processing, and consumer electronics courses. It was

also designed for development of programs in robotics, laser-fiber optics, electronic office systems, manufacturing processes and material labs, computerized integrated manufacturing (CIM), microelectronics, information processing, and industrial and continuing education.¹⁰⁶

Constant changes in the building plans delayed the construction start until March of 1984 and the building was substantially completed by September of 1985 at a cost of \$1,689,512.¹⁰⁷ Even with the building being extremely bare inside, no real improvements could be made initially to the interior due to problems that occur occasionally with new facilities - water leaks, cracks in the brick exterior, etc. Most of these problems were resolved in time for the official dedication of the building on May 15, 1986. Jim Hartz, former co-host of television's "The Today Show" and chief correspondent for PBS television's "Innovation"¹⁰⁸ gave the dedication address.

The three-story facility was numbered Building 640, even though its location, directly east of the present Drafting and Electronics buildings, would indicate a 400 level number, since it is directly in line with the old 400 Ramp Complex. The first floor of the facility is used for automated manufacturing and external educational programs, the second floor for microelectronics and microcomputer classes, and the

third floor for information processing and office
 109
 automation classes.

Administration

The administrative offices of the school were housed for the first twenty years in Building 100, located in the center of the south end of the campus. The two-story building originally served as Headquarters for the Glennan General Hospital. 110 Many of the early department heads used the building as their department offices until other campus facilities could be remodeled.

By the mid-1960's, other buildings were included as administrative buildings. The Bureau of Indian Affairs, with offices in Building 101S, the Photography Studio in Building 102N, the Student Service Office in Building 200, and the Telephone Exchange in Building 251, were all considered to be administration buildings. These offices contained over 15,000 square feet
 111
 of space.

A new Administration/Commerce Department building was constructed in 1967. At a cost of over \$300,000 the 28,610 square foot building housed the Director's Office, the Registrar's Office, and the Business Offices, as well as 10 Commerce Department classrooms
 112
 and the Commerce Department's office. The new
 113
 building was completed in September of 1967. The

old Building 100 was used for the next 18 years for student housing, until its demolition in May-June of 1985.¹¹⁴

Dormitories

Student housing provided the largest single unit of campus facilities use. In his early monthly reports to Oklahoma A&M College President Bennett, Director Covelle would list the number of single and married students and which buildings were being used. According to these reports, and the campus map for 1947 (Figure 32 in Appendix F), Buildings 201-209, and 202-216 were used for housing single students, with Buildings 107, 109, 111, 112, 113, and 114 used for housing married students. Building 315 was used as a guest house for visitors and Building 217 served as the Director's personal residence for the first twenty-two years.¹¹⁵

The buildings used for housing remained fairly constant for the next 20 years. According to the 1950 campus map (Figure 33 in Appendix F), Buildings 309N, 309S, 311N, and 311S were also used as guest houses, while several of the 200 Ramp Complex buildings were being converted to married student apartments. Three of the Buildings in the 300 Ramp Complex were converted to dormitories for single students to replace the space lost in the 200 Ramp Complex.

Several changes had taken place by the mid-1960's. Buildings 107, 109, 112, 114, 201, 203, 301, 303, 305, 307, 309, and 311 were now used to house single men. Buildings 111, 113, 202, 205, 206, 208, 210, 212, 214, and 216 housed married students while Building 204 housed the single females, which also indicates how few females lived on campus then. Building 315 was still being used as a guest house and Building 217 still served as the Director's personal residence. ¹¹⁶

By 1963, the old army hospital barracks were beginning to show signs of aging and new student housing was needed. An important event in 1963 enabled the school to improve the student housing situation. A representative of the U.S. Department of Health, Education, and Welfare executed an amended deed (to the original 1946 deed) on March 21, 1963, for the ownership of the school property. This reduced the financial obligation on the school properties by reducing the length of term of the original deed from 25 to 20 years. It also permitted the school to meet the requirements of bond buyers and enabled the school to sell bonds for housing construction. ¹¹⁷

The first new student housing project occurred in 1964, with the construction of a dual-wing boys' dormitory, located across the street west from Building 115. Each wing is three-stories tall and is designed to house 150 students, with a central lounge area

connecting the two wings. The main floor central area provides an apartment for the dormitory supervisor, as well as serve as the central concession area.¹¹⁸ The dormitory, numbered Building 119, was financed with \$625,000 in revenue bonds and \$213,322 in auxiliary allocations.¹¹⁹ The dormitory was simply referred to as Building 119 until May 17, 1968, when it was dedicated as Lackey Hall. The renaming of the facility was in honor of O.L. Lackey, an Okmulgee native, who had just retired as a 22-year member of the OSU and A&M Colleges Board of Regents.¹²⁰ Renovations and the new building combined to give student housing over 309,000 square feet of campus facility space.¹²¹

The next housing project to be completed was the new Director's residence on the very southeast corner of the campus in 1968. It was financed with \$10,000 in auxiliary funds and \$35,000 in additional allocations.¹²² The new residence replaced the old Building 217 apartment that both Covelle and Miller used from 1946-68.

The next student housing project occurred in 1970, with the sale of \$700,000 in Series A bonds to five Okmulgee County area banks and \$2,000,000 in Series B bonds to the U.S. Department of Health, Education, and Welfare, made possible the construction of the "Twin Towers" dormitories.¹²³ An unusual bond-buying arrangement with the five banks was approved by the Board of

Regents for OSU and the A&M Regents. Since the bonds were not sold when originally offered (the prime rate was at 8.5 percent and the bonds were limited by Oklahoma law to 6 percent), the five banks formed a special purchasing account together and bought the bonds to aid the school.¹²⁴ The new dormitory consisted of two five-story wings, with women housed on one side and men on the other, and a large student lounge in the center. The dormitory houses 612 students in the two wings with apartments for the dormitory counselors on the main floors.¹²⁵ The dormitory opened in September of 1970.¹²⁶

Despite these improvements, married students and many single students were still dependent on the old barracks buildings, which were now over 25 years old and in great need of repair. A student letter to Wayne Miller addressed the roach infestation and poor maintenance problems existing in these areas in 1971.¹²⁷ With enrollments constantly increasing during the 1970's and 1980's (see Appendix C), the problem of student housing increased. Buildings 112 and 114 were cleared out and a garden residence complex of 10 small student housing buildings was built in their place in 1976 at a cost of \$335,190, but this was used to house only single students who had proven themselves to be "worthy" in terms of academics and maturity to live in the newest housing.¹²⁸ This brought the total campus

facility use for housing to over 229,000 square feet by
129
1981.

Two other housing projects in the 1980's completed the school's expansion in that area. Replacement of single student housing in the 100 and 300 Ramp areas. A campaign was started in 1982 to fund three 76-student residential facilities at a cost of \$700,000 each.¹³⁰ Two of those buildings were constructed, with completion of the first one in 1986 and the second in 1987. The first building was named Hannigan Hall, in recognition of a large donation from James P. Hannigan, a former Okmulgee attorney. The building was dedicated on June 17, 1986.¹³¹ The second dormitory was dedicated on February 27, 1987, and named in honor of Paul England, whose contributions to the school and the students were documented in the chapter on the school's administration.¹³² Efforts are currently underway to convert some of the single student housing in the Garden Terrace area to married student housing, to alleviate the problems associated with the now 40 year-old barracks buildings still used to house married students' families.

Library

According to the 1947 campus map (Figure 32 in Appendix F), the Library was originally located in Building 400. As the Refrigeration program took that

building over, the Library was forced to move to Building 252, where it remained for about the next 25 years. With the construction in 1972 of a combination Library/Audio-Visual Center Building, the Library Building ceased to function only as a Library and became a Learning Resources Center, which it is currently called. The new building in 1972, numbered Building 304, was financed with bond issue number 483 funds (\$165,273) and covered over 8,000 square feet of floor space.¹³³ The building had 5,600 square feet of space devoted to the library and 3,000 square feet of space to the television studio built on the south end of the building.¹³⁴ The Learning Resources Center was enlarged in the last couple of years through the inclusion of classroom space formerly used by the nursing program in Building 312 that was located just east of the library. The space is now part of the new CAID student learning center.

Covelle Hall

Lack of adequate recreational facilities at the school in 1960 prompted Director Covelle to request construction of such a facility from the OSU and A&M Colleges Regents. Estimated cost of the facility was over \$100,000 and Covelle told the Regents that the money had been saved over the years; he only needed approval for the expenditure. The structure was to be

located on the southeast corner of the campus.¹³⁵ The actual cost of the facility ran over \$222,000, with only school auxiliary funds used to pay for the construction.¹³⁶ The building was dedicated on November 3, 1961, and called Covelle Hall, in honor of the close-to-retiring director.¹³⁷

An addition to Covelle Hall was built just south of the original building in 1975. Plans were initiated in the spring of 1973 for the 720-seat auditorium addition, with a fund drive started in 1975. Construction involved a lot of student and faculty work and proceeded very slowly. It was completed in the spring of 1977, following a \$70,000 on-campus fund drive. Besides providing additional seating at graduation, the large sliding dividing wall made the addition available for seminars and conferences.¹³⁸

Other Buildings

The use of several of the campus buildings, as well as many other construction projects, could not be classified under any of the categories previously discussed in this chapter, so they have been grouped together under this heading. According to the 1947 campus map (Figure 32 in Appendix F), Buildings 409N and 405S were used for the Warehouse; Building 219 was the campus Chapel, where Sunday services were held for the students in the 1940's; Buildings 215S, 211N, and

211S housed the Infirmary; Building 253 served as the Gymnasium; Building 252 functioned as the Post Office and Snack Bar area; the Telephone Exchange was located in Building 251; Building 104 contained the Guidance Center; and Building 319 served as the Campus Theater.

Plans were initiated in July of 1947 for the establishment of a Rehabilitation Center on campus, providing both therapy and possible training for many disabled people.¹³⁸ This came into existence in 1951 with the use of several of the buildings in the 200 Ramp Complex. The school's control over the facility ended in 1965, but the facility remained on campus until 1987, with the construction of a new rehabilitation facility just north of Okmulgee.

According to the 1950 campus map (Figure 33 in Appendix F), Building 104 was used for the Guidance Center Office, 115 as an Activity Building, 121 for the Water Pump Station, 200 for the Bookstore, 201N and 201S for housing storage and maintenance shops, 203N for the Electronic Warfare Unit, 203S for the Day Nursery, 302S, 304S, and 310S for dormitory storage, 215N and 215S for the Infirmary, 219 for the Chapel, 304N for the Army Reserve, 251 for the Telephone Exchange, 253 and 301S for physical education, 319 for the College Theater, 361 for the Gas Meter House, 409N for the Central Warehouse and Maintenance Office, and 458N as a primary classroom for students' children.

Some unusual facilities that received campus building numbers that year included the old hospital water tower (502), the incinerator for the heating plant (551), and the railroad loading ramps (505).

The 1964 campus map (Figure 34 in Appendix F) indicated that Building 115 was still being used as an activity building; 219 was still the location for the Chapel; and 319 was still the location of the campus theater. Building 121 was now used as the campus security office, 105 for housing storage, 101S for Bureau of Indian Affairs (BIA) offices, 102N for the Photo Lab, 217N for the Techoma Club room, 200 for Student Services, 251 for the Post Office, 253 for student recreation, 415 for the heating plant, 310N for the Weight Lifting Club, 523 for maintenance storage, 525 for the Physical Plant Warehouse, and 215S, 215N, 211S, 211N, 207N, 207S, 209N, and 209S for the Rehabilitation Center.

Several facilities improvements took place in 1966. A new student recreation center was created out of the old Building 253 recreation area. The \$40,000 remodeling project included a main lounge, a television room, a game room, and a vending area. Campus students took part in construction of a new campus theater and the Okmulgee Lions Club helped fund new tennis courts on the northwest corner of the campus. ¹³⁹ Other campus facilities use in 1966 included Building 211N and 211S

for the Infirmary, 219 for the Chapel, 251 for the Post Office, 252 for the Book Store, Student Store, Student Recreation Center, and theater, 207N, 207S, 215N, 215S, 209N, and 209S for the Rehabilitation Center, and 102N, 121, 361, 415, 502, 523, and 525 for the Physical Plant.¹⁴⁰

Two campus signs and a new access road to the campus were constructed in the early 1970's. One of the signs was placed at the southwest corner of the campus, where Mission Street and Fourth Street meet, and contained the school's accepted name (Oklahoma State Tech) and the school's logo (educating hand and mind). The other campus sign was actually three signs, placed on top of the old water tower on the north end of campus (Building 502). Each of these signs have eight feet tall letters on ten feet tall white backgrounds and spell TECH. The signs are illuminated at night and can be seen at a considerable distance from the campus.¹⁴¹

An access road from the Loop 56 Highway (that passes by the school on the east) was constructed in 1972, permitting easier access for federal highway travelers to reach the campus.¹⁴²

By the early 1980's, Buildings 104S, 106, 117, 119, 200, and 217 were being used for Student Activities, 252 for the Book Store, Snack Bar, and Post Office, 104N for BIA offices, 121 for the campus security office, 207, 209, and 215 for the Rehabilita-

tion Center, 211 for the Infirmary, 219 for the Chapel, 251 for the PBX, 253 for the Student Center and the Housing and Student Activities Offices, part of 312 for the Admissions and Counseling Center, and 415, 417, 523, 525, 621, and 623 for the Physical Plant.¹⁴³

By the mid-1980's, the Student Activities Office had been moved to Covelle Hall, as was the school Infirmary; the Admissions and Counseling Center had been moved to Building 314; and the Placement Office had been created and placed in Building 314.

A new campus sign and new campus pond completed the most recent campus facilities changes. The new campus sign was placed on the campus entrance near Loop 56. It is an illuminated 29 feet long sign, spelling out "Oklahoma State University, Technical Branch" in large metal letters, with the OSU logo cast in relief at the opposite end of the sign. The new campus pond was constructed starting in late 1986 and completed in late 1987. Twenty-eight thousand cubic yards of earth were moved to create an irrigation pond for the school. The pond measures 200 by 300 feet on the bottom, which is located some 20 feet below the pond's surface when it is full. The 1.8 acre pond is expected to hold some 6.8 million gallons of water when full and is expected to supply the grounds maintenance crews with a cheap supply of water to maintain the campus landscaping

projects during the summer months. ¹⁴⁴ A mock dedication of the pond was held on September 29, 1987, and included charter memberships to the OSU Tech Yacht ¹⁴⁵ Club.

The last facilities change currently underway is the planned new Student Union. A one-story 40,500 square foot facility is planned at an estimated cost of \$2.5 million. Ground breaking is scheduled for early spring of 1988, with razing of the last of the old 200 Ramp housing units to take place prior to that event. Over \$785,000 was pledged to the project in Okmulgee, with the balance of what is needed to be coming from the sale of one million dollars in bonds and from ¹⁴⁶ donors outside the Okmulgee area.

When completed in late 1988, the union will house the student bookstore, three 50-person dining rooms that can be converted into one 150 person dining room, a student dining area, a commercial kitchen, two lounges for students and visitors, a television lounge, a game room, Student Senate offices, an information desk, an alumni office, the graduate placement office, the credit union, and several all-purpose meeting and ¹⁴⁷ conference rooms. After this facility is completed, almost all of the old army hospital buildings will have been removed. Plans to demolish Buildings 206, 208, and 210 and the old "Times Square" area around Buildings 252 and 253 (see Figure 41 in Appendix F) will

finish the clearance of all the old buildings from the campus. This should make the campus facilities more appropriate for the new "advancing technologies" programs which were described in the chapter on educational programs.

CHAPTER V ENDNOTES

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²Campus Map taken from 1947 Report, Covelle to Bennett, L.K. Covelle Papers, Oklahoma State Tech, Okmulgee, Oklahoma.

³Ibid.

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⁵T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), p. 68.

⁶Memorandum from Wayne Miller to L.K. Covelle, 12 December 1946.

⁷T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), p. 69.

⁸Memorandum from Wayne Miller to L.K. Covelle, 12 December 1946.

⁹Monthly Report, Covelle to Bennett, August 1947, L.K. Covelle Papers, Oklahoma State Tech, Okmulgee, Oklahoma.

¹⁰T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), p. 70.

¹¹Ibid., pp. 71-2.

¹²Ibid., pp. 72-3.

¹³Ibid., p. 83.

- ¹⁴Ibid., p. 84.
- ¹⁵Oklahoma State Tech Facilities Use Report, 1 August 1966.
- ¹⁶List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.
- ¹⁷Oklahoma State Tech OST Alumnews, July 1969.
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- ¹⁹Ibid., p. 77.
- ²⁰Historical background on the Red Door (Culinary Arts Laboratory) at Oklahoma State Tech, Okmulgee, Oklahoma, written by the Public Information Office.
- ²¹Ibid.
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- ²³Ibid.
- ²⁴Ibid.
- ²⁵Tulsa (Oklahoma) World, 19 September 1964.
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- ²⁸Midsouthwestern Restaurant Magazine, 27 (December 1964), no. 12.
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- ³⁰Oklahoma State Tech OST Alumnews, July 1969.
- ³¹List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.
- ³²Oklahoma State Tech OST Alumnews, July 1969.

- ³³The Baker, 41 (July 1972), no. 15, p. 9.
- ³⁴Oklahoma State Tech OST Scene, December 1973.
- ³⁵Oklahoma State Tech Facilities Use Report, 31 December 1980.
- ³⁶Monthly Report, Covelle to Bennett, September 1947, L.K. Covelle Papers, Oklahoma State Tech, Okmulgee, Oklahoma.
- ³⁷See 1964 Campus Map, Figure 34, Appendix F.
- ³⁸Oklahoma State Tech Facilities Use Report, 1 August 1966.
- ³⁹List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.
- ⁴⁰Ibid.
- ⁴¹Okmulgee (Oklahoma) Daily Times, 27 February 1972.
- ⁴²Oklahoma State Tech Institutional Self-Study, 1974.
- ⁴³T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), pp. 42-4.
- ⁴⁴Oklahoma State Tech Facilities Use Report, 1 August 1966.
- ⁴⁵Okmulgee (Oklahoma) Daily Times, 27 February 1972.
- ⁴⁶T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), pp. 11-13, 17-19.
- ⁴⁷Tenth Biennial Report of the Oklahoma State Regents for Higher Education for the Period Ending June 30, 1960.
- ⁴⁸List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.
- ⁴⁹Ibid.

⁵⁰Oklahoma State Tech, Okmulgee, Oklahoma, Inventory of Instructional Equipment, Physical Plant, Personnel, 1 November 1964.

⁵¹Oklahoma State Tech Facilities Use Report, 1 August 1966.

⁵²List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁵³Stillwater (Oklahoma) News-Press, 29 January 1967.

⁵⁴List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁵⁵Ibid.

⁵⁶Oklahoma State Tech OST Alumnews, December 1972.

⁵⁷Oklahoma State Tech Automotive Center Dedication brochure, 22 June 1972.

⁵⁸Oklahoma State Tech Automotive Technician, summer 1972.

⁵⁹Ibid.

⁶⁰T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), pp. 24, 26, 31.

⁶¹Ibid.

⁶²List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁶³Ibid.

⁶⁴Oklahoma State Tech Facilities Use Report, 31 December 1980.

⁶⁵T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), pp. 20-21.

⁶⁶List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

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⁶⁸Oklahoma State Tech Facilities Use Report, 1 August 1966.

⁶⁹List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁷⁰Oklahoma State Tech OST Alumnews, February 1968.

⁷¹Ibid., July 1969.

⁷²OSU Centennial Decade Semi-Annual Progress Report, Capital Expenditure Report, January 1, 1980 through June 30, 1986.

⁷³T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), pp. 28-9.

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⁷⁵List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁷⁶Oklahoma State Tech OST Alumnews, July 1970.

⁷⁷Ibid.

⁷⁸List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁷⁹Oklahoma State Tech OST Alumnews, December 1971.

⁸⁰T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), p. 35.

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⁸³Ibid., p. 38.

⁸⁴List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁸⁵Invitation to the Electronics Building Dedication, 3 May 1963.

⁸⁶List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.

⁸⁷Oklahoma State Tech Facilities Use Report, 31 December 1980.

⁸⁸T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), p. 55.

⁸⁹Ibid.

⁹⁰Oklahoma State Tech Facilities Use Report, 1 August 1966.

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⁹³T.P. Chapman, "History of the Oklahoma Agricultural and Mechanical College School of Technical Training, Okmulgee Branch" (Masters thesis, Oklahoma A&M College, 1952), p. 51.

⁹⁴Ibid., p. 62.

⁹⁵Monthly Report, Covelle to Bennett, September 1947, L.K. Covelle Papers, Oklahoma State Tech, Okmulgee, Oklahoma.

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⁹⁷Ibid., p. 60.

⁹⁸Ibid., pp. 15, 34.

⁹⁹Ibid., p. 15.

- ¹⁰⁰Ibid., pp. 60, 62.
- ¹⁰¹Oklahoma State Tech Facilities Use Report, 1 August 1966.
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- ¹⁰⁶Ibid.
- ¹⁰⁷OSU Centennial Decade Semi-Annual Progress Report, Capital Expenditure Report, January 1, 1980 through June 30, 1986.
- ¹⁰⁸Okmulgee (Oklahoma) Daily Times, 14 May 1986.
- ¹⁰⁹OSU Technical Branch, Okmulgee, Postscripts, May 1986.
- ¹¹⁰OSU Technical Branch, Okmulgee, Postscripts, May 1985.
- ¹¹¹Oklahoma State Tech Facilities Use Report, 1 August 1966.
- ¹¹²Oklahoma State Tech OST Alumnews, July 1967.
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- ¹¹⁶See 1964 Campus Map, Figure 34, Appendix F.
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- 122 List of Oklahoma State Tech construction projects funded through bond issues, 1951-76.
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- 132 Invitation to dedication of England Hall, 22 February 1987.
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CHAPTER VI

SUMMARY

This chapter will summarize the information included in this history of the OSU Technical Branch, Okmulgee, and will include recommendations that relate to the changes that have already taken place in the school's administration, educational programs, and facilities changes.

The second chapter included information that clearly showed the efforts of the Okmulgee community at that time were not centered on using the Glennan Army Hospital for any kind of educational facility, but were concentrated on getting the hospital converted to a hospital for veterans. Due in large part to the influence of Henry Bennett, Oklahoma A&M College President, who had a reputation for providing educational programs for veterans and for his work in international technical education, the army hospital in Okmulgee eventually became a facility for returning veterans who needed short-term skill training. This skill training, combined with certain related subject coursework, formed the early educational philosophy of

the institution, of educating the student for immediate job placement with little concern for what kind of graduation award was being given.

The school had provided non-degreed vocational training for the state for almost twenty years before any other competition existed. Dr. Dan Hobbs, the vicechancellor for the Oklahoma State Regents for Higher Education, wrote an article in the April, 1976, Journal of Technology, published by the Oklahoma Technical Society, that gave a brief history of the development of vocational and technical education in Oklahoma public colleges and universities. Hobbs commented that, until after World War II, little effort was made to train people for technical jobs, but rather most training was done in apprentice programs or by on-the-job training. During the period from 1945-1960, the junior colleges in the state had also added technical programs in engineering, business, and agriculture. By 1963, 14 public colleges were offering 80 terminal occupation programs, not including the Oklahoma State University technical branch schools in Okmulgee and Oklahoma City. The Vocational Education Act of 1963, with the federal offer to match state funds for the creation of area vocational and technical schools, would later prove to be one of the strongest catalysts for educational program changes at the Okmulgee school. The educational philosophy of veterans

helping train veterans, established with the founding of the school, would eventually become obsolete.

The third chapter, dealing with the administration of the school, also showed the educational philosophy of the school was strongly influenced by its administration. L.K. Covelle's monthly reports to Henry Bennett revealed Covelle's influence in terms of what programs were needed and how courses were to be structured. The comments attributed to him in chapter three described Covelle's thoughts about keeping track of attendance and about the importance of maintaining a "shop" atmosphere in the instructional departments, both of which continue to this day. Covelle's philosophy of taking a person at any given educational level and training them for jobs at the entry level and beyond, also remained a part of the school's philosophy.

It was probably not surprising that Wayne Miller, the school's second director, shared much of Covelle's philosophy. "Educating Hand and Mind" became the school's philosophy and logo during Miller's directorship. The backgrounds of the people who served under these directors were included to show that, since many of them shared the common characteristics of being veterans and, for many, Oklahoma A&M College graduates, the sharing of a similar philosophy with the directors would not be considered unusual. Even the

awarding of college credit in 1979 did not really change Miller's philosophy as evidenced by the minimal number of curriculum changes that occurred then, other than changing the courses from clock hours to credit hours.

The third director, Robert Klabenes, has shown the same inclination to direct the school according to his personal educational philosophy. Klabenes felt that with the increasing encroachment of the area vocational-technical schools into adult education, the shrinking numbers of high school graduates available nationally, and the cooperative agreement between the junior colleges and the area vocational-technical schools proposed by Roy Peters (discussed in chapter three), had all combined to force the Okmulgee school to re-examine what would be the institution's role in the system of higher education in Oklahoma, and in the post-secondary technical training programs in the state. Klabenes wrote a proposal to the Higher Regents for Oklahoma in January of 1987 explaining the problems the school was facing (declining revolving funds, shown in Appendix D, plus the other problems mentioned above) and suggested a new emphasis on what he belatedly called the advancing technologies. This philosophy, already in place in some academic areas of the campus at the time Klabenes' proposal was written, has changed the focus and level of the coursework required in most

programs of study. These changes were also discussed in detail in chapter four. Klabenes' first comments about curriculum efforts at the school showed very clearly the direction the school was headed when he stated that "technical schools in state-supported higher education systems are moving heavily into computer instruction that relates to areas such as drafting, manufacturing, and electronics" (see chapter three). The advancing technology programs discussed in chapter four showed this to be happening. This educational philosophy, of technician-level programs and general education courses that are taught on a higher educational level than in the past, was partly due to the 1985 North Central Accreditation Evaluation described in chapter four, but it could also be considered partly a reflection of the philosophy of the director, as had past educational philosophies, even if the philosophy would be considered a rather belatedly one by some sources, given that it was developed by Klabenes after four years at the school.

The fourth chapter showed the enormous amount of program and instructional changes that have taken place over the years. If curriculum is, as the Carnegie Foundation for the Advancement of Teaching suggests, in its 1977 Missions of the College Curriculum, truly influenced by both internal and external forces, then the influence of both faculty (internal), with their

diverse backgrounds, and the Business/Industry Advisory groups (external) with their diverse experiences, should have created a situation of constant change. An effort was made to show a pattern of evolution in each department into the present curriculum focus on college-level technologies and general education coursework. A strong emphasis on the multi-disciplinary approach to courses was included to show what is necessary to continue offering quality programs that reflect the school's commitment to the new educational philosophy, while realizing the institution's limited resources.

Chapter five on campus facilities also showed the relationship between the school's educational philosophy, its funding problems, and its change in image. Two major building programs in the 1960's and 1970's allowed the school to partially shed its image as a school for veterans and rehabilitation center patients. However, as documented in chapter four, the funds for ridding the campus of all the old hospital buildings have been very slow in coming. When the educational philosophy of the school centered around veterans training veterans, having classes and living accommodations in the old army hospital, which were still in excellent condition at the time, seemed natural to the students and their families. As the buildings deteriorated with time, and funding for

capital improvements was scarce, the old buildings were no longer functional. As area vocational-technical schools increased in the state, with their new buildings and equipment, officials at the Okmulgee school increased their efforts toward improving the campus facilities by tying in the building projects with the new educational philosophy, and the result has been a strong effort in improvement of the campus facilities to be more reflective of the advancing technologies. This resulted in an almost total demolition of the old army hospital buildings that were still left and in a reduction in the number of facilities needed to be maintained, thus connecting the funding problems, the educational philosophy, and the campus facilities.

An effort was made to show in all of the chapters that change has been the only constant during the forty year history of the school. This review of the chapters has discussed the idea of the school's educational philosophy being reflected in each of these areas (administration, programs, and facilities) and perhaps the influence each has had in shaping the curriculum, or at least being connected in some way.

With current efforts, documented in these chapters, to transform the institution into a more modern facility with administrative and educational philosophies and curricula to match, and with the

multi-disciplinary approach (sharing teachers and facilities) necessitated by funding problems, due in part to large enrollment declines (see Appendices C and D), further study of the school's changes in these areas, with a review of how successful these changes have been in terms of the school's growth and quality of programs, might provide information useful for future institutional planning.

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APPENDIXES

APPENDIX A

ORGANIZATIONAL CHARTS

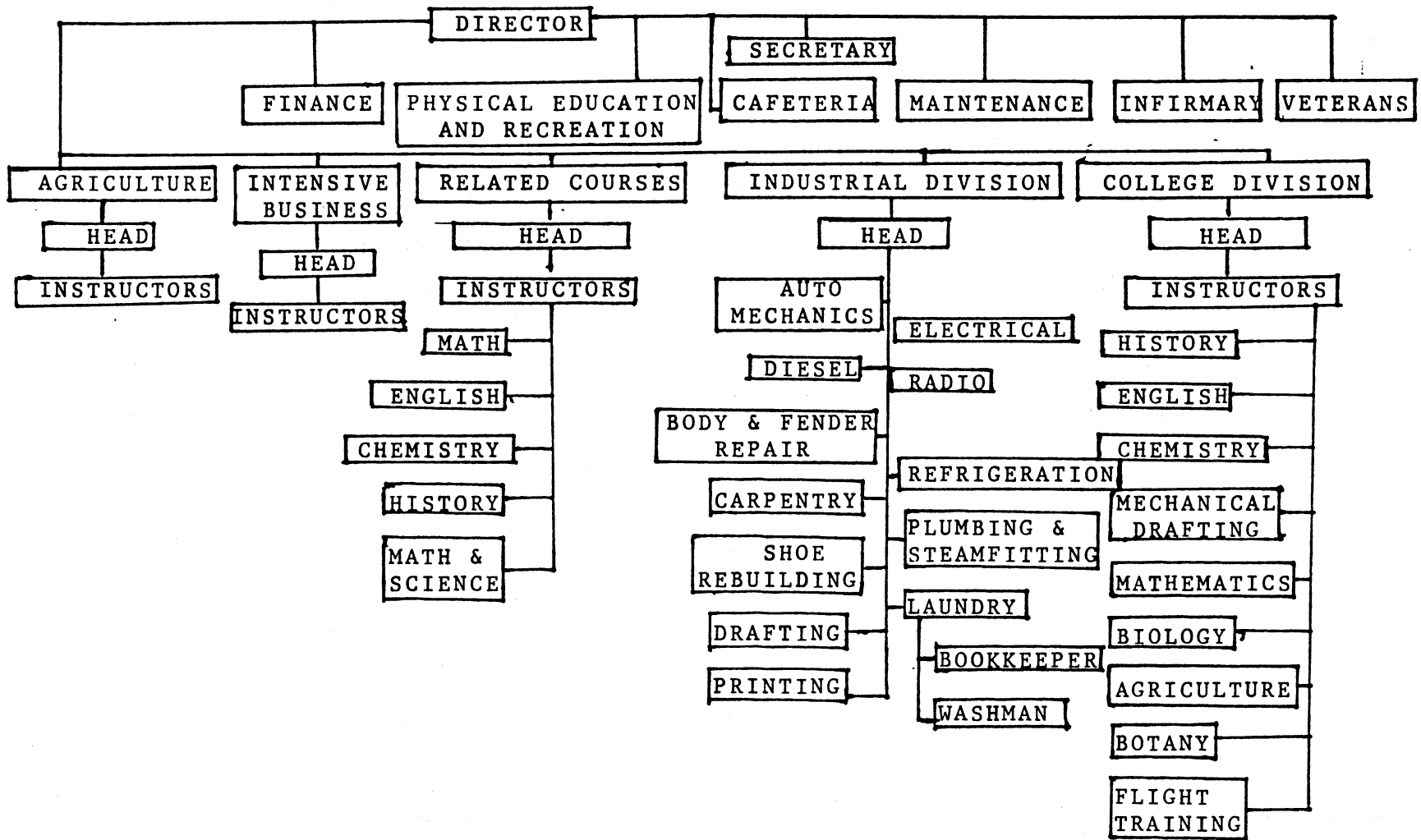


Figure 1. Organizational Chart as of March 7, 1947

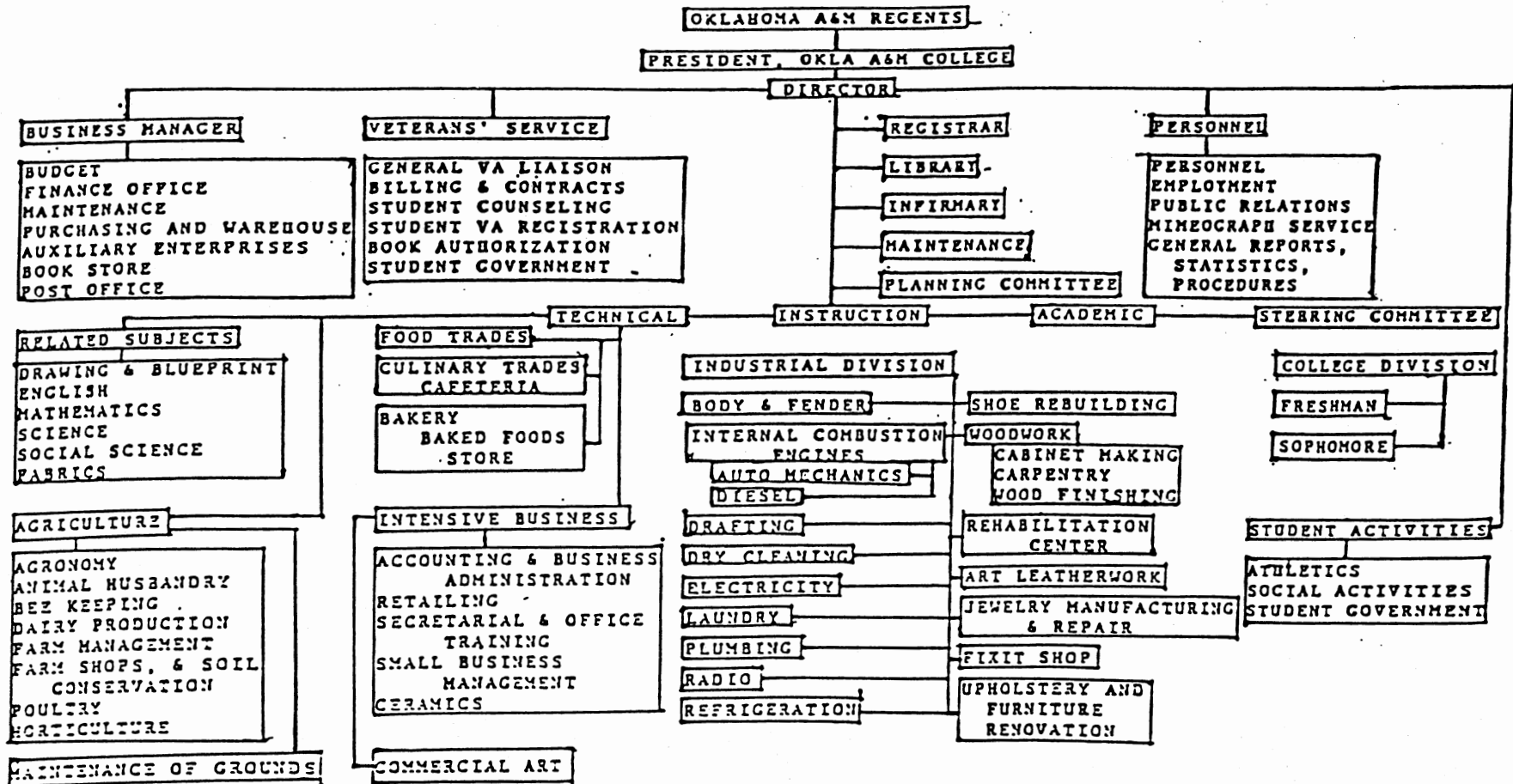


Figure 2. Organizational Chart as of August, 1950

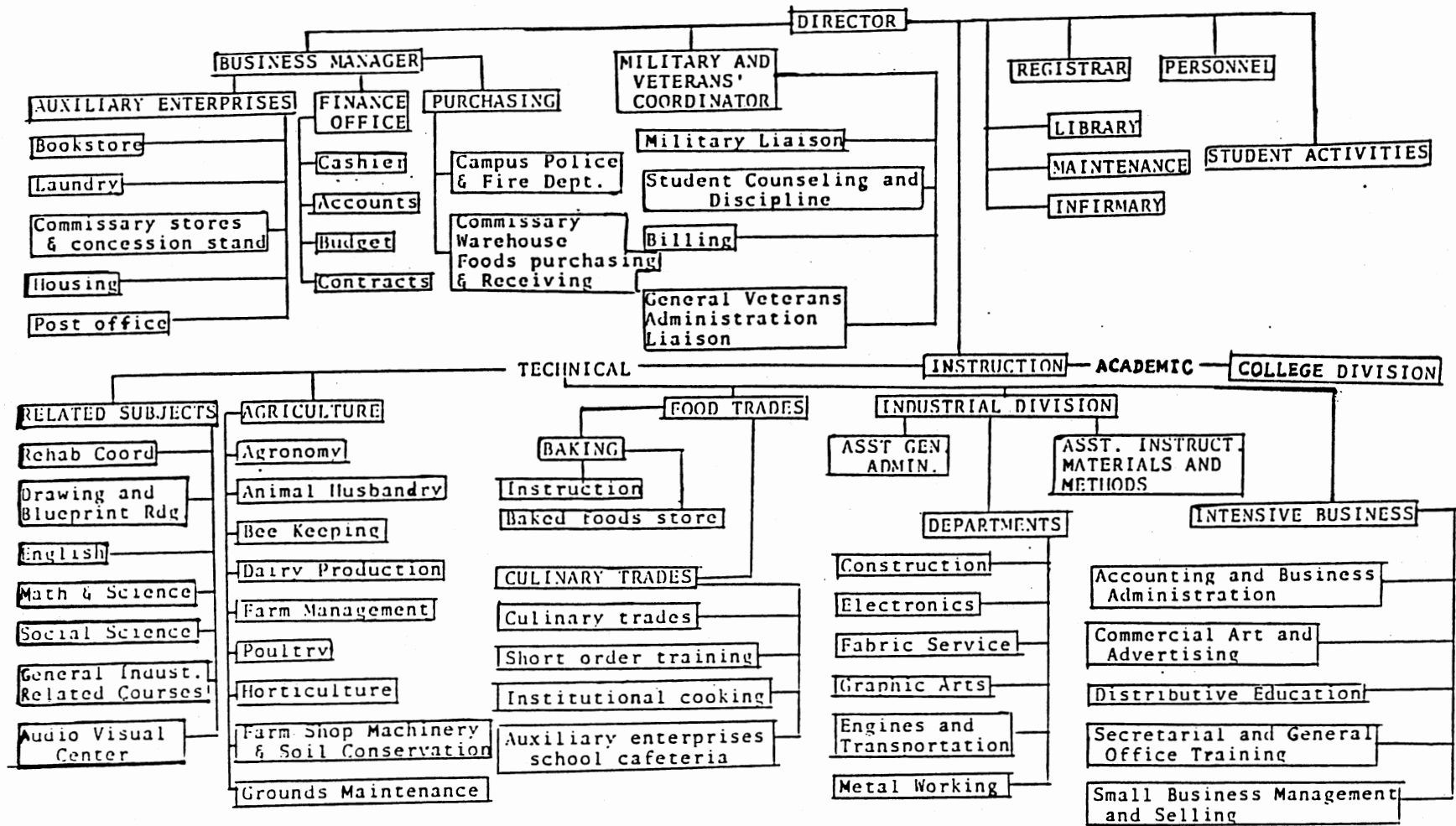


Figure 3. Organizational Chart as of July, 1951

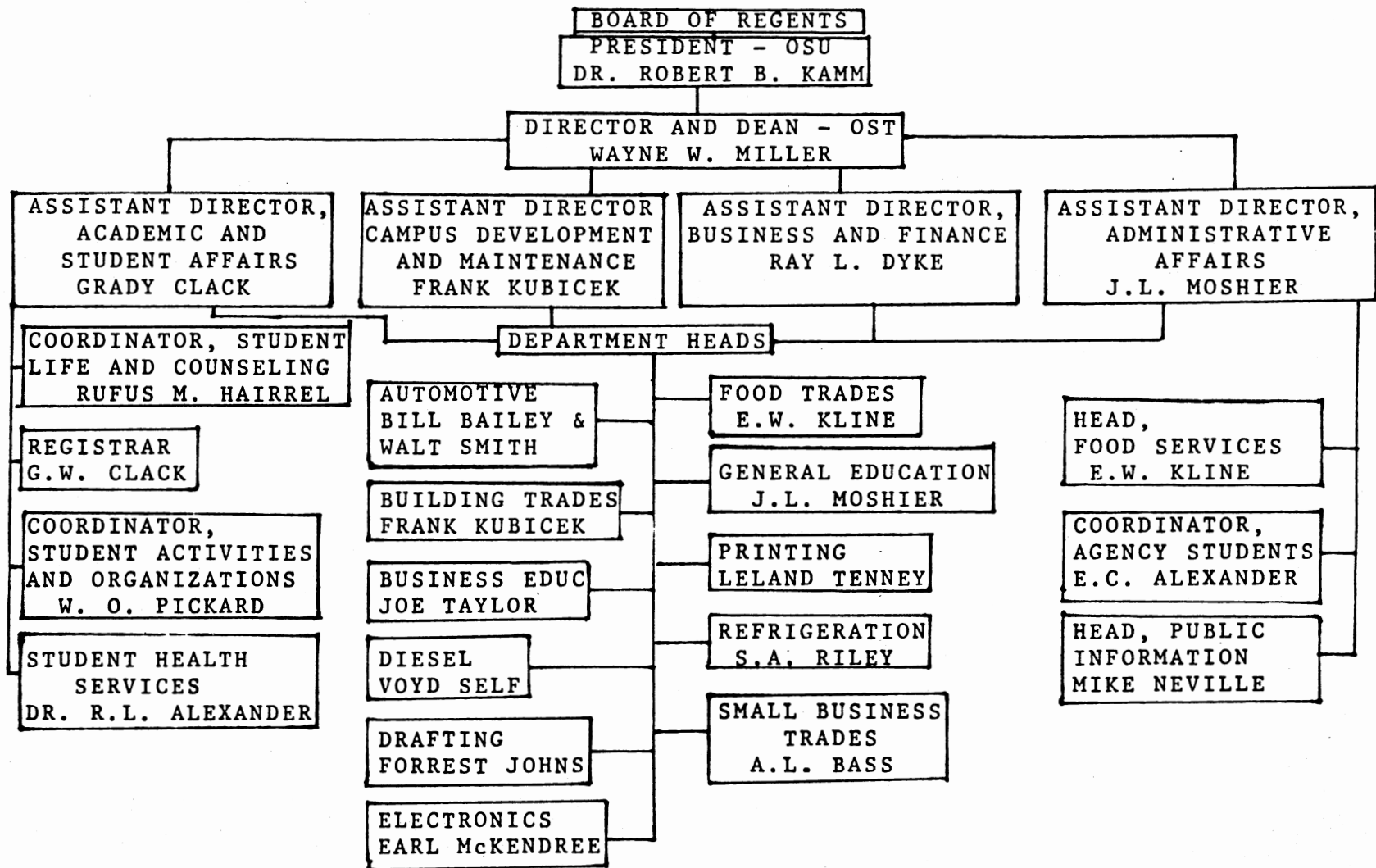


Figure 4. Organizational Chart as of September 9, 1969

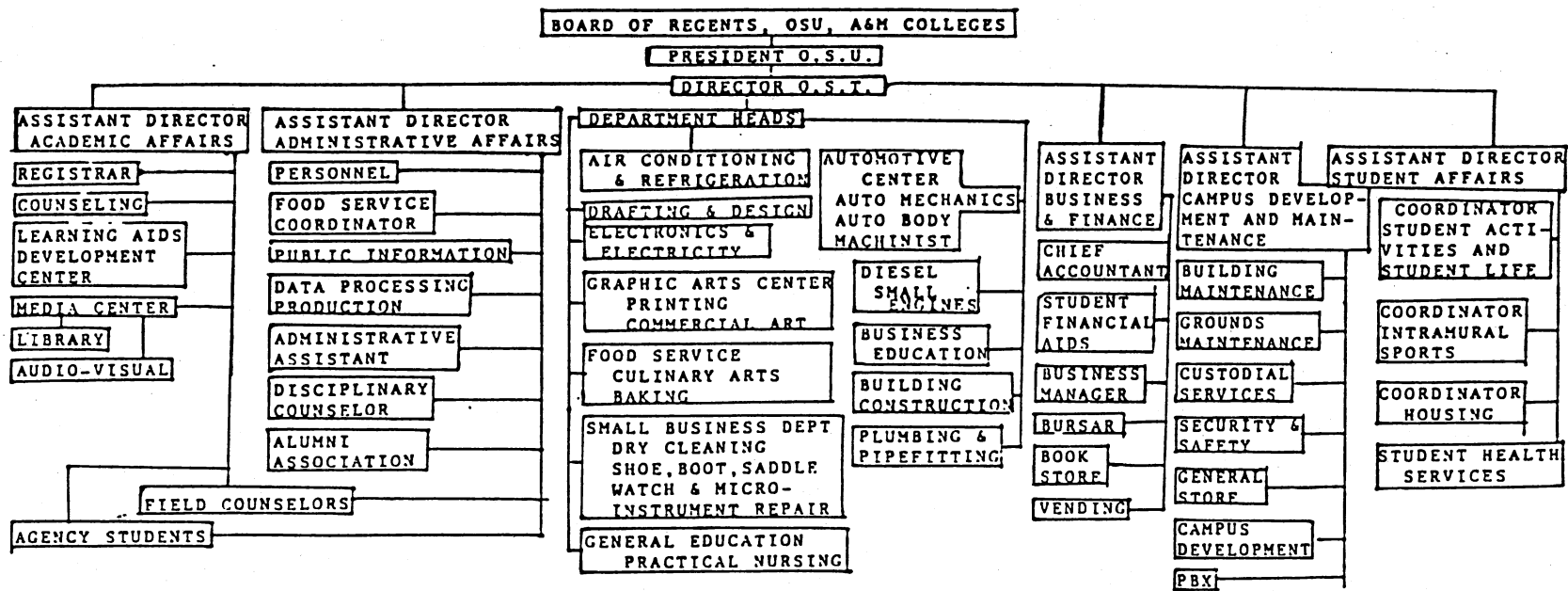


Figure 5. Organizational Chart as of October 15, 1974

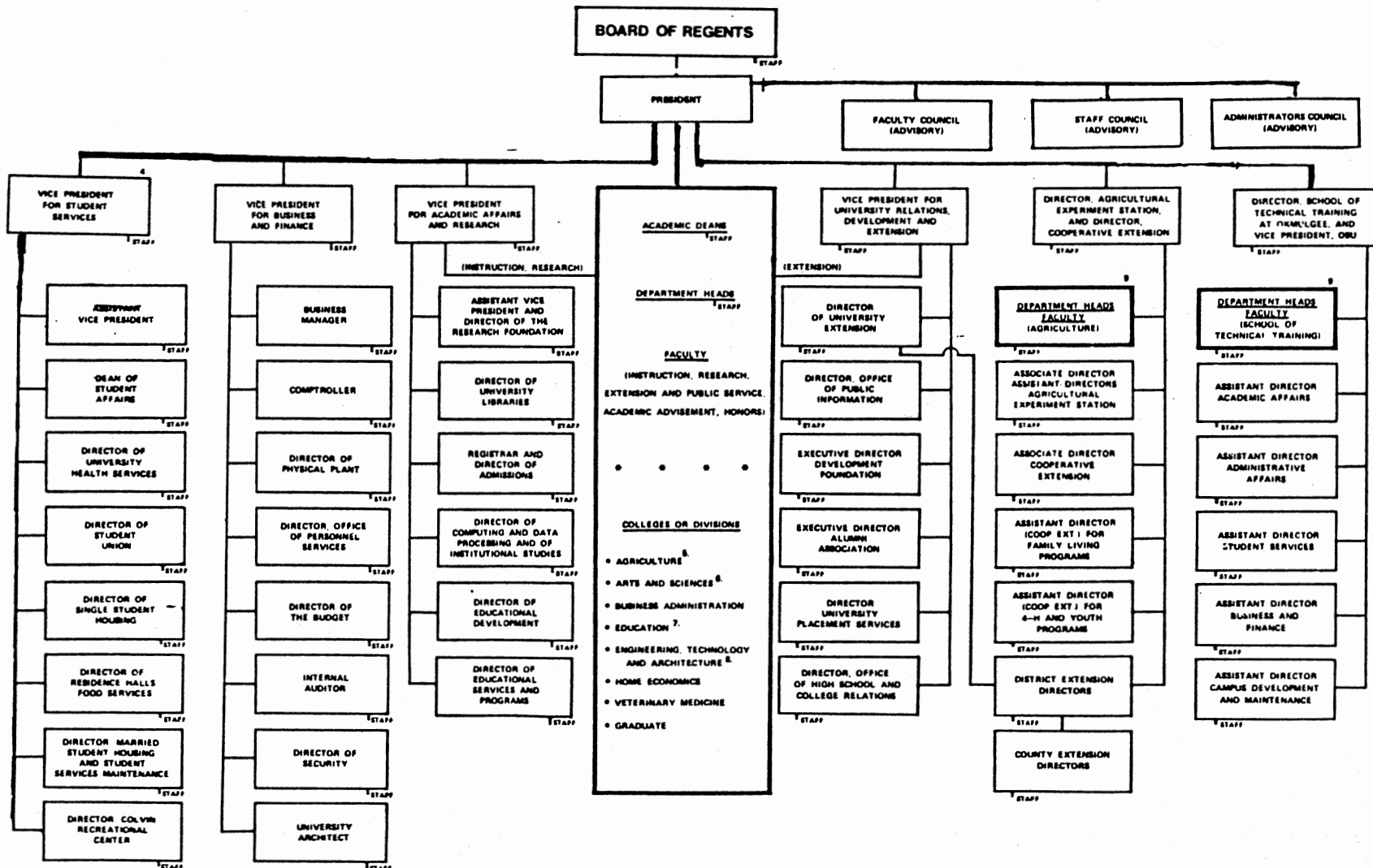


Figure 6. Organizational Chart as of September, 1975

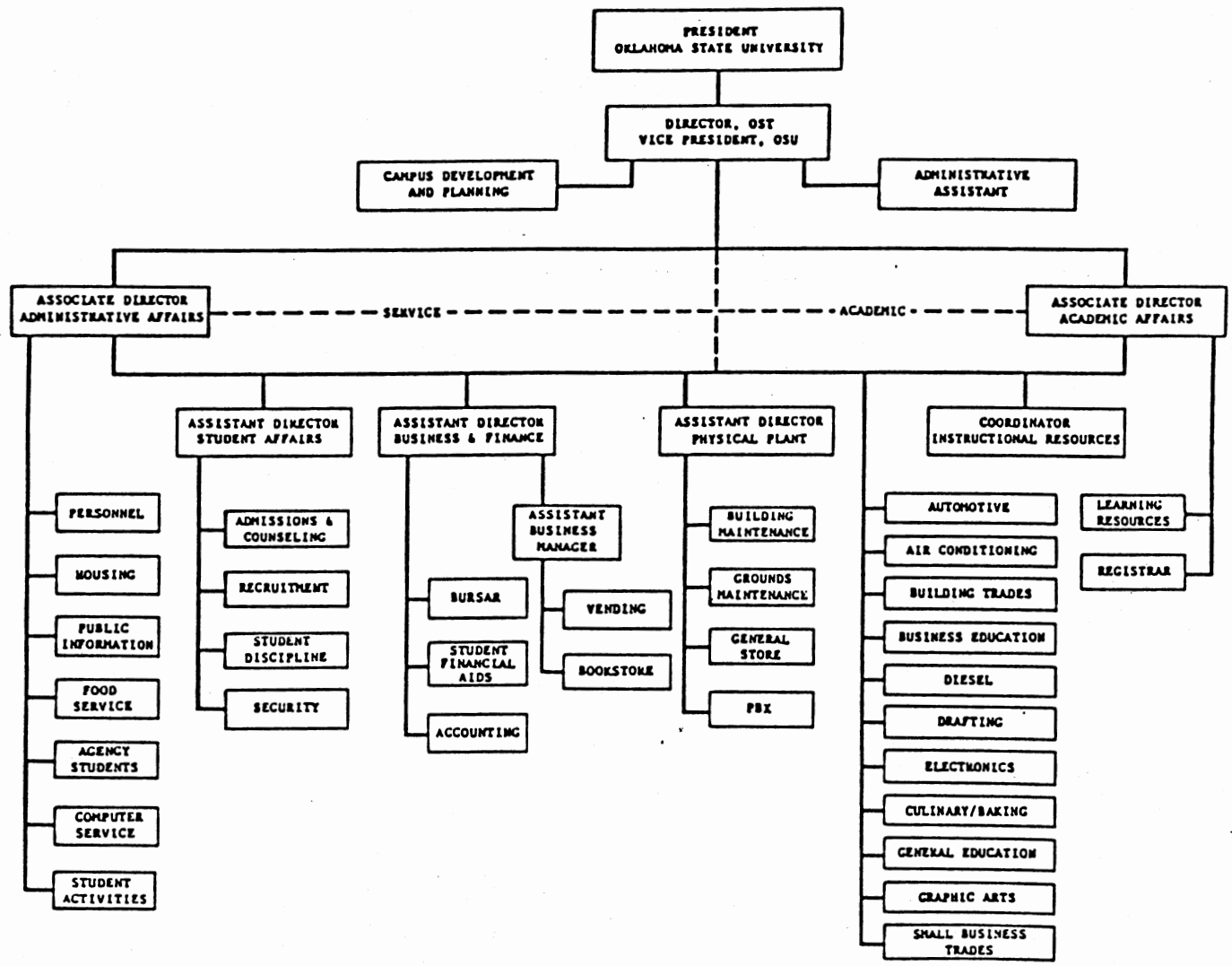


Figure 7. Organizational Chart as of July 1, 1982

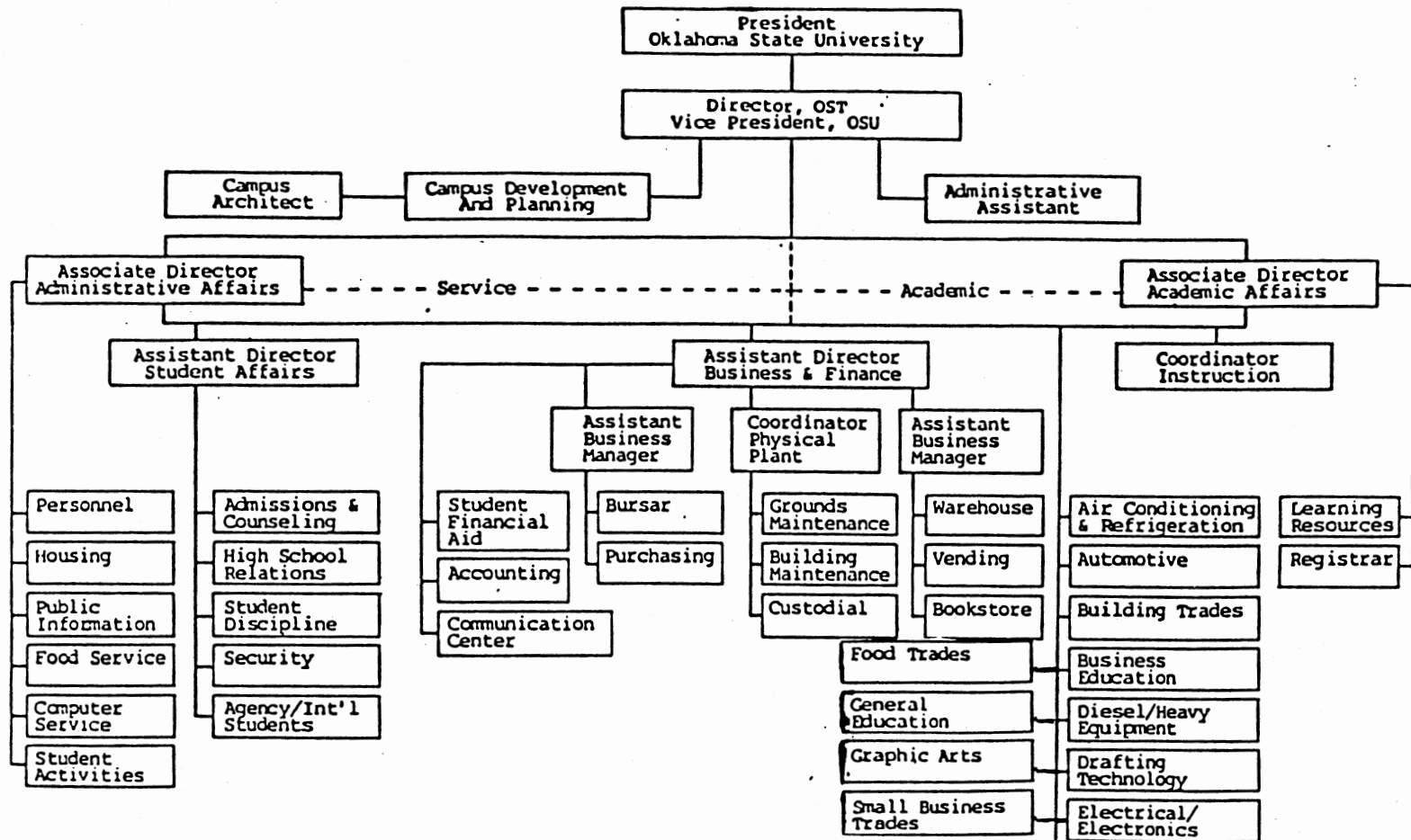


Figure 8. Organizational Chart as of October, 1983

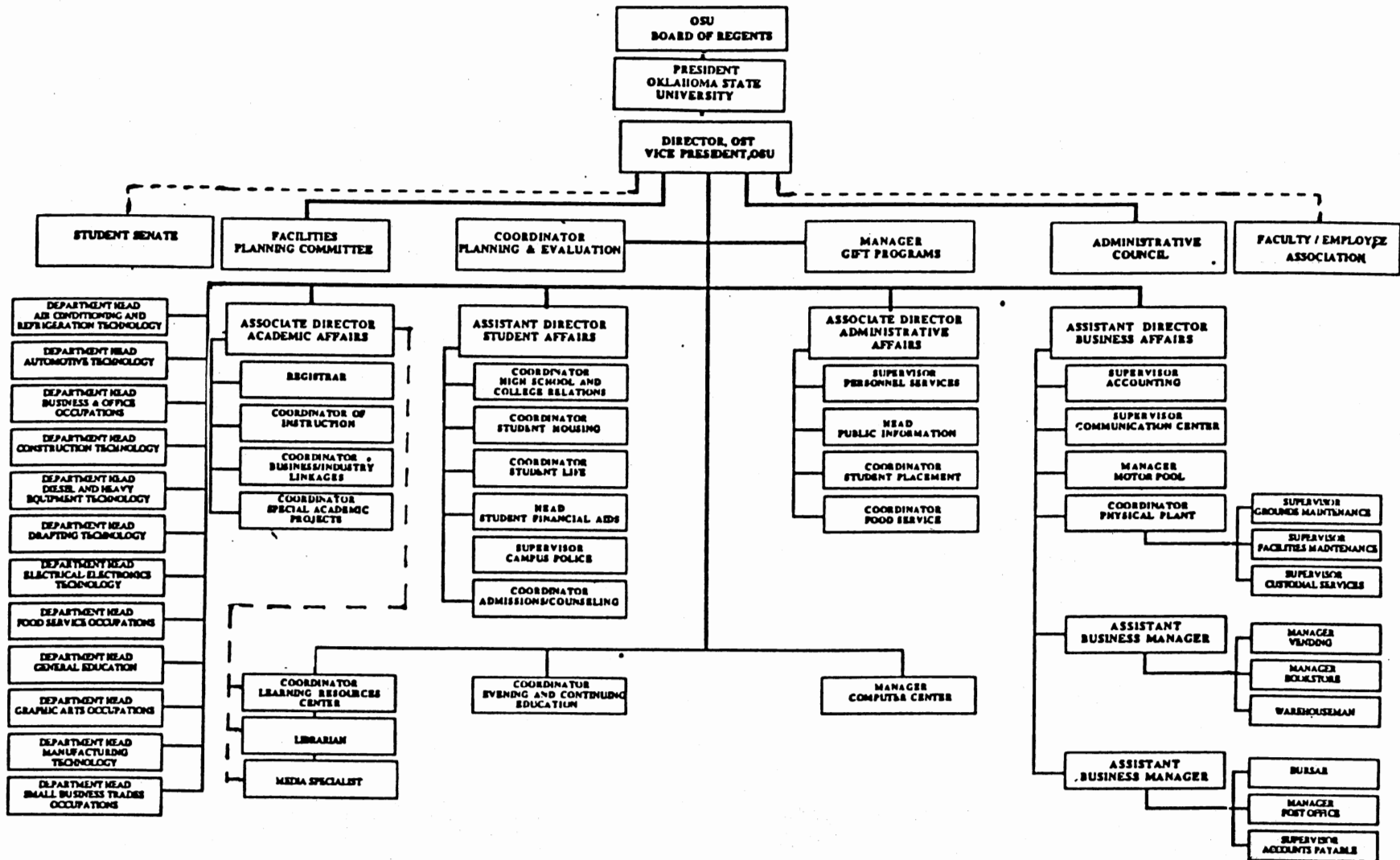


Figure 9. Organizational Chart as of July, 1985

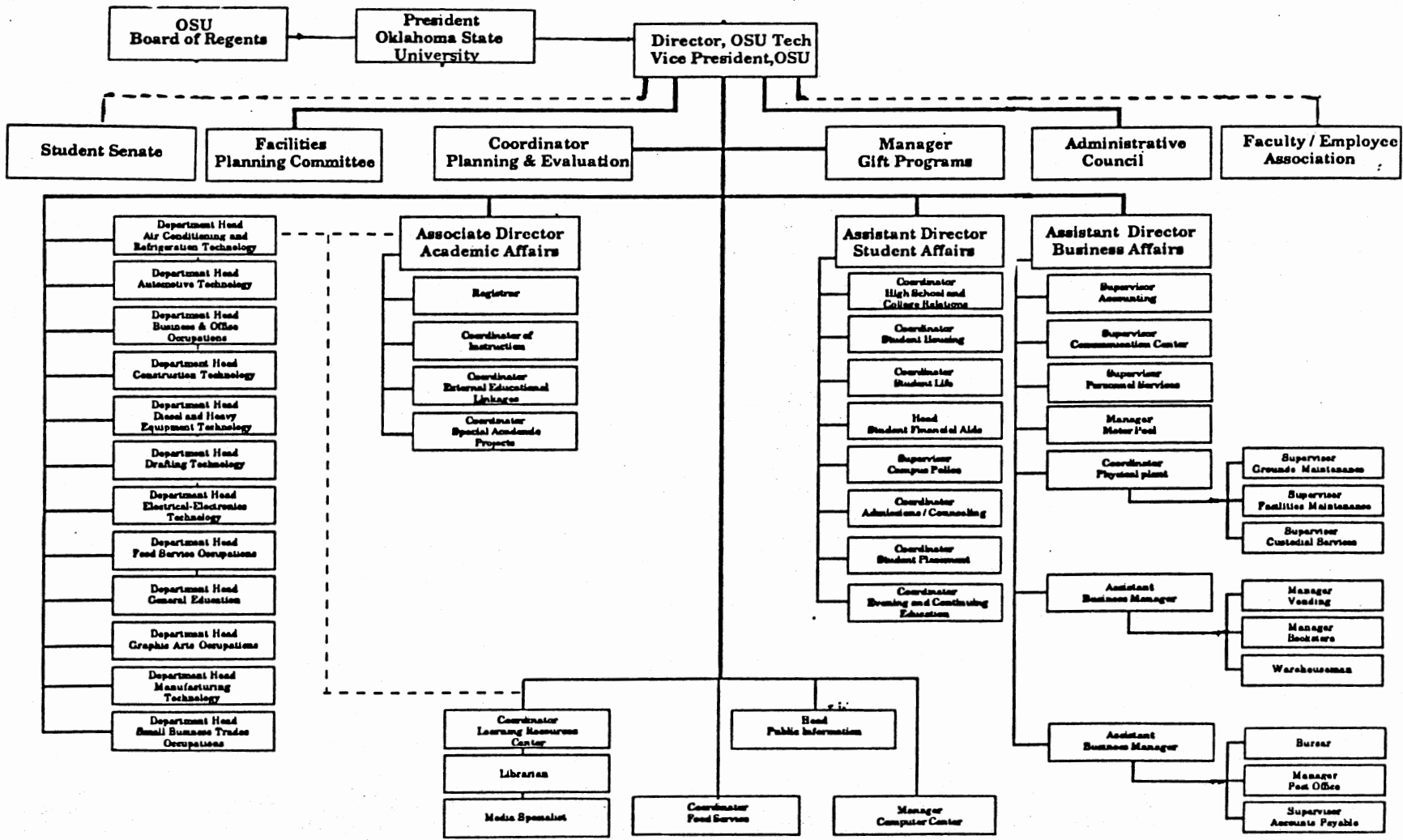


Figure 10. Organizational Chart as of July, 1986

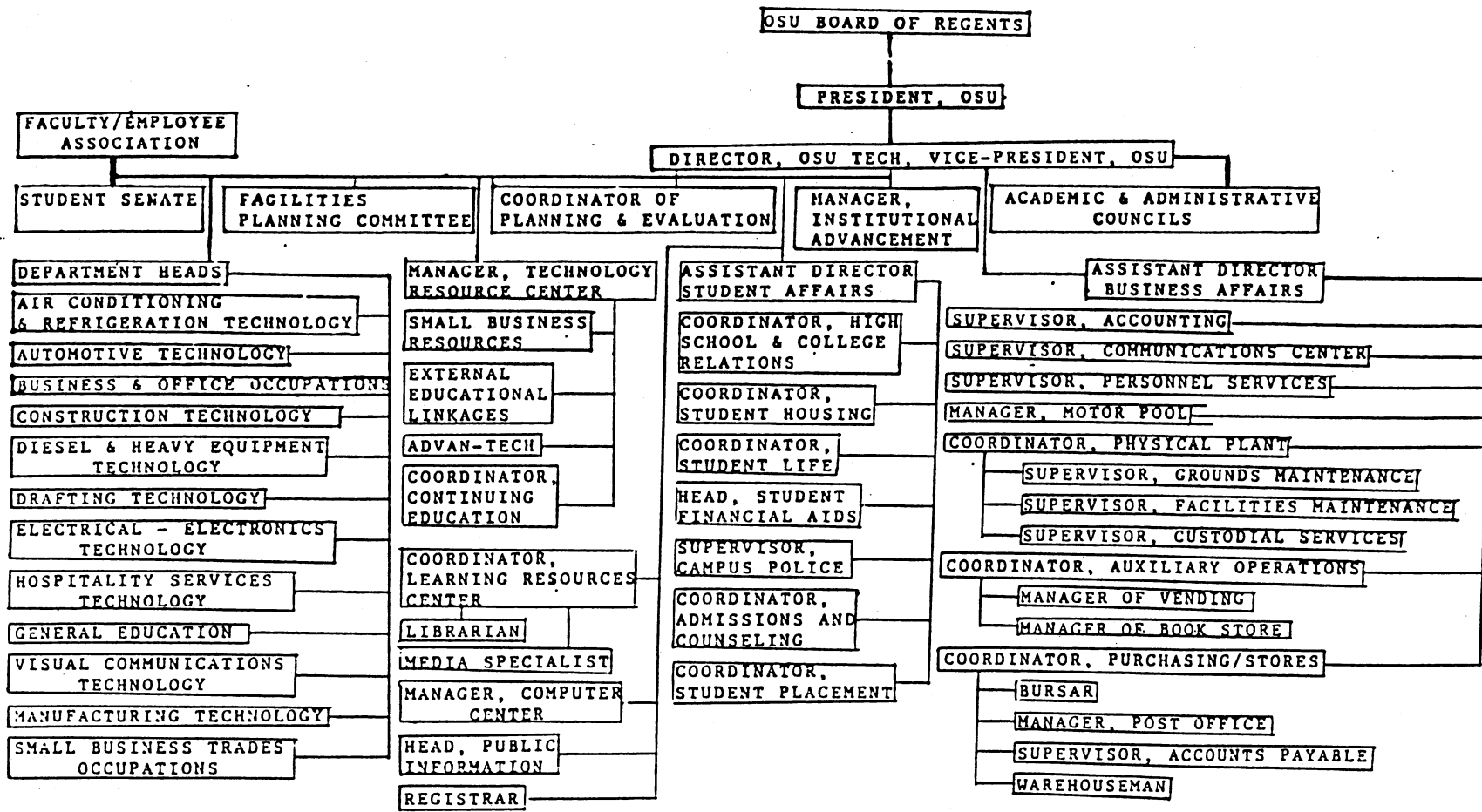


Figure 11. Organizational Chart as of July, 1987

APPENDIX B

LISTS OF FACULTY/STAFF

TABLE I
 AGRICULTURE DEPARTMENT FACULTY
 FROM 1946-60

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Ator, Carl D.	Poultry Instructor	11-16-51	07-03-55	Resigned
	Poultry Dpt Head	10-01-57	01-16-60	Resigned
Cox, Jess F.	Poultry Instructor	12-01-50	12-31-51	Promoted
	Head of Pltry Dept	01-01-52	02-28-57	Resigned
Daugherty, Robert E.	Animal Husbandry Instructor	03-16-48	03-31-51	Promoted
	Acting Head of Agric Div	04-01-51	02-01-53	Retired
Freeny, Bennett L.	Agriculture Instructor	08-01-51	09-07-52	Resigned
Jander, John C.	Dairy Instructor	06-07-48	02-11-49	Resigned
King, Gerald J.	Agriculture Instructor	09-01-56	01-24-59	Resigned
Miller, Wayne W.	Dir Tech Trg in Agriculture	10-01-46	03-29-51	Went on mil duty
	Mil Leave/Returned to OSU			
	Asst Director	07-01-58		
	Director	09-01-63		
	Dean and Director	07-01-67		
	Director/OST & VP/OSU	07-21-72	01-01-84	Retired
Newman, Lewis Volney	Asst Book Store Manager	02-01-59		
	Animal Husbandry Instr and	07-01-59	06-30-60	Appt Terminated
	Asst Book Store Manager		08-09-61	Resigned
	Gen Educ Instructor	08-29-63	11-29-85	Deceased
Phipps, John K.	Poultry Instructor	09-01-49	10-15-51	Resigned
	Farm Helper	08-02-54	02-28-57	Promoted
	Head/Poultry Dept	03-01-57	08-31-57	Resigned
	Head/Security Force	10-12-59	06-30-68	Title change
	Security Coordinator	07-01-68	06-29-73	Retired
Porter, Philip B.	Dairy Instructor	08-30-52	06-30-56	Resigned
Rouk, Hugh F.	Agriculture Instructor	08-08-47?	???????	???????
Smith, Estle C.	Horticulture Instructor	02-04-47	05-20-60	Resigned
Smith, Willard M.	Animal Husbandry Instructor	06-01-53	06-30-56	Resigned

TABLE I (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Wharton, Thomas J.	Agriculture Instructor	07-01-47	04-30-52	Resigned
Wiederkehr, Alexander	Agronomy Instructor	07-??-48		??????
	Head/Agric Div	1953	??????	??????
Williams, Grady F.	Dairy Instructor	02-01-49	09-15-52	Resigned

TABLE II
AIR CONDITIONING DEPARTMENT FACULTY
FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Arterbury, Alvin J.	AC & Refrig Instructor	01-05-56		
	Asst Dept Hd/AC Instructor	08-01-69		
	Dept Head/AC & Refrig	07-01-76		
Ballinger, George C.	AC & Refrig Instructor	08-01-68	05-28-71	Resigned
	AC & Refrig Instructor	11-27-72	05-25-73	Resigned
Brannon, Mike D.	AC & Refrig Instructor	01-01-71		
	Asst Dept Hd/AC & Refrig	01-01-76		
Brock, Robert D.	AC & Refrig Instructor	08-29-66	08-11-67	Resigned
Burns, Douglas R.	AC & Refrig Instructor	05-01-55	06-17-58	Resigned
Cole, William R.	AC & Refrig Instructor	09-16-57	01-30-70	Retired
Coleman, Edgar G.	AC & Refrig Instructor	08-30-65	11-28-72	Resigned
Ellison, Jerry M.	AC & Refrig Instructor	06-07-76	05-18-79	Resigned
Evans, Jack L.	AC & Refrig Instructor	11-01-47	04-30-51	Title change
	AC & Refrig Dpt Hd	05-01-51	08-31-52	Transferred
	Dpt Hd/Elect & AC	09-01-52	12-31-55	Resigned
Geer, Robert E.	AC & Refrig Instructor	05-21-84		
Grim, Bill G.	AC & Refrig Instructor	08-30-62	05-13-66	Resigned
Hale, Allen P.	AC & Refrig Instructor	09-23-70	08-09-72	Resigned
Howard, Frank M.	AC & Refrig Instructor	08-10-72		
Hubbard, Sidney J.	Air Cond Maint Man	10-01-74		
	Electronics Instructor	03-15-76		
	AC & Refrig Instructor	05-21-79		
Karner, Albert M.	AC & Refrig Instructor	09-02-58	05-28-71	Resigned
Kraycik, Donald S.	AC & Refrig Instructor	10-10-83		
	Electronics Instructor	05-16-84	05-08-87	Resigned
Lewis, Joe A.	AC & Refrig Instructor	06-15-70	03-30-73	Resigned

TABLE II (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
McFarland, Thomas M.	AC & Refrig Instructor	01-16-56	08-31-56	Resigned
Melton, LeRoy	AC & Refrig Instructor	07-01-48	04-30-51	Resigned
Messer, Charles H.	AC & Refrig Instructor	02-17-47	05-09-47	Resigned
Nichols, Robert L.	AC & Refrig Instructor	07-30-73	09-30-86	Retired
Otto, Gary Don	AC & Refrig Instructor	07-01-86		
Peterman, Martin E.	AC & Refrig Instructor Gen Educ Instructor	06-11-73 09-26-83	08-02-85	Resigned
Riley, Stanley A.	AC & Refrig Instructor Dept Head/AC & Refrig	10-09-46 01-01-56	06-18-76	Retired
Robison, Darrell B.	AC & Refrig Instructor	09-01-47	05-24-48	Resigned
Robison, Jewell Lavert	AC & Refrig Instructor Dept Head/AC & Refrig Asst to Head/Industr Div Head/ Industr Div	09-24-46 10-01-47 05-01-51 02-01-52	06-30-52	Resigned
Stanley, Edward H.	Technician/AC & Refrig Dept Air Cond Maint Man AC & Refrig Instructor	06-15-71 10-01-71 04-02-73	09-22-71	
Walker, Robert C.	AC & Refrig Instructor	06-11-73		
Whatley, Doyle L.	AC & Refrig Instructor	09-30-71	08-16-72	Resigned
Williams, Jerry R.	AC & Refrig Instructor	07-21-58	08-11-58	Resigned
Wood, Marvin	AC & Refrig Instructor	11-??-72	??-??-73	????????

TABLE III
 AUTOMOTIVE DEPARTMENT FACULTY
 FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Adair, Earl Franklin	Auto Mech Instructor	02-17-47	04-03-47	Discharged
Adams, Houston Gale	Auto Mech/Mach Instructor	09-11-61	05-18-74	Deceased
Adolph, Lysle D.	Auto Mech Instructor	08-29-66		
Alexander, Phillip D.	Auto Mech Instructor	08-02-76		
Allen, Everett E.	Automotive Instructor Dept Head/Automotive Automotive Instructor	09-09-68 05-01-86 09-01-86		Resigned
Asbury, Howard	Tool Room Clerk Auto Parts Instructor Auto Parts Stock Clerk Asst Instructor Auto Parts Instructor Sup/Instructor	06-17-59 01-01-65 09-01-65 07-01-68 07-01-70 1974		
Baber, Walter M.	Auto Mech Instructor	09-26-72	04-07-76	Deceased
Bailey, William E.	Sup/Auto Mech Instr Head/Auto Mech	08-27-64 05-01-71	01-31-86	Retired
Beach, Harry A.	Auto Mech Instructor Hd/Int Comb Engines Dept	07-14-47 10-01-47	03-06-48	Resigned
Bell, Charles D.	Auto Mech Instructor	01-29-73		
Biddle, Gerald R.	Auto Mech Instructor	01-10-77		
Bileck, Anton	Mach Instructor Auto Mech Instructor Mil Tr Instructor Auto Mech Instructor	03-01-50 04-21-50 01-18-52 09-16-52	04-20-50 12-31-51 04-18-52 06-15-53	Transferred RIF Contract Expir RIF
Blansett, Joe L.	Auto Body Instructor	09-17-73		
Bodine, James I	Auto Mech Instructor	04-13-49	03-01-53	Transferred
Brown, Phoenix	Auto Mech Instructor	08-31-59	05-31-60	Resigned

TABLE III (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Caldwell, James A.	Auto Body Instructor	08-30-65	10-29-76	Retired
Carter, Earl F.	Sup/Instr Basic Mech	1948		
	Soc Sci Instr	06-77-48		
	Int Comb Eng Instr	09-01-48		
	Sup/Basic Mech	09-01-49	02-28-51	RIF
Carter, Herbert	Mil Trng Instructor	03-19-51	07-01-51	Transferred
	Auto Mech Instructor	07-01-51	05-15-52	Resigned
	Auto Mech Instructor	09-01-52	08-31-57	RIF
Chapman, Dennis W.	Asst Dpt Hd/Industr Div	12-02-63	06-30-64	Promoted
	Automotive Dpt Hd	07-01-64	08-31-67	Title Change
	Auto Dpt Hd & Asst to Dir	09-01-67	06-12-69	Resigned
Child, Stuart E.	Automotive Dept Instructor	08-29-60	02-23-82	Retired
Cobb, Kenneth C.	Auto Mech Instructor	08-30-62	08-13-63	Resigned
Coulson, William R.	Asst Instructor/Auto Mech	10-08-75	05-14-76	
	Asst Instructor/Auto Mech	06-07-76		
	Auto Mech Instructor	09-27-76	12-15-86	Resigned
Cribbs, Carl W.	Auto Mech Instructor	09-16-58	09-30-58	Resigned
Crone, James W.	Auto Mech Instructor	10-06-58	03-31-59	Resigned
Davenport, James A.	Body/Fender Instructor	09-12-49	06-15-52	Resigned
	Body/Fender Instructor	04-27-54	03-29-59	Resigned
	Body/Fender Instructor	06-08-59	04-30-65	Resigned
Dew, J.C.	Auto Body Instructor	08-29-66	05-29-69	Resigned
Dickson, Henry W.	Auto Mech Instructor	08-04-48	12-31-51	Promoted
	Dept Hd/Auto Mech	01-01-52	09-15-52	Resigned
Dillard, Thomas G.	Auto Mech Instructor	10-01-65	10-27-67	Resigned
Eaton, Nelson C.	Basic Mechanics Instructor	09-26-49	06-30-51	Resigned
Estep, Ralph E.	Automotive Instructor	08-30-65	07-18-75	Deceased
Farmer, Johnny J.	Auto Mech Instructor	09-04-73		
Flanary, Hiram J.	Auto Mech Instructor	06-01-50	06-15-53	RIF

TABLE III (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Ford, John P.	Auto Body Instructor	04-13-71	08-31-71	Resigned
Francisco, Larry S.	Auto Mech Instructor	09-22-75	05-29-81	Resigned
Freeman, John E.	Auto Mech Instructor	09-12-49	12-31-51	Resigned
	Auto Mech Instructor	11-01-54	12-31-55	Resigned
Gearhart, Russell W.	Diesel Instructor	01-01-56	11-30-57	Transferred
	Auto Mech Instructor	12-01-57	11-30-62	Went on LWOP
	Auto Mech Ext Instructor	12-01-62	05-31-64	LWOP
		06-01-64	08-15-64	Resigned(ill health)
Gibbons, Harold J.	Auto Mech Instructor	09-26-55	10-15-57	Resigned
	Auto Mech Instructor	10-08-62	06-29-73	Retired
Glismann, George L.	Stock Room Mgr	01-03-50	12-31-52	Title change
	Prts & Tool Rm Mgr & Instr	01-01-52	05-31-64	Title change
	Auto Mech Instructor	10-01-58	06-16-64	Retired
Goen, Stanford M.	Asst Instr/Automotive	09-01-68	05-29-69	Resigned
Good, Roy A.	Automotive Instructor	11-01-47	04-30-51	Resigned
Graham, Alva W.	Auto Body Instructor	09-19-49	05-23-51	Resigned
Graham, John C.	Auto Body Instructor	09-03-59	10-31-59	Promoted
	Acting Head/Auto Body	11-01-59	06-30-64	Title change
	Auto Body Instructor	07-01-64	04-30-65	Resigned
Grider, George M.	Auto Mech Instructor	08-31-59	04-30-61	Resigned
Hames, Robert	Auto Mech Instr	1947	?????	????
Harelson, Charles E.	Auto Body Instructor	03-01-49		
	Sup/ Auto Body	1952	03-06-70	Retired
Harelson, John W.	Uph/Auto Trim Instructor	07-06-48		
	Sup/Auto Trim	1951	08-31-65	Retired
Hedgecock, Holden R.	Auto Mech Instructor	10-01-46	08-31-49	Title change
	Dept Hd/ Engines & Trans	09-01-49	05-21-59	Deceased
Henderson, Wayne H.	Auto Body Instructor	01-03-50	03-29-59	Resigned
Hesler, Charles D.	Automotive Instructor	01-02-69	01-31-82	Trans to OSU

TABLE III (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Hill, Raymond B.	Auto Mech Instructor	08-29-66		
	Asst Dept Head/Automotive	10-01-81	03-08-85	Deceased
Hilligoss, Edgar Jack	Automotive Instructor	08-29-66	11-24-76	LTD
Himes, Vernon	Auto Body Instructor	07-01-48	01-21-50	Resigned
	Auto Body Instructor	09-12-55		
	Auto Mech Instructor	10-01-56		
	Asst Dpt Hd/Automotive	06-01-59		
	Auto Mech Instructor	11-01-59		
	Sup/Instr Auto Body	02-01-65	08-13-65	Resigned
	Auto Body Instructor	08-29-66		
	Metal Arts Instructor	09-01-68	05-18-84	Retired
Himes, Robert E.	Auto Mech Instructor	02-17-47	06-16-47	Resigned
James, Norman R.	Auto Mech Ext Instructor	06-04-73	05-31-74	Resigned
Jennings, Arthur A.	Basic Mech Instr	01-30-50	05-05-51	Resigned
Keathley, Neil A.	Auto Body Instructor	07-01-48	08-31-48	Resigned
Knox, Dudley B.	Auto Mech Ext Instructor	04-15-57	10-15-57	Resigned
Laur, Clifford N.	Auto Body Instructor	01-03-66	06-09-82	Retired
Long, Dorsie L.	Auto Body Instructor	08-30-62	05-29-64	Resigned
Lynch, Frank D.	Auto Mech Instructor	06-01-87		
Malcom, Robert J.	Auto Mech Instructor	08-02-65		
	Carpentry Instructor	09-01-67	06-19-84	Retired
McAlister, Samuel T.	Auto Mech Instructor	07-01-52	05-31-59	Promoted
	Dept Hd/Automotive	06-01-59	06-30-64	Title change
	Auto Mech Instructor	07-01-64	01-31-65	Title change
	Sup/Instr Auto Parts	02-01-65	06-30-70	Retired
McCutcheon, Lois Elmer	Auto Body Instructor	01-27-50	10-09-50	Resigned
McGavock, Loyd B.	Auto Mech Ext Instructor	08-15-58	09-30-60	Resigned
Mitchell, George A.	Auto Instr(Hil Contract)	07-24-51		
	Automotive Dept Instr	06-01-51		
	Mach Tool & Die Instr	07-01-70	09-11-77	LTD

TABLE III (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Moore, Harry J.	Int Comb Eng Instructor	09-21-48	03-31-49	Resigned
Houlton, Ralph A.	Automotive Instructor	09-16-68	03-31-69	Resigned
Munger, Reginald L.	Auto Trim Instructor	09-29-86		
Newman, Billy G.	Automotive Instructor	04-01-65	02-10-67	Resigned
Newnam, Carl	Auto Trim Instructor	08-01-65	09-29-86	Retired
Nimrod, Vernon A.	Auto Mech Instructor	10-06-58	06-29-73	Retired
Preskitt, Ishmael M.	Auto Body Instructor	09-01-52	04-12-59	Resigned
Randall, Ralph Dale	Automotive Instructor	09-01-64	02-28-67	Resigned
Richardson, Robert	Auto Mech Instructor	10-01-57	05-07-58	Resigned
Robinson, Samuel J.	Basic Mech Instructor	09-22-49	?????	?????
Rook, John	Auto Extension Instr	1964?	1970?	???
Rott, Jimmy D.	Asst Instr/Automotive Auto Body Instructor	10-01-69 04-01-70		
Saunders, Herman E.	Auto Mech Ext Instructor	10-07-57	03-31-58	Resigned
Shelton, Marvin Roy	Auto Body Instructor	01-23-50	12-31-51	RIF
Shelton, Paul H.	Auto Mech Instructor	01-16-50	04-02-66	Deceased
Smith, Walt S.	Auto Serv Mgmt Instructor Sup/Instr Auto Body Auto Body/Dept Head Sup/Instr Machinist	08-24-64 02-01-65 08-01-69 01-01-80		
Starr, Charles H.	Sup/Instr Auto Body	10-11-46	07-31-51	Deceased
Stookey, Robert A.	Auto Mech Instructor Asst Dept Head	02-01-77 02-16-87		
Sullivan, John C.	Auto Extension Instr	1972?	???	???
Sullivan, Earl C.	Auto Mech Instructor	10-01-58	11-01-74	Retired

TABLE III (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Thompson, Herman C.	Auto Ext Instructor	10-24-60		
	Auto Mech Instructor	02-01-62		
	Auto Ext Instructor	09-01-64		
	Auto Mech Instructor	10-01-67	01-26-73	Retired
Thrower, William E.	Auto Body Instructor	03-30-59	11-09-65	Resigned
Tozer, Frank E.	Auto Mech Instructor	10-10-46	06-30-51	Resigned
	Diesel Instructor	07-01-52	07-16-76	Retired
Vassaur, Edgar	Auto Mech Ext Instructor	01-16-50		
	Auto Mech Ext Instructor	09-01-55	04-22-64	Retired
Vaughn, James P.	Automotive Instructor	09-29-75		
Watkins, Jerl D.	Auto Mech Instructor	09-01-58	01-04-62	Resigned
Wilson, Gary L.	Auto Body Instructor	09-20-82	05-01-87	Resigned

TABLE IV
BUILDING TRADES FACULTY FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Alden, Harry Johnson	Plumbing Instructor	09-26-46	12-31-47	Released
Aloway, Melvin R.	Carpentry Instructor Dept Head/Bldg Trades	01-02-61 08-04-81	06-22-67	Resigned
Bailey, Wilson R.	Carpentry Instructor	02-17-47	05-31-49	Resigned
Baker, Philip R.	Dpt Head/Bldg Trades	09-02-80	03-24-81	Resigned
Barlow, Paul Dean	Bldg Constr Instructor	01-17-83		
Bliss, William C.	Craftsman/Phys Plant Technician/Bldg Constr Plumber/Physical Plant Asst Instr/Plumbing Plumbing Instructor Asst Dept Head/Bldg Trades Constr Tech Instructor	08-03-70 10-19-70 02-01-71 12-01-71 07-01-72 04-05-82 07-01-86	07-18-86	Resigned
Bodine, James I.	Plumbing Instructor	03-01-53	04-08-61	Retired
Brandborg, John G.	Bldg Con Instructor	09-10-79	12-14-79	Resigned
Brinson, Ewell R.	Carpenter Carpentry Instructor	09-01-48 05-11-49	05-11-49 01-31-51	Transferred Resigned
Butler, Merrell D.	Bldg Const Instructor	02-24-67	10-15-68	Resigned
Christian, Dennis L.	Bldg Trds Instructor	07-01-77	07-13-79	Resigned
Dailey, James H.	Carpenter Carpenter Foreman Carpentry Instructor	07-01-48 07-01-49 07-01-51	06-30-49 06-30-51 12-31-51	Promoted Transferred RIF
Delso, Alex T.	Asst Instr/Plumbing Plumbing Instructor	10-03-75 05-17-76		
Denney, Herbert W.	Steam Fitter Plumbing Instructor Dept Hd for Plbg	09-26-46 03-01-48 09-01-49	02-28-48 08-31-49 12-31-52	Transferred Promoted Resigned
Douglas, Lester L.	Sup/Instr Bldg Trds	01-01-47	08-31-52	Resigned

TABLE IV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Evans, Melvin	Sup/Carpentry Dept	1952	1967	???
Everett, William R.	Maint Plumber	05-01-61	08-31-65	Title change
	Asst Instr Bldg Trds	09-01-65	01-31-73	Title change
	Bldg Trds Instructor	02-01-73	02-12-76	Medical Retirement
Garrison, Emanuel Ray	Bldg Constr Instructor	09-01-67	06-30-81	Transferred
	Carpenter	07-01-81	07-17-81	Resigned
Harshaw, Jack	Carpenter	05-18-49	01-31-51	Transferred
	Carpentry Instructor	02-01-51	02-28-51	Discontinued
	Carpentry Instructor	07-01-51	12-31-51	RIF
	Carpentry Instructor	06-20-55	04-30-60	Promoted
	Dpt Hd/Carpen & Cab Mak	05-01-60	1964?	
	Carpentry Instructor	1964?	01-20-67	Resigned
Jones, Dwight A.	Bldg Trades Instructor	06-25-84	08-17-84	Resigned
Lindsey, James W.	Cabinet Making Instructor	10-26-55	08-31-56	Resigned
Logan, John M.	Carpentry Instructor	09-15-52	07-20-53	RIF
Malcom, Robert J.	Auto Mech Instructor	08-02-65		
	Carpentry Instructor	09-01-67	06-19-84	Retired
Marlin, John H.	Plumbing Instructor	09-03-48	02-28-51	RIF
Perryman, John W.	Bldg Trades Instructor	01-25-82	11-12-82	Resigned
Schumacher, William	Student Counselor	11-01-73		
	Asst Plumbing Instructor	02-01-77	09-28-79	Retired
Shoemaker, William W.	Bldg Trades Instructor	10-21-68	02-18-72	Resigned
Starkey, Rex R.	Cabinet Making Instructor	07-15-51	02-29-52	Resigned
Swenson, John A.	Plumbing Instructor	09-11-50		
	Dept Head/Plumbing	09-01-54	06-30-70	Thailand contract
	Dept Head/Plumbing	09-01-70	01-29-82	Retired
Thomas, William H.	Woodfinishing Instructor	09-01-49		
	Sup/Wood Constr	1952	07-15-55	Resigned

TABLE IV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Trew, Eddie L.	Bldg Trades Instructor Dept Head/Bldg Trades Bldg Trades Instructor	06-01-72 06-01-77 09-02-80	07-17-81	Resigned
Way, Tony L.	Plumbing Instructor	05-21-84		
Wyatt, Richard P.	Temp Instr/Bldg Trades Bldg Trades Instructor	11-05-84 01-14-85	05-08-87	Resigned

TABLE V
BUSINESS EDUCATION FACULTY FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Armstrong, Janet K.	Commerce Instructor	10-01-65	04-20-66	Resigned
Ayres, Roy E.	Inten Bus Instructor	09-01-47	09-30-50	Recalled to ac- tive mil duty
Baird, Jerry A.	Dept Head/Bus Educ	07-01-80		
Baker, Velma L.	Commerce Instructor	06-16-69	05-28-71	Retired
Barrett, Mary Ann	Commerce Instructor	08-29-57	07-19-85	Retired
Belford, Roy C.	Advert & Sales Instructor	01-13-47		
	Acting Dept Head	1948		
	Inten Bus Dpt Hd	02-01-52	12-06-62	Resigned
Bigbey, Dorothy L.	Commerce Instructor	05-28-62	08-31-62	Resigned
Brian, James A.	Lab Assistant	02-05-47	09-14-48	Resigned
	Inten Bus Instructor	01-16-50	08-12-61	Resigned
Butler, Peggy R.	Bus Educ Instructor	09-03-68		
	Bus Ed Sup/Instr	09-01-75		
Carey, Ann E.	Computer Operator	10-10-77		
	Bus Educ Instructor	09-25-78		
	Bus Ed Sup/Instructor	08-01-84		
	Coord/Planning & Eval	07-01-86	06-10-87	Resigned
Carlile, Homer E.	Commerce Instructor	08-28-66	04-25-67	Resigned
Carlile, Linda K.	Key Punch-Computer Operator	06-07-71		
	Computer Programmer	09-01-72	10-31-73	Resigned
	Computer Programmer	05-01-75		
	Programming Supervisor	07-01-76	12-31-76	Resigned
	Computer Programmer	04-04-77		
	Programming Supervisor	10-01-77		
	on LWOP	12-09-77	01-31-78	
	Programming Supervisor	02-01-78	05-18-79	Resigned
Bus Educ Instructor	10-01-84			

TABLE V (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Claborn, Daniel D.	Computer Programmer	12-07-81		
	Bus Educ Instructor	09-19-83		
	Acting Sup/Instructor	08-04-86		
	Bus & Off Occup Instr	06-01-87		
Columbin, Becky W.	Computer Programmer	09-08-80		
	Sup/Computer Services	11-01-81	06-25-82	
	Bus Educ Instructor	09-22-82		
Cook, Carolyn Sue	Bus Educ Instructor	09-22-75	05-24-85	Resigned
Coyle, Robert J.	Commerce Instructor	06-15-70	05-19-78	Resigned
	Bus & Off Occup Instr(Temp)	03-17-86		
	Bus & Off Occup Instructor	05-19-86		
Davis, Charles B.	Accounting Instructor	11-01-65	09-30-71	Status changed
	Part-time Instructor	10-01-71	05-14-76	Resignation
Decker, Kenneth M.	Bus Educ Instructor	08-03-81	04-30-84	Resigned
Dishman, Alfred B.	Intensive Bus Instructor	09-01-48	09-15-49	Resigned
Dulin, Janice G.	Bus Educ Instructor	05-23-77	08-06-81	Resigned
	Temp Instr/Bus Educ Dept	08-15-83		
	Bus Educ Instructor	10-10-83		
Dyke, Raymond L.	Commerce Dept Head	08-01-46	04-30-48	Transferred
	Business Manager	05-24-48	02-28-68	Transferred
	Asst Dir/Bus & Finance	03-01-68	06-30-75	Retired
Ebert, Geraldine	Intensive Bus Instr	01-??-48	09-??-51	Transferred
Ezell, Edward B.	Commerce Instructor	09-01-67	12-01-85	LTD
Fielder, Linda S.	Bus Educ Instructor	06-14-71	08-13-71	Resigned
Grayson, Goerge L.	Commerce Instructor	05-01-73	01-31-74	Resigned
Harrison, Loran W.	Bus Pract Instructor	09-14-49	10-31-50	Resigned
Hart, Joyce Charlene	Steno-Clerk I/Auto Dept	01-03-66		
	Admin Sec/Auto Dept	07-01-75		
	Admin Assistant I/Auto Dept	07-01-79	09-14-79	Went on LWOP
	on LWOP	09-15-79	09-14-80	
	Admin Assistant I/Auto Dept	09-15-80		
Bus Educ Instructor	09-21-81			

TABLE V (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Hawkins, Jimmy R.	Accounting Instructor	11-19-62	10-29-65	Resigned
Hebensperger, Nancy Hill	Commerce Instructor	09-01-61	10-06-62	Resigned
	Commerce Instructor	01-02-64	09-30-66	Resigned
Hedrick, James P.	Gen Educ Instructor	09-01-67	04-30-68	Transferred
	Commerce Instructor	05-01-68	05-09-73	Resigned
Herwig, Kenneth O.	Accounting Instructor	04-16-63		
	Oral Com Instructor	05-01-64	06-30-69	Retired
	Counselor/Student Services	10-15-70	09-30-76	Retired
Hickman, Charles W.	Commerce Instructor	01-19-59	07-08-61	Resigned
Hightower, Billie W.	Bus Educ Instructor	09-22-69	07-19-85	Retired
Hopper, Stanley F.	Inten Bus Instructor	09-01-50	02-28-51	RIF
Horn, David E.	Commerce Instructor	07-01-71		
	Student Finan Aids	01-01-73		
	Asst Head/Stud Finan Aid	07-01-74		
	Head/Stud Finan Aid	10-01-74		
Howard, Daugh W.	Commerce Instructor on LWOP	09-01-61	05-28-71	Went on LWOP Dismissed
		06-10-71	01-27-72	
Imbeau, Ralph L.	Commerce Instructor	09-23-68	01-29-71	Resigned
Jacobs, Erma Jean	Bus Educ Instructor	09-18-78	05-24-79	Resigned
Jordan, James D.	Bus Ed Instr(part time)	02-10-75	05-16-75	Resigned
Jordan, Rebecca L.	Bus Educ Instructor	09-19-77	05-19-78	Resigned
Kerr, Carolyn S.	Commerce Instructor	01-10-55	08-31-57	Resigned
Kinder, Sherry L.	Bus Educ Instructor	09-01-65	06-21-70	Went on LWOP on LWOP
		06-22-70	08-01-71	
	Bus Educ Instructor	09-26-75	05-16-77	Resigned
Leckie, Robert G.	General Store Manager	01-20-66		
	Gen Store Mgr/Instructor	01-01-67		
	Commerce Instructor	05-01-67	01-30-87	Retired
Lewis, Brenda	Bus & Off Occup Instructor	02-02-87		

TABLE V (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Martin, J. Will	Commerce Instructor	01-01-59	10-23-63	Resigned
McFarland, George W.	Commerce Instructor	09-01-61		
	Assistant Dpt Head/Commerce	06-01-73		
	Bus Educ Instructor	11-01-81		
McGinnis, Bernell J.	Accounting Instructor	05-14-56	08-31-56	Resigned
McNeil, Richard A.	Bus Educ Dept Head	09-10-79	06-06-80	Resigned
Miller, Addison R.	Commerce Instructor	01-03-68	04-03-70	Resigned
Moshier, Shirley M.	Bus Educ Instructor	09-01-65	04-24-68	Resigned
	Bus Educ Instructor	09-16-68		
Norris, Myrl J.	Commerce Instructor	09-03-63	06-21-66	Retired
Olive, John T.	Bus Educ Instructor	09-25-78		
Olmstead, Ernest A.	Accounting Instructor	01-28-49	11-09-56	Resigned
	Accounting Instructor	04-25-57	10-21-57	Deceased
Pallett, Jack D.	Commerce Instructor	07-01-68	09-09-68	Resigned
Peterson, M. Lynell Roach	Bus Educ Instructor	08-03-81		
Pevehouse, Nolan D.	Commerce Instructor	01-13-58	07-08-61	Resigned
Phelps, Ken W.	Commerce Instructor	08-29-58	12-18-67	Resigned
Potts, Erryl Lee	Commerce Instructor	01-02-67	01-30-70	Resigned
Rathbun, Ona	PBX Instructor	09-28-52	1954?	???
Reynolds, Mildred J.	Bus Ed/Gen Ed Instructor	09-19-77		
	Gen Educ Instructor	05-28-79		
	Bus Educ Instructor	05-01-81	08-12-83	Resigned
	Bus Educ Instructor	08-01-85		
Rickey, Vina Y.	Commerce Instructor	09-11-67	05-28-70	Resigned
Rose, Juanita Jo Wilson	Inten Bus Instructor	12-01-50	02-28-51	RIF
Rouk, Hazel	Intensive Bus Instr	10-??-46	???	???

TABLE V (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Rowland, Donald A.	Ceramics Instructor	09-21-49	08-7755	Program Discontinued
Rudd, Doris, M.	Commerce Instructor	09-01-56	04-30-57	Resigned
Sellers, Davis C.	Bus Educ Instructor	06-04-69	05-22-81	Resigned
Shoemake, Lynda S.	Commerce Instructor	07-15-71	05-13-77	Resigned
	Temp Instr/Gen Educ	02-01-81	05-15-81	Resigned
	Bus Educ Instructor	09-21-81	05-20-82	Termin of Apptmnt
	Temp Instr/Gen Educ	09-26-83	01-27-84	Termin of Apptmnt
	Bus Educ Instructor	09-30-85		
Stogner, Wayne	General Educ Instr	08-27-64		Transferred
	Commerce Instructor	01-01-70	01-31-86	Retired
Stortzum, Vicki L.	Bus Educ Instructor	09-04-79	09-18-81	Resigned
Taylor, Joseph F.	Intensive Bus Instructor	09-01-48		
	Head/Commerce Dept	06-01-63		
	Admin Asst to Director	09-01-79	04-29-83	Retired
Thornton, Gary J.	Commerce Instructor	09-01-65	08-04-67	Resigned
Tillery, Bessie S.	PBX Instructor	11-01-55	01-06-58	Resigned
Tillman, Leo C.	Bus Educ Instructor	02-01-71		
Watson, Harold J.	Accounting Instructor	10-01-47	11-30-48	Resigned
White, Anthony	Business Ed Instr	09-20-76		
	Bursar	07-01-81		
	Assistant Bus Manager	09-12-83		
Williams, Lora Gail	Commerce Instructor	09-24-62	12-21-67	Resigned
Williams, Pamela D.	Bus Educ Instructor	09-18-72	09-19-80	Resigned
Williams, Paul Richard	Bus Educ Instructor	10-14-85		
Withers, Roger D.	Bus Educ Instructor	09-20-76	09-26-78	Resigned

TABLE V (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Work, Moorman R.	Commerce Instructor	10-07-46	09-14-48	Resigned
	Commerce Instructor	06-01-49	09-10-51	Resigned
Zink, Patsy R.	Steno Clerk/Bus Off	08-22-66		
	Asst Instr/Bus Educ	10-01-66		
	Bus Educ Instructor	10-01-74		

TABLE VI
COLLEGE DIVISION FACULTY FROM 1946-54

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Adriaenssens, Opal	Hist/Math Instr (Coll Div)	09-01-47	01-31-49	Resigned
Barr, Jo W.	Pol Sci Instructor(Col Div)	09-27-46	08-31-48	Resigned
Benson, Keith S.	Math Instructor(Col Div) College Div	06-01-49 06-01-50	07-31-49 07-31-50	Employed for summer only
Burris, George W.	English Instr (Coll Div)	09-01-46	08-31-50	Resigned
Campbell, Ralph E.	Temp Bio&Zool Instr-Col Div	09-01-46	06-30-47	Resigned
Couch, Gladys G.	Frn Lang Instr/Part Time	09-01-47	01-31-49	Resigned
Craddock, Irene M.	Assistant Art Instructor	09-01-48	01-31-49	Resigned
Cundiff, George F.	Guidance Cntr Appraiser Extension Instr (Coll Div)	01-16-50 09-17-51	02-28-50 05-31-52	Resigned Resigned
Ebbs, Robert E.	Temp Instr in Mech Draw Mech Draw Instr(Col Div)	09-01-47 07-01-48	06-30-48 08-31-51	Title change Resigned
Emory, Hermina M.	Assistant Art Instructor	07-01-48	09-01-48	Resigned
Evans, Derman C.	AsstChem Prof (Col Div) OSU Asst Chem Prof	10-01-46 02-01-48	01-31-48 07-31-48	Transferred Resigned
Fitzgerald, Meddie B.	Soc Sci Instructor	09-15-47	09-10-50	Resigned
Ganstone, Florence L.	Math Instr(Col Div)	02-01-47	06-30-48	Resigned
Garey, William R.	Art Instructor	01-01-51	06-08-51	Resigned
Guyer, Max H.	Pol Sci Instr/Col Div Pol Sci Instr/Col Div	09-01-47 09-01-51	08-31-50 06-30-55	Sabatical Transferred to OSU
Hixson, Jack A.	Related Journalism Instr	09-25-50	02-28-51	RIF
Howard, Vernon R.	Hist Instr(Temp)/Col Div	09-01-46	06-30-47	Resigned
Howard, William C.	Math Instr/Col Div	02-23-53	03-10-53	Discontinued
Jones, Seaborn	Hist Instr(Temp)	09-01-46	01-31-48	Resigned

TABLE VI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Kingsolver, Ralph H.	Soc Sci Instructor	09-22-47	06-30-48	Resigned
Lamon, Charline	English Instructor	05-31-49	08-31-49	Discontinued
Lively, Nancy J.	English Instructor	09-01-47	08-31-50	Resigned
Longwith, Alice B.	Physics Instr(Col Div)	09-01-47	06-30-48	Resigned
McMaster, Edatha B.	For Lan Instr(Temp)	02-01-48	06-30-48	Resigned
McQuarie, Eugenia	Temp Engl Instr (Col Div)	09-01-46	02-01-48	Trans to OSU
Meek, Frank B.	Engin Instr(Col Div)	09-01-50	01-31-51	Resigned
Morton, Zella O.	Engl Instr (Col Div)	09-01-46	02-01-48	Trans to OSU
Moyer, Keith	Pol Sci Instr(Col Div)	09-27-46	??????	??????
Polk, Alonzo Q.	Chem Instr(Col Div)	02-01-47	??????	Resigned
Schiefelbusch, Theodore L	Assoc Chem Prof(Col Div)	10-01-46	09-01-54	Retired
Schultz, Samuel C.	Mech Engr Instr/College Div	02-24-47	07-01-47	Resigned
Sellers, Joel H.	Instructor/Chem Lab Asst	09-01-50	04-30-51	Resigned
Smith, Clifford E.	Chem Instr(Col Div)	06-01-51	07-31-51	Resigned
Stanberry, George W.	History Instructor	09-01-46	06-30-47	Resigned
Sturzenegger, Otto	Chem Instr/Coll Div	06-01-50	07-31-50	Resigned
Terry, Josephine, Kelly	Temp Math Instructor	09-01-46	02-28-51	Discontinued
Wadley, George L.	Soc Sci Instr(Col Div)	09-01-50	08-31-51	RIF
	Soc Sci Instr(Col Div)	09-01-51	01-31-52	Discontinued
	Mil Trng Program	02-04-52	05-31-52	Contract ended
Warlen, Charles W.	Math Instructor/Coll Div	09-01-48	06-30-49	Resigned
Watkins, Clara J.	Math Instr(Temp)/Col Div	09-01-46	01-31-48	Resigned
Watkins, Joe S.	English Instructor	01-27-47	05-31-47	Resigned
Williams, Robert O.	Technical Engl Instructor	09-15-47	10-31-47	Resigned

TABLE VI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Willis, Joseph B.	Math-Sci Instr/Coll Div	11-15-48	06-24-52	Resigned
Young, Ida M.	Math Instructor	09-01-47	06-30-48	Resigned
Zant, James H.	Dir Arts&Sci/Oknul Branch	09-16-46	10-31-46	Termination of Emp

TABLE VII
DIESEL DEPARTMENT FACULTY FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Allison, Donald G.	Diesel Instructor	08-03-81	05-13-83	RIF
Andress, Ernest E.	Prec Meas Instructor	09-01-55	07-15-57	Temporary
Armstrong Robert J.	Diesel Instructor	01-16-50	12-31-51	Resigned
Bibby, Jerry D.	Diesel Instructor	10-09-78	05-16-80	Resigned
Biby, Richard	Diesel Instructor	01-24-55	01-05-56	Resigned
	Diesel Instructor	05-01-67	09-30-80	Resigned
Biddle, Lawrence P.	Diesel Instructor	09-21-77		
Bradley, Leon L.	Diesel Instructor	09-02-54	02-18-55	Resigned
Cates, Franklin W.	Diesel Instructor	09-01-65	04-25-67	Resigned
Claborn, Johnny Gene	Diesel Instructor	09-06-66		
Crutchmer, Steve H.	Diesel Instructor	09-20-76	05-15-81	Resigned
Davis, Ross E.	Diesel Instructor	05-15-50	03-02-51	Resigned
Delp, Willis H.	Diesel Instructor	08-03-81	05-13-83	Term of Appt
DeHoe, Jerry A.	Diesel Instructor	09-17-79		
Denton, Carl D.	Diesel Instructor	09-18-67	09-18-84	Resigned
Dickens, Charles C.	Diesel Instructor	08-18-80		
Driggers, Austin	Diesel Instructor	10-01-75		
Durst, Ernest P.	Diesel Instructor	09-01-54	03-09-62	Resigned
Espy, Melvin E.	Diesel Instructor	07-01-55	11-16-56	Resigned
Farris, James M.	Mil Trng Instr in Diesel	03-19-51	05-31-52	Contract ended
	Diesel Instructor	04-26-54	08-31-54	Resigned
Gasaway, Levi	Diesel Instructor	05-05-51	09-26-78	Early Retirement

TABLE VII (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Gearhart, Russell W.	Diesel Instructor	01-01-56	11-30-57	Transferred
	Auto Mech Instructor	12-01-57	11-30-62	Went on LWOP
		12-01-62	05-31-64	LWOP
	Auto Mech Ext Instructor	06-01-64	08-15-64	Resigned(ill health)
Gosnell, Paul E.	Diesel Instructor	01-14-52	06-30-54	Promoted
	Diesel Dept Head	07-01-54	10-22-56	Resigned
Henson, Emmett D.	Diesel Instructor	09-02-54	04-14-67	Dismissed
Hobbie, Gary L.	Temp Instr/Diesel	09-24-84		
	Diesel Instructor	10-22-84		
Hodges, Vernon F.	Diesel Instructor	03-02-81		
Holcomb, Charles J.	Diesel Instructor	02-17-47	09-15-47	Resigned
	Diesel Instructor	11-01-47	04-30-48	Resigned
Howell, Forrest C.	Basic Mech Instructor	09-14-49	01-15-50	Title change
	Diesel Instructor	01-16-50	04-30-51	Promoted
	Head of Diesel Dept	05-01-51	12-15-51	RIF
Howland, Earl L.	Diesel Instructor	01-23-50	10-31-50	Went on Mil Leave
	Diesel Instructor	11-01-50	02-29-52	Resigned
Jackson, Albert Wayne	Diesel Instructor	08-21-80		
Janzen, Leonard Duaine	Diesel Instructor	02-15-71	04-03-75	Resigned
Jennings, Arthur A.	Diesel Instructor	02-01-51	05-05-51	Resigned
Langham, Donald J.	Diesel Instructor	02-01-51	07-15-52	RIF
Lawrence, Joseph E.	Diesel Instructor	03-24-51	12-31-51	Title change
	Diesel Dept Head	01-01-52	04-30-54	Resigned
	Diesel Instructor	02-02-59	06-28-74	Retired
Lewisson, James M.	Diesel Instructor	08-17-64	07-16-79	Dismissed
McClung, Homer Don	Diesel Instructor	06-17-74	10-27-78	Resigned
Mecklenberg, Leonard J.	Diesel Instructor	09-02-54	12-22-58	Resigned
Miller, Robert O.	Diesel Instructor	09-01-64	01-14-66	Resigned

TABLE VII (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Nichols, Victor O.	Diesel Instructor	07-01-58	06-28-74	Retired
Noble, George T.	Sup/Diesel Dept	02-06-50	02-28-51	Resigned
Owens, John W.	Diesel Instructor	11-01-50	04-30-51	Resigned
Parker, Lawrence Richard	Small Engine Mech Instructor	09-04-79	05-14-82	Resigned
Parker, Richard C.	Diesel Instructor	09-15-58	05-31-82	Retired
Patton, Otis D.	Diesel Instructor	09-01-48	04-11-51	Resigned
Penrod, William S.	Prec Meas Instructor	09-01-54	07-31-55	Resigned
Roberts, Leslie Byron	Diesel Instructor	02-14-47	09-30-48	Resigned
Schoen, Kelvin L.	Diesel Instructor on LTD	09-21-81	08-12-83 05-03-84	last day worked Deceased
Self, Voyd P.	Diesel Instructor Head/Diesel Dept	05-01-54 10-22-56	05-29-81	Retired
Shawver, Kenneth S.	Diesel Instructor	09-01-52	04-30-54	Resigned
Simpson, John T.	Diesel Instructor	09-19-77	08-29-80	Resigned
Snow, George W.	Diesel Instructor	09-08-80		
Steinman, Clarence H.	Diesel Instructor Sup/Diesel Dept	10-01-46 09-01-49	02-28-50	Resigned
Teel, William H.	Diesel Instructor Gen Educ Instructor Diesel Instructor	10-01-70 02-01-71 07-01-74		
Thomas, William D.	Diesel Instructor	09-20-76	01-23-81	Resigned
Thompson, William D.	Diesel Instructor	11-18-57	08-31-80	Retired
Tozer, Frank E.	Auto Mech Instructor Diesel Instructor	10-10-46 07-01-52	06-30-51 07-16-76	Resigned Retired
Watts, Charles T.	Diesel Instructor	10-07-46	02-12-47	Resigned

TABLE VII (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
White, Warren L.	Diesel Instructor	08-29-66	01-31-74	Resigned
	Diesel Instructor	04-01-75		
	Dept Head/Diesel	07-01-81		
	Dpt Hd/Auto & Diesel	02-16-87		
Williams, Monty A.	Diesel Instructor	05-01-62		
	Asst Dept Head	02-16-87		

TABLE VIII
DRAFTING DEPARTMENT FACULTY FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Allender, Herbert A.	Drafting Instructor	08-29-60	04-30-68	Retired
Bull, Robert L.	Drafting Instructor	06-01-66		
Clark, Earl W.	Drafting Instructor	05-01-54	12-31-59	Promoted
	Drafting Dpt Hd	01-01-60	06-22-68	Retired
Clark, Otis A.	Drafting Instructor	01-13-64	06-15-66	Resigned
Clark, Thomas M.	Drafting Instructor	05-01-65	01-15-66	Resigned
Didlake, Delmar R.	BPR Reading & Drafting Instr	06-01-48	09-03-48	Resigned
Donahue, John F.	Engnrg Drawing Instructor	06-01-47	08-02-47	Resigned
Edge, Elmer F.	Drafting Instructor	02-09-56	02-29-64	Resigned
Johns, Forrest L.	(60%time)Dpt Hd/Drafting	09-02-69		
	(100%time)Draft Dept Hd	01-18-71		
Jones, Billy R.	Drafting Instructor	01-02-64		
	Acting Hd/Instr Draft Dpt	01-01-69		
	Thailand Project	05-16-69		
	Acting Hd/Instr Draft Dpt	08-26-69		
	Assistant Dpt Hd/Drafting	09-02-69		
Keenan, Claude C.	Drafting Instructor	08-30-56	03-17-61	Resigned
Little, Ross W.	Drafting Instructor	11-11-68	10-29-71	Resigned
Marshall, Clarence H.	Drafting Instructor	02-08-57	12-16-66	Retired
Matthews, Samuel E.	Asst Drafting Instructor	08-30-62	12-31-62	Title change
	Drafting Instructor	01-01-63	05-31-63	Went on LWOP
		06-01-63	07-31-63	on LWOP
	Drafting Instructor	08-01-63	01-27-65	Deceased
Mays, Roger W.	Gen Educ Instructor	09-22-71		
	Drafting Instructor	07-01-77		
Morrison, Bobby J.	Drafting Instructor	04-02-62	01-03-64	Resigned

TABLE VIII (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Myers, Lonnie W.	Drafting Instructor	08-29-66		
Palmer, Robert E.	Drafting Instructor	10-01-65	10-22-65	Resigned
Purvine, Jerry A.	Drafting Instructor	08-29-66		
Robinson, Edwin B.	Drafting Instructor	09-01-67	11-10-67	Resigned
Scott, William A.	Drafting Instructor Head/Drafting Dept	01-13-47 10-01-47	02-02-60	Deceased
Shannahan, Frank F.	Drafting Instructor	05-01-50	12-31-62	Retired
Shannon, Eugene H.	Drafting Instructor	10-01-53	04-30-54	Discontinued
Sharp, Charles C.	Related Drafting Instructor	09-12-49	04-30-51	Resigned
Simmons, Robert R.	Drafting Instructor	07-08-68	05-08-87	Retired
Strecker, Stanley V.	Drafting Instructor	11-21-66		
Thornton, Joseph	Drafting Instructor	01-02-58	01-31-62	Resigned
Todd, Richard E.	Gen Educ Instructor Drafting Instructor	09-21-81	04-13-84	Resigned
Van Liew, Wayne	Drafting Instructor	05-31-54	08-31-55	Resigned
Welch, William J.	Drafting Instructor	08-01-79		
Wheeler, Paul S.	Drafting Instructor Head/Industrial Div Spec Rep/Pakistan Sur Team Head/Industrial Div Registrar Gen Educ Instructor Bldg Trades Instructor	10-06-47 07-01-53 04-01-54 05-22-54 01-01-64 12-01-71 03-08-72	06-27-67 01-27-72 05-26-72	Retired Resigned Resigned
Williams, Harold E.	Drafting Instr(1/2 day)	11-21-55	01-05-56	Resigned
Wills, Don S.	Drafting Instructor	11-01-65		

TABLE IX
ELECTRONICS DEPARTMENT FACULTY
FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Alcorn, William C.	Radio Instructor	09-01-52	07-06-53	Resigned
Anglin, Tom F.	Dept Head/Radio-TV & Elect Instr Radio&TV	09-02-58 07-17-59	10-20-60	Resigned
Bainum, Clarence	Elect Main Instructor	11-04-46	03-06-48	Resigned
Balcom, Elmer J.	Radio Dpt Head	12-01-48	07-02-52	Resigned
Barnes, Troy T.	Radio-TV Instructor	09-01-58	01-23-59	Resigned
Brown, Clyde Ernest	Electronics Instructor	09-24-84	05-21-85	Resigned
Brown, Curby H.	Radio & TV Instructor	09-01-53	01-31-80	Retired
Bryan, Robert D.	Electronics Instructor	05-01-63	01-03-64	Resigned
Bumgardner, John T.	Electronics Instructor	01-16-61	07-16-76	Retired
Burner, Richard L.	Electricity Instructor Mil Trng Instructor	01-16-50 03-07-51	02-28-51 09-01-51	Resigned Resigned
Cannon, Harry T.	Electronics Instructor	09-11-50	02-28-51	RIF
Casey, Fred W.	Elect Maint Instructor	09-04-58	07-20-59	Resigned
Coffey, Robert D.	Radio & TV Instructor Radio & TV Dpt Head	09-02-54 02-01-55	01-31-55 09-30-57	Promoted Resigned
Cox, Gary W.	Electronics Instructor	02-25-64	07-13-73	Deceased
Coyle, Charles R.	Electronics Instructor	11-01-52	06-15-53	Resigned
Cross, Henry A.	Electronics Instructor Electronics Instructor	01-02-61 01-21-61	01-20-61 02-01-61	Resigned Resigned
Duke, Roger D.	Electronics Instructor	01-07-74	05-28-80	Resigned
Edwards, Claude A.	Electr Maint Instructor	09-01-58	12-31-58	RIF

TABLE IX (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Evans, John L.	AC & Refrig Instructor	11-01-47	04-30-51	Title change
	AC & Refrig Dpt Hd	05-01-51	08-31-52	Transferred
	Dpt Hd/Elect	09-01-52	12-31-55	Resigned
Foster, Bryan T.	Electr Instructor	09-01-65	12-18-70	Resigned
Fuller, Lloyd W.	Electricity Instructor	05-01-54	09-31-61	Resigned
Fulsom, Richard W.	Electrician	09-09-47	03-31-48	Transferred
	Elect Maint Instructor	04-01-48	08-31-48	Resigned
Goodspeed, Richard J.	Electricity Instructor	06-01-56	08-17-58	Resigned
Grayson, Clarence S.	Radio Instructor	05-23-49	08-20-51	Resigned
Hagy, Dennis A.	Electronics Instructor	01-03-83		
Harris, James C.	Radio-TV Instructor	04-30-56	08-14-59	Resigned
Heberlein, Albert S.	Electronics Instructor	08-08-66	09-12-69	Resigned
Henson, David R.	Electronics Instructor	05-27-80		
Hoff, Alfred L.	Electricity Instructor	09-24-51	10-31-52	Promoted
	Head of Radio Dept	11-01-52	01-31-55	Resigned
Horswill, Richard E.	Electronics Instructor	03-08-48	09-10-51	Resigned
Horton, Chester P.	Electronics Instructor	02-01-57	04-19-67	Went on LWOP
	On LWOP	04-20-67	09-07-67	Deceased
Hubbard, Sidney J.	Air Cond Maint Man	10-01-74		
	Electronics Instructor	03-15-76		
	AC & Refrig Instructor	05-21-79		
Jones, Cecil L.	Electronics Instructor	09-02-54	02-15-57	Resigned
Jones, Galen Rex	Electronics Instructor	10-02-79		
Kelly, Roland E.	Radio Instructor	05-01-54	11-30-55	Resigned
Kraycik, Donald S.	AC & Refrig Instructor	10-10-83		
	Electronics Instructor	05-16-84		
Lackey, Howard A.	Electronics Instructor	02-01-64		

TABLE IX (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Lafferty, Hugh F.	Electr Instructor	01-01-52	05-15-52	Resigned
Latterell, Charles A.	Electr Maint Instructor	02-13-47	09-30-47	Title change
	Sup/Motor Conditioning	10-01-47	08-31-49	Title change
	Sup/Dept of Elect	09-01-49	09-10-51	RIF
Ledbetter, James H.	Radio & TV Instructor	02-21-55	04-30-56	Resigned
	Radio & TV Instructor	08-31-59	06-30-60	Transferred
	Instr/Electric Dept	07-01-60	01-01-61	Transferred
	Instr/Indus & TV Elect Dpt	01-02-61	02-15-64	Resigned
Lindsey, Tommy G.	Instr/Electric Dept	07-15-59	09-30-60	Resigned
Lyons, Bill J.	Electronics Instructor	04-30-56		
	Dept Head/Electronics	05-21-79		
Mahaney, James Ray	Assistant Instructor/Electr	09-01-65		
	Electronics Instructor	11-01-72		
Martin, Patrick D.	Temp Asst Elect Instr	02-24-83		
	Electronics Instructor	09-12-83	03-30-84	Resigned
Martin, William J.	Electronics Instructor	06-02-80		
Mattocks, John A.	Electronics Instructor	10-01-73	12-14-73	Resigned
McGilbra, David L.	Radio & TV Instructor	05-01-57	07-31-65	Resigned
McKendree, Earl E.	Electronics Instructor	04-01-59		
	Asst Dept Head/Electronics	01-01-64		
	Dept Head/Electronics	07-01-64		
	Electronics Instructor	05-21-79	02-04-86	Retired
McKenzie, Maurice D.	Electricity Instructor	05-01-55	06-22-56	Resigned
Miller, Wallace A.	Radio-TV Instructor	09-01-53	03-31-59	Resigned
Holley, John C.	Radio-TV Instructor	04-29-59	07-31-59	Resigned
Moriarty, John E.	Electr Instructor	09-12-49	12-31-60	Retired
Morris, David R.	Electronics Instructor	11-19-79		
Noble, Dewey	Department Head	12-01-57	07-01-64	Transferred

TABLE IX (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Ott, Robert L.	Electr Instructor	11-14-60	02-28-63	Resigned
Palmer, Thomas R.	Stock Room Clerk/Electr	10-24-63		
	Asst Instr/Electr	09-01-65		
	Electronics Instructor	03-01-68	07-13-84	Resigned
	Electronics Instructor	02-03-86		
Payne, Earl	Electr Instructor	01-17-55	04-04-55	Resigned
Quayle, James	Elect Maint Instructor	11-01-48	04-30-53	Discontinued
Richie, Dennis	Electr Instructor	01-04-60	09-18-63	Resigned
Ridge, Lawrence J.	Radio Instructor	10-16-46		
	Sup/Radio & TV Dept	10-01-47	02-28-51	Resigned
Ritchey, Randolph E.	Electronics Instructor	06-01-81	05-15-84	Resigned
	Temp Instr/Electronics	05-23-85		
	Electronics Instructor	08-19-85		
Roberson, Max S.	Electronics Instructor	05-01-68	05-28-70	Resigned
Rochel, Ambrose L.	Electronics Instructor	09-01-55	12-18-70	Retired
Scott, James E.	Gen Educ Instructor	09-22-71		
	Electronics Instructor	08-01-73	01-27-82	Resigned
Sharp, Ernest K.	Electronics Instructor	10-03-77		
Sharp, Ora Theodore	Electronics Instructor	02-01-78		
Simpson, Egbert L.	Electronics Instructor	01-04-71	09-25-79	Resigned
Smith, Loyd P.	Radio/TV Instructor	09-05-51	08-15-58	Resigned
South, Robert Alan	Electronics Instructor	11-17-80		
Strong, Gerald D.	Electronics Instructor	06-07-76	02-16-79	Resigned
Taylor, Larry B.	Electronics Instructor	09-27-76	09-28-79	Resigned
Trammell, Oral O.	Electr Maint Instructor	07-01-50	10-04-50	Recalled to active military duty
	Electr Maint Instructor	07-01-51	01-31-52	Resigned

TABLE IX (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Tudor, Ted R.	Electronics Instructor	02-20-61	09-01-61	Resigned
Vaughn, Hughes W.	Electronics Instructor	09-13-63	07-31-64	Resigned
Vogt, Robert W.	Electronics Instructor	09-03-73		
Wall, Jerry Michael	Electronics Instructor	06-01-81		
Webb, Acie	TV Instructor	05-03-54	08-31-55	Resigned
White, George J.	Electronics Instructor	07-20-59	06-03-77	Resigned
Wilf, Aubrey L.	Part time Electr Instructor	12-01-52		
	Electr Supervisor/Instr	09-01-54	10-08-57	Resigned
Wilf, James J.	Electr Instructor	05-01-54	08-15-58	Resigned
Williams, Wilbur G.	Radio Instructor	01-06-47	08-31-48	Resigned
Worley, Willis C.	Radio/TV Instructor	09-12-55	12-31-56	Resigned

TABLE X
FOOD SERVICE DEPARTMENT FACULTY
FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Babb, George H.	Coordinator/Food Services	06-16-80		
Bain, Clifford H.	Cul Tr Instructor	06-03-57	04-30-60	Resigned
Barnes, McKinley	Food Tr Instructor	09-01-65	06-30-71	Retired
Beckner, Thomas G.	Baking Instructor	08-24-60	06-30-64	Resigned
Boland, William E.	Baking Instructor	08-31-61	12-21-67	Resigned
	Baking Instructor	09-24-75	01-23-81	Resigned
Briden, Bernard J.	Baking Instructor	09-01-54	04-30-57	Resigned
Cardinal, George M.	Service Worker/Stud Coun	10-01-70	01-28-72	Resigned
	Asst Instr/Food Trades	02-16-72		
Chapman, Robert F.	Cul Arts Instructor	04-23-64	03-01-65	Resigned
Coyle, Thomas E.	Baking Instructor	09-03-57	08-13-60	Resigned
Deatherage, Joseph H.	Culinary Arts Instructor	09-12-62	04-30-76	Retired
Dunham, Dale D.	Culinary Arts Instructor	10-01-65		
Eldridge, Ira	Baking Instructor	1950	???	???
Farthing, Lloyd I.	Baking Instructor	06-01-50	03-21-52	Resigned
Fite, John W.	Dishwasher	11-01-46	01-31-47	Title change
	Baker's Helper	02-01-47	01-31-48	Title change
	Asst Bakery Instructor	02-01-48	10-31-48	Resigned
Francis, John L.	Cook	09-30-46	12-31-46	Title change
	Foods Instructor	01-01-47	08-31-52	Title change
	Head of Cul Trds	09-01-52	06-30-55	Resigned
Gail, Lloyde F.	Hd of Rest Prac Dpt	07-01-49	06-30-53	Resigned
Hernandez, Pedro G.	Food Trades Instructor	01-19-81		
Jett, Robert D.	Asst Bake Shop Instructor	01-01-49	07-31-50	Resigned

TABLE X (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Jungo, Rene L.	Food Trades Instructor	09-29-86		
Kline, Everett W.	Cul Arts Instructor	09-11-50	06-30-55	Promoted
	Cul Trds Dept Head	07-01-55	03-31-61	Title change
	Food Trds Dept Head	04-01-61	02-28-68	Title change
	Coordinator/Food Service	03-01-68	05-23-80	Retired
Lamm, Richard H.	Baking Instructor	05-01-57	08-14-57	Resigned
Mangless, Thomas H.	Food Trades Instructor	01-15-68	11-04-71	Went on LWOP
		11-04-71	11-28-71	LWOP
	Food Trades Instructor	11-29-71	10-27-75	Went on LWOP
McAfee, Campbell J.	Baking Lab Instructor	07-01-48	06-30-50	Resigned
McLellan, Robert L.	Culinary Arts Instructor	04-13-60	11-12-66	Resigned
Mead, Byron L.	Baking Instructor	07-01-51	08-31-54	Resigned
Minor, George K.	Baking Instructor	04-19-48	02-29-52	Resigned
Prejean, Willie J.	Baking Instructor	09-16-50	01-13-51	Resigned
Qualls, Joe W.	Baker	09-30-46		
	Food Trades Instructor	10-01-47	04-16-48	Discontinued
Rodgers, Leo Alvin	Culinary Arts Instructor	05-17-76	05-23-86	Retired
Rys, Stanley A.	Baking Instructor	09-01-55	04-30-56	Resigned
Satterfield, Mira	Asst Food Trades Instructor	08-15-77	01-27-78	Resigned
Shoaf, Glenn William	Baking Instructor	05-27-64		
	Baking Sup/Instructor	04-01-68		
Summers, John C.	Mgr/Baking Dept	12-01-47	01-31-61	Retired
Tyler, Ellen L.	Dietitian	09-25-46		
	Head/Rest Pract Dept	09-01-48	04-15-49	Resigned
Wiggins, Ronald A.	Foods Dept Instructor	11-23-66		
	Sup/Culinary Arts	05-01-68	09-06-68	Resigned

TABLE XI
GENERAL EDUCATION/RELATED SUBJECTS
DEPARTMENT FACULTY FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Arterbery, Sharon K.	Gen Ed Instructor	09-24-79	08-08-80	Resigned
Baker, Thomas A.	Gen Educ Instructor	10-04-72	05-24-74	Resigned
Barnes, Johnny R.	Math Instructor	06-12-72	05-25-73	Resigned
Bennett, Joseph B.	Basketball Coach	08-30-65		
	Gen Educ Instructor	09-28-71	01-31-73	Resigned
	Gen Educ Instructor	09-03-74	12-31-74	Resigned
Benson, Essie Mae	Math Instructor	09-20-76	01-29-80	Retired
Bercaw, John Carroll	Math Instructor	10-13-75	05-22-85	Retired
Berryhill, Katy M.	Bus Prin Instructor	10-01-74	05-23-75	Resigned
Betzer, Forrest F.	Math Instructor	03-01-71	07-30-71	Resigned
Bogue, Mattie E.	Fabrics Instructor	12-01-49		
	Photo Stat Clerk	05-01-55	01-31-56	Resigned
	some substitute work in 1962			
Brady, Katherine R.	Gen Ed Instructor	03-01-77	05-18-77	Resigned
Brannon, Dale C.	Gen Educ Instructor	07-01-71		
	Communications Sup/Instr	06-11-73		
Brooks, Robert M.	Gen Educ Instructor	11-16-70		
	on LWOP(Mil duty)	09-02-77	05-21-78	
	Gen Educ Instructor	05-22-78		
Brown, Bessie Staggers	Sec for Nursing	09-22-75	09-30-75	Transferred
	Gen Educ Instructor	10-01-75	08-04-78	Resigned
Brydges, Joyce	Gen Educ Instructor	09-01-67	02-01-83	Went on LWOP
	Gen Educ Instructor	01-23-84	05-24-84	Resigned
Burcham, Eldon D.	Temp Gen Educ Instructor	01-05-76	05-14-76	Resigned
Bush, Lloyd F.	Math/Chem Instructor	01-01-53	03-31-64	Resigned
Bymaster, Pauline M.	Sec in Bus Off	02-01-55	04-30-55	Transferred
	Rel Subj Instructor	05-01-55	12-31-56	Resigned

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Carpenter, James O.	Math Instructor	08-01-49	08-31-50	Military Duty
		09-01-50	03-10-53	Leave of Absence
	Math Instructor	09-01-54	06-30-64	Resigned
Carter, Earl F.	Social Sci Instructor	06-14-48	09-01-48	Transferred
	Intern Comb Eng Inst	09-01-48	08-31-49	Title Change
	Supvsr Basic Mech	09-01-49	02-28-51	RIF
Casselman, Valta R.	Gen Educ Instructor	08-01-73	05-29-81	Resigned
Caturegli, Cheryl N.	Gen Educ Instructor	01-24-83	05-31-86	Resigned
Chapman, Allan R.	Gen Educ Instructor	06-14-71	11-30-71	Transferred
	Coord of Stud Activities	12-01-71	01-26-73	Resigned
Christerson, Sue M.	Gen Educ Instructor	02-03-76		
Clark, Kenneth Wayne	Gen Educ Instructor	01-03-67		
	Coord/Student Activities	07-01-73		
	Gen Educ Instructor	10-01-75		
Cloe, James W.	Gen Educ Instructor	09-22-75		
Cooley, Janice L.	Asst Instr/ Gen Educ	10-02-78	05-27-79	No longer needed
Cunningham, Nancy A.	Asst Instr-Gen Educ	10-01-76	09-26-77	Resigned
Davis, Larry D.	Math Instructor	09-17-73		
	Math Sup/Instructor	07-01-80		
Dodds, Judith A.	Gen Educ Instructor	01-06-69	07-31-70	Resigned
Dooley, James J.	Gen Educ Instructor	08-29-66	08-11-67	Resigned
Dove, Thomas R.	Math Instructor	06-16-69	01-29-70	Resigned
Dowe, Lititia G.	Math Instructor	09-22-75	05-23-76	Resigned
Dudley, Margaret D.	Engl Instr/Rel Subj Div	09-12-49	02-28-51	Resigned
Dunham, Rosalie L.	Math Instructor	06-07-48	07-31-50	Contract ended
Duvall, Ermit J.	Gen Educ Instructor	09-01-68	05-28-70	Resigned
Estes, Mamie S.	Gen Educ Instructor	10-01-72	05-25-73	Resigned

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Ferguson, Sadie Agnes	Engl & Fabrics Instructor	02-17-54	06-30-71	Retired
	Part Time Instr/Gen Ed	07-01-71	06-09-76	Retired
Ferguson, Zachary T.	Math Instr(Col Div)	09-01-49	08-31-54	Transferred
	Math Instr/Rel Sub Div	09-01-54	03-06-70	Deceased
Fine, Rubye H.	Engl Instr(Rel Sub Div)	07-01-51	08-25-51	Resigned
Foster, Helen K.	LPN Instructor	06-17-74		
	Gen Educ Instructor	09-30-85		
Foster, John W.	Hd/Mth & Phys(Rel Sub Div)	09-01-46	01-31-52	Resigned
Fox, Cary J.	Gen Educ Instructor	08-02-71		
	Assistant Registrar	07-01-72		
	Registrar	07-01-78		
Frederick, Cheryl P.	LPN Instructor	07-31-78	03-23-79	Resigned
Gibbs, Carol W.	Gen Educ Instructor	09-22-80	05-19-81	Resigned
Glover, Thomas E.	Gen Educ Instructor	09-20-71	06-30-74	Promotion
	Inventory Sup & Fiscal Asst	07-01-74	06-30-75	Promotion
	Assistant Bus Mgr	07-01-75	02-04-77	Resigned
Golden, Jane P.	Gen Educ Instructor	08-27-64	02-04-83	Retired
Greenhaw, Larry D.	Math Instructor	09-19-77		
Griggs, Helen D.	Gen Educ Instructor	05-09-49	04-22-64	Retired
Groff, Alford Gary	Gen Educ Instructor	11-11-85		
Gross, Worth Thomas	Gen Educ Instructor	09-22-80		
Haggard, Vance K.	Math Instructor	09-01-65	09-27-71	
	Counselor/Automotive	09-28-71	08-16-74	Resigned
Hairrel, Rufus M.	Staff Admin Assistant	07-01-66		
	Couns & Stcht Aids Officer	01-01-67		
	Coord/Stcht Life & Counslng	03-01-68		
	Gen Educ Instructor	07-01-80		

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Hammond, John C.	Mth-Soc Sci Inst/Rel Sub Dv	09-22-47	01-31-48	Transferred
	Registrar	02-01-48	05-31-48	Title change
	Rgstr & Acting Hd/Col Div	06-01-48	01-15-52	Resigned
Hammond, Patricia P.	Engl Instr(Rel Sub Div)	02-01-48	08-31-49	Title change
	Sup Engl Dpt(Rel Sub Div)	09-01-49	08-31-52	Resigned
Hampton, Ruth W.	Gen Educ Instructor	09-03-53	01-26-73	Retired
Harp, Colleen	Gen Educ Instructor	09-22-75		
Harris, Dorothy D.	Gen Educ Instructor	09-26-49	01-09-68	Deceased
Hays, James H.	Gen Educ Instructor	06-16-69		
Heath, Jeanne B.	Gen Educ Asst Instructor	09-25-78	05-27-79	Title change
	Gen Educ Instructor	09-24-79	01-25-80	Resigned
Hedrick, James P.	Gen Educ Instructor	09-01-67	04-30-68	Transferred
	Commerce Instructor	05-01-68	05-09-73	Resigned
Herwig, Kenneth O.	Accounting Instructor	04-16-63		
	Oral Com Instructor	05-01-64	06-30-69	Retired
	Counselor/Student Services	10-15-70	09-30-76	Retired
Hess, Norma Louise	Gen Educ Instructor	08-31-67		
	on LWOP	05-31-77	01-29-78	
	Gen Educ Instructor	01-30-78		
Hightower, William F.	Gen Educ Instructor	09-12-77	07-31-84	Resigned
Himes, David N.	Math Instructor	09-17-73		
Hodgson, Clarence D.	Math Instructor	01-27-47	08-31-50	Military Leave
	Math Instructor	12-01-50	02-28-51	Resigned
Hoggans, Laurzette E.	LPN Sup/Instructor	07-30-79		
	Gen Educ Instructor	09-30-85		
Hold, Stella M.	Gen Educ Instructor	09-24-79	05-21-82	Resigned
Holland, Carl R.	Gen Educ Instructor	09-11-50	03-31-51	Resigned
Hoover, Karen K.	Gen Educ Instructor	09-17-73	09-21-73	Resigned

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Huggins, Addylu S.	Gen Educ Instructor	11-02-70	07-31-73	Resigned
Johnson, Fern S.	Gen Educ Instructor	10-10-83		
Johnston, William R.	Math Instructor	09-25-78	05-11-83	Deceased
Jones, Gelena W.	Gen Educ Instructor	09-23-74	05-28-84	LTD
Kerrick, Alfred H.	1/2 time Math Instructor	09-01-55	12-15-55	Discontinued
King, Carl E.	Gen Educ Instructor	02-02-70	05-28-71	Resigned
	Gen Educ Instructor	02-12-73	05-30-75	Resigned
King, Roy C.	Gen Educ Instructor	06-15-70	07-30-71	Resigned
Kinzer, Barbara B.	Gen Educ Instructor	09-01-65	05-08-87	Retired
Kostelecky, Christina L.	Gen Educ Instructor	07-07-80	05-14-82	Resigned
LeSueur, Woodson M.	Math Instr(Rel Sub Div)	09-01-50	02-28-51	RIF
Lewis, Lawrence Gene	Math Instructor	10-01-80	01-23-81	Resigned
Littlejohn, James J.	Chem Instr(Rel Sub Div)	09-12-49	04-30-51	Went on Mil Leave
	Chem Instr(Rel Sub Div)	05-01-51	03-31-55	Resigned
Long, Mona J.	Secretary I/Registr Off	08-10-76		
	Gen Educ Instructor	08-01-77		
Machetta, Joe H.	Math Instructor	09-20-72	05-28-74	Resigned
Malicoat, William M.	Math Instructor	09-23-74	04-07-84	Deceased
Mann, Louie L.	Gen Educ Instructor	07-01-64	06-30-65	Resigned
Martin, Ruthe K.	Gen Educ Instructor	09-22-75	09-24-76	Resigned
Martinsen, Jessie June	Gen Educ Instructor	04-28-55	04-30-64	Retired
Mayberry, James G.	Math Instructor	06-11-73	08-17-79	Resigned
Mayberry, Janis S.	Gen Educ Instructor	06-11-73	05-23-75	Resigned
Mays, Jane T.	Nursing Instructor	10-03-72	07-19-85	Appt Terminated

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Mays, Roger W.	Gen Educ Instructor	09-22-71		
	Drafting Instructor	07-01-77		
McCullom, George E.	Botany Instr(Col Div)	09-01-47	08-31-54	Transferred
	Math Instr(Rel Sub Div)	09-01-54	08-31-57	Resigned
McDowell, James C.	Gen Educ Instructor	08-23-65	01-11-69	Resigned
McFarland, Vernon D.	Gen Educ Instructor	05-09-66	01-29-71	Resigned
McIntosh, Abraham	Gen Educ Instructor	09-01-68		
	Asst Dep Hd & Instr/Gen Ed	08-01-69		
	Dept Head/Gen Educ	11-01-70	05-23-86	Retired
McKee, William P.	Gen Educ Instructor	09-20-76		
Miller, Earl D.	Gen Educ Instructor	09-17-73		
	Soc Sci Sup/Instr	??-??-80		
Miller, Lydia Jane	Gen Educ Instructor	08-30-65		
Miller, Orville Ray	Gen Educ Instructor	09-03-68	01-31-78	Resigned
	Gen Educ Instructor	09-24-79		
Millican, Virginia P.	Engl Instr(Rel Sub Div)	09-01-52	08-12-61	Resigned
Moore, Albertyne S.	Engl Instr(Rel Sub Div)	09-01-48	12-21-49	Deceased
Morgan, Charles W.	Chem Instr(Rel Sub Div)	01-01-47	04-30-52	Resigned
Morris, James R.	Welding Instructor	05-09-49	07-19-68	Resigned
Moshier, Jimmy L.	Math Instructor	07-01-64		
	Dept Head/Gen Educ	11-01-67		
	Asst Dir-Adm Aff&GEd Dpt Hd	08-01-69		
	Asst Dir/Admin Affairs	05-01-71	05-30-86	Retired
Hoss, Kelva M.	Hum Rel Instr(Rel Sub Div)	06-28-48	08-27-48	Resigned
Houss, Sharon A.	Gen Educ Instructor	09-20-82		
Mueller, Ruby A.	Gen Educ Instructor	05-08-50	12-16-66	Retired

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Newman, Lewis Volney	Asst Book Store Manager	02-01-59		
	Animal Husbandry Instr and	07-01-59	06-30-60	Appt Terminated
	Asst Book Store Manager		08-09-61	Resigned
	Gen Educ Instructor	08-29-63	11-29-85	Deceased
O'Donoghue, Francis P.	Gen Educ Instructor	02-03-69	01-29-80	Retired
Olive, Mary Jo	Math Instructor	09-24-79		
Olson, Marvyn H.	Math Instructor	09-21-81	05-24-85	Resigned
Peterman, Martin E.	AC & Refrig Instructor	06-11-73		
	Gen Educ Instructor	09-26-83	08-02-85	Resigned
Peterson, Patsy R.	Related Journ Instructor	09-12-49	09-10-50	Resigned
Pitts, Corinne P.	Gen Educ Math Instructor	09-23-74	05-23-75	Resigned
Rangel, Mike	Gen Educ Instructor	08-02-71		
Rawson, Helen J.	Gen Educ Instructor	09-21-81		
	Coord/Grad Place-Cont Ed	06-01-86		
Reeves, Merilee P.	Gen Educ Instructor	09-26-77	09-21-79	Resigned
Reynolds, Mildred J.	Bus Ed/Gen Ed Instructor	09-19-77		
	Gen Educ Instructor	05-28-79		
	Bus Educ Instructor	05-01-81	08-12-83	Resigned
	Bus Educ Instructor	08-01-85		
Rhodes, Alice M.	Gen Educ Instructor	09-01-50	06-30-71	Retired
Rogers, Ella Marie	Engl Instr(Rel Sub Div)	09-12-49	05-05-50	Discontinued
Roney, Erma N.	Gen Educ Instructor	01-01-57		
	Counselor	07-01-71	12-19-75	Retired
Roney, Lyle E.	Gen Educ Instructor	01-01-47	12-19-75	Retired
Rudd, Eldon E.	Gen Educ Instructor	11-01-62	10-30-64	Resigned
Schumacher, Elsie C.	Gen Educ Instructor	08-27-64	08-24-68	Resigned
	Gen Educ Instructor	09-24-68	01-30-81	Went on LWP
	on leave with pay	02-01-81	07-31-81	LTD

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Scott, James E.	Gen Educ Instructor	09-22-71		
	Electronics Instructor	08-01-73	01-27-82	Resigned
Shoemaker, Lynda S.	Commerce Instructor	07-15-71	05-13-77	Resigned
	Temp Instr/Gen Educ	02-01-81	05-15-81	Resigned
	Bus Educ Instructor	09-21-81	05-20-82	Termin of Apptmnt
	Temp Instr/Gen Educ	09-26-83	01-27-84	Termin of Apptmnt
	Bus Educ Instructor	09-30-85		
Shoun, Robert D.	Asst Instr/Gen Educ	11-03-75		
	Gen Educ Instructor	09-21-76		
Smith, Carol P.	Gen Educ Instructor	09-17-73		
Spontelli, Christy C.	Gen Educ Instructor	09-20-82	05-20-83	Resigned
Stinson, Patsy J.	Gen Educ Instructor	08-21-68	05-30-69	Resigned
Stogner, Wayne J.	Gen Educ Instructor	08-27-64		
	Bus Educ Instructor	01-01-70	01-31-86	Retired
Stone, George E.	Gen Educ Instructor	02-24-47	12-20-74	Retired
Suiter, James A.	Gen Educ Instructor	09-21-70		
	Counselor	07-01-71		
	Coord/Instruct Counselors	01-01-73		
	Assistant Dpt Hd/Gen Ed	02-01-79		
	Dept Head/Gen Educ	06-01-86		
Swan, Winifred L.	Welding Instructor	01-16-50	03-31-51	Resigned
Teel, William H.	Diesel Instructor	10-01-70		
	Gen Educ Instructor	02-01-71		
	Diesel Instructor	07-01-74		
Tinnell, Carolyn S.	Gen Educ Instructor	09-21-81		
	Student Adviser	11-01-84		
Todd, Karen S.	Gen Educ Instructor	12-14-81	07-13-84	Resigned
Todd, Richard E.	Gen Educ Instructor	09-21-81		
	Drafting Instructor		04-13-84	Resigned
Tomlin, Dorrell F.	English Instr(Rel Sub Div)	09-02-58	04-29-77	Went on LWOP
	ON LWOP	04-30-77	10-26-77	LTD

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Turner, Wilma J.	Gen Educ Instructor	03-03-80	12-11-81	Resigned
Tusing, William C.	Gen Educ Instructor	07-09-57	01-29-71	Retired
Vernon, Emma M.	Hum Rel Instr(Rel Sub Div)	09-12-49	09-10-51	Resigned
Wallace, Elvis D.	BPR & Math Instructor	01-16-50	09-01-50	Military Leave
Webb, Gayle D.	Gen Educ Instructor	01-04-65	05-17-82	LTD started 11-13-82
Webb, Thea L.	LPN Instructor	02-05-73	05-24-74	Resigned
Wells, Gertrude Annette	Gen Educ Instructor	10-10-83		
Weiner, B.C.	Gen Educ Instructor	09-20-82		
	Instructor/Dir Office	06-01-83		
	Assoc I/Administrative	09-12-83	09-23-84	Resigned
Wesley, Joseph Daniel	Math Sup/Instructor	09-22-69	06-30-80	Retired
West, William E.	Math Instructor/Rel Sub Div	09-11-50	11-01-50	Went on LWOP Died/03-06-51
Whaley, Rhonda C.	Secretary/Gen Educ Dept	06-11-73	08-23-74	Resigned
	Math Instructor	09-20-76	07-19-85	Resigned
Wheeler, Paul S.	Drafting Instructor	10-06-47		
	Head/Industrial Div	07-01-53		
	Spec Rep/Pakistan Sur Team	04-01-54		
	Head/Industrial Div	05-22-54		
	Registrar	01-01-64	06-27-67	Retired
	Gen Educ Instructor	12-01-71	01-27-72	Resigned
	Bldg Trades Instructor	03-08-72	05-26-72	Resigned
White, Carl M.	Gen Educ Instructor	05-01-65	12-16-66	Resigned
White, David E.	Field Counselor	08-01-78		
	Gen Educ Instructor	07-01-80		
White, William E.	English Instructor	09-05-61	04-22-64	Retired
Williams, Larry M.	Gen Educ Instructor	09-04-73		
	Admin Asst I/Dir Off	07-01-77		
	Coord/Admissions & Counslg	10-01-78		
	Assistant Director	04-05-82		

TABLE XI (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Williamson, Mildred M.	Clerk Typist	09-05-68		
	Asst Instr/Gen Educ Dpt	06-16-69	01-29-70	Resigned
Wilson, Jerry D.	Gen Educ Instructor	09-29-86		
Wilson, Lawrence A.	Math Instructor	09-22-80		
Wise, Ann W.	Gen Educ Instructor	08-30-65	05-29-74	Resigned
Woods, Modene H.	Math Instructor	09-22-71		

TABLE XII
 GRAPHIC ARTS DEPARTMENT FACULTY
 FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Allen, Clay	Part-time Instructor	02-16-87		
Bertone, James J.	Printing Instructor	09-12-49	09-30-51	Resigned
Borchert, Rollin Gary	Comm Art Instructor	09-01-67		
	Acting Coord/Grph Arts Cntr	06-15-83		
	Coordinator/Grph Arts Cntr	11-07-83		
Brock, Jesse W.	Printing Instructor	09-05-52	02-20-53	Resigned
Brown, Eugene C.	Printing Instructor	03-21-50	06-09-82	Retired
Cast, Richard A.	Com Art/Jewelry Instructor	05-26-81	05-14-82	Dismissed
Crane, Charles A.	Printing Instructor	02-14-83		
Dixon, James B.	Graph Arts Instructor	06-01-50	09-15-52	Resigned
Eaker, Ira A.	Com Art/Drafting Instructor	02-01-72	06-30-79	Medical Retirement
Eaton, Elijah W.	Head of Tech English	09-16-46	08-31-49	Transferred
	Dept Head/Graphic Arts	09-01-49	06-18-66	LWOP
	Dept Head/Graphic Arts	08-01-66	06-21-67	Retired
Eberly, Herbert B.	Graphic Arts Instructor	07-25-55	07-17-70	Deceased
Franklin, David R.	Graphic Arts Instructor	01-04-71	09-15-72	Resigned
Garey, W.R.	Com Art Instr	01-77-51	06-77-51	Resigned
Gilbreath, John P.	Printing Instructor	09-12-49	09-10-51	RIF
Gilley, Floyd E.	Graphic Arts Instructor	10-20-58	08-07-64	Resigned
Graham, Donald R.	Graphic Arts Instructor	09-21-59	01-22-86	Retired
Gray, Ellet L.	Graphic Arts Instructor	10-01-64	11-18-65	Resigned
Gresham, Paul Anthony	Commercial Art Instructor	02-15-73		
Herrick, Robert E.	Printing Instructor	09-14-70	01-14-72	Resigned

TABLE XII (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Heydenburk, Bruce T.	Printing Instructor	08-15-47	09-23-50	Resigned
	Coord/Graphic Arts Center	08-01-74		
	Counselor	09-01-81	04-09-82	Retired
Hicks, Hale S.	Graphic Arts Instructor	02-08-71	01-22-73	Resigned
Hinchee, Charles J.	Graphic Arts Instructor	02-01-53	09-18-70	Deceased
Imbeau, Ralph	Com Art Instructor			
Lewis, Maxwell L.	Com Art Instructor	01-02-64	08-13-65	Resigned
Lindley, David W.	Graphic Arts Instructor	06-23-82	01-21-83	Dismissed
Lundbye, Axel E.	Graphic Arts Instructor	01-03-55	07-07-55	Resigned
Maness, Edward H.	Graphic Arts Instructor	09-09-54	12-31-54	Resigned
McCullough, James A.	Commercial Art Instructor	12-10-84		
McRight, Kenneth L.	Commercial Art Instructor	10-01-55	04-23-64	Resigned
Merriott, Darlene Dee	Comm Art Instructor	09-24-84	05-20-85	Resigned
Myers, Gary D.	Com Art Instructor	08-30-62	12-31-67	Resigned
	Temp Instr/Graphic Arts	09-23-85		
	Graphic Arts Instructor	02-17-86	09-26-86	Resigned
Norrell, Paul V.	Graphic Arts Instructor	09-12-50	08-31-59	Retired
Pequano, Laura Maxine	Graphic Arts Instructor	01-03-66	02-23-83	Retired
Phillip, Dwight E.	Com Art Instructor	09-01-50	09-10-51	Resigned
Potts, Lee	Com Art Instr/Sup	????-69	????-73	
Rainwater, Robert G.	Com Art Instructor	04-13-64	01-16-67	Resigned
Ramsey, Joan E. French	Comm Art Instructor	09-21-82	05-15-84	Resigned
	Comm Art Instructor	09-29-86		
Rose, Larry D.	Commercial Art Instructor	08-23-76		

TABLE XII (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Shaw, Hayes Allen	Commercial Art Instructor	09-23-68		
Spontelli, Charles	Coord/Graphic Arts Center	09-01-82	06-08-83	Resigned
Swagerty, Bill Harold	Printing Instructor	02-17-86		
Taylor, Clyde H.	Printing Instructor	01-02-68	04-30-82	Retired
Tenney, Leland A.	Graphic Arts Instructor	?????		
	Graphic Arts Dept Head	???????	07-31-74	Trans to OSU
Thompson, Alvin P.	Printing Instructor LTD	09-25-72	06-15-87	Retired
Toon, Monte R.	Asst Instr/Graphic Arts	10-10-72	01-26-73	Resigned
Turner, Floyce Ray	Printing Instructor	05-12-75	06-04-82	Resigned
Turner, Herman R.	Graphic Arts Instructor	09-01-50	09-10-51	RIF
	Graphic Arts Instructor	11-01-51	06-30-53	Resigned
	Graphic Arts Instructor	07-22-53	06-15-55	Resigned
Vickers, William A.	Graphic Arts Instructor	06-01-55	12-31-67	Retired
	Bindery Work	03-24-70	08-07-70	Retired
Wakefield, James O.	Graphic Arts Instructor	03-02-53	08-31-54	Resigned
Wagh, Carlisle J.	Com Art Instr/Supervisor	09-21-70	09-18-81	Resigned
Welch, Hubert S.	Printing Instructor	01-15-72	03-26-75	Resigned
Wittmer, Duane D.	Com Art Instructor	08-19-48	07-31-50	Resigned

TABLE XIII
 MANUFACTURING TECHNOLOGY DEPARTMENT
 FROM 1966-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Adams, Houston	Auto Mech/Machinist Instr	09-11-61	05-18-74	Deceased
Belter, Robert D.	Machinist Instructor	04-21-75		
Bileck, Anton	Mach Instructor	03-01-50	04-20-50	Transferred
	Auto Mech Instructor	04-21-50	12-31-51	RIF
	Mil Tr Instructor	01-18-52	04-18-52	Contract Expir
	Auto Mech Instructor	09-16-52	06-15-53	RIF
Childs, Stuart	Auto Mech/Machinist Instr	08-29-60	02-23-82	Retired
Edmonds, Cecil E.	Machinist Instructor	11-01-76	09-01-85	LTD
Hahne, Robert N.	Machinist Instructor	09-29-80		
Hays, William E.	Auto Machinist Instructor	09-03-68	06-28-74	Retired
Mitchell, George A.	Auto Instr(Mil Contract)	07-24-51		
	Automotive Dept Instr	06-01-51		
Pamplin, Donald L.	Auto Machinist Instructor	09-01-68	08-15-69	Resigned
Porter, Arthur E.	Machinist Instructor	09-13-82		
Rawson, Art	Temporary Asst Mach Instr	10-05-82	05-13-83	Temporary Assign
Smith, Walt S.	Auto Serv Mgmt Instructor	08-24-64		
	Sup/Instr Auto Mech	02-01-65		
	Auto Body/Dept Head	08-01-69		
	Sup/Instr Machinist	01-01-80		
Whisenhunt, Jimmy D.	Mach Tool & Die Instructor	08-01-77	05-21-79	Resigned

TABLE XIV
PROFESSIONAL STAFF FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Alexander, Emmit C.	Veteran's Appraiser	05-01-47		
	Student Adviser	05-12-50		
	Veteran's Coord	09-01-52		
	Vet Coordinator & Rehab Counsel.	08-01-57		
	Head, Misc Trades			
	Student Services	09-01-65		
	Coordinator/Agency Students	03-01-68	06-30-77	Retired
Alexander, Julia A.	Computer Systems Analyst	07-01-79		
	Sup/Comp Sys Prog	03-19-84		
	Prof Mgr/Gifts Program	08-01-85		
Alexander, Robert L.	Medical Adviser	02-08-47	05-22-72	Deceased
Alexander, Thomas C.	Medical Adviser	06-12-72	04-30-74	Resigned
Anderson, Thomas C.	Audio-Visual Coordinator	09-01-50	09-10-51	Resigned
Aubrey, Sam B.	Basketball Coach	09-01-49	09-01-53	Transferred to OSU
Barlow, Georganna	Bursar	09-19-83		
Beals, Charles F.	Maint Supt	10-10-46		
	Purch Agent & Asst Bus Mgr	05-24-48	02-29-52	RIF
Bennett, Joseph B.	Basketball Coach	08-30-65		
	Gen Educ Instructor	09-28-71	01-31-73	Resigned
	Gen Educ Instructor	09-03-74	12-31-74	Resigned
Boling, Vana	Coord/Stdnt Mus Grps&Activ	06-01-76	08-31-79	Resigned
Borchert, Sharon J.	Stenographer/Graphic Arts	09-13-68		
	Secretary III/Graphic Arts	07-01-75		
	on LWOP	06-01-81	09-30-81	
	Admin Assistant I	05-01-82		
	Sup/Personnel Records	08-01-84		
Bramel, Charles E.	Physical Plant Coordinator	10-01-83		
Breedlove, Reamel Homer R	Sup/ Custodial Services	09-22-86		

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Carey, Ann	Coord/Planning & Eval	07-01-86	06-10-87	Resigned
Chapman, Allan R.	Gen Educ Instructor	06-14-71	11-30-71	Transferred
	Coord of Stud Activities	12-01-71	01-26-73	Resigned
Chapman, Theodore P.	Head/ Acad Courses	08-01-46	09-30-53	Title Change
	Admin Assistant	10-01-53	05-31-54	Title Change
	Teacher Trainer	06-01-54	08-31-57	Resigned
Christerson, Melbourne F	News Writer/Public Info	10-22-71		
	Coord/Learning Res Center	07-01-77		
Clack, Grady W.	Veteran's Coordinator	10-01-46	01-31-52	
	Coordinator of Instruction	02-01-52	12-31-66	
	Dept Head/ Gen Educ	01-01-67	08-31-67	
	Registrar & Coord of Instr	09-01-67	02-28-68	
	Assist Dir/Acad&Stud Aff	03-01-68	06-30-70	
	Assist Dir for Stud Serv	07-01-70	06-16-76	Retired
Coakley, Billie L.	Gen Off/Student Services	04-19-68	07-31-69	Resigned
	Steno Clerk/Stdnt Services	08-01-69		
	Secretary III/Stdnt Serv	07-01-75		
	Administrative Secretary	01-01-81		
	Professional Counselor	07-01-83		
	Sup/Vets & Agency Students	03-01-85		
Coleman, Ray M.	Asst to Hd of Indust Div	09-01-49	02-28-51	RIF
Corley, Steve D.	Custodial Supervisor	09-03-68	05-30-86	Retired
Covelle, L.K.	Director	12-01-46	08-31-63	Retired
Crawford, Joseph C.	Head of Industrial Div	10-01-46		
Crenshaw, Linda K.	Clerk Typist I	04-01-71		
	Steno-Clerk/Registrar Off	04-01-72		
	Staff Assistant I/Reg Off	06-01-75	01-30-75	Resigned
	Secretary III/Bus Educ Dept	05-18-77		
	Staff Assistant I/Reg Off	01-05-81		
	Registrar's Assistant	05-01-85		

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Critchfield, Charles E.	Bookstore Clerk	11-01-46	10-31-50	Title change
	Asst Bookstore Mgr	11-01-50	12-31-58	Transferred
	Office Asst- Dir Office	01-01-59	08-31-65	Title change
	Departmental Staff Asst	09-01-65	09-30-73	Title change
	Admin Asst for Security & Safety Infor Office	10-01-73	10-01-79	Retired
Crosier, Raymond B.	Campus Photographer	03-17-60	10-30-70	Resigned
Dalton, Margaret E.	Accountant	08-23-71		
	Accounting Supervisor	10-01-78		
Darby, Edwin S.	Assistant Dir/Academic Aff	01-20-75	07-31-75	Sabbatical
	Assistant Dir/Academic Aff	01-01-77		
	Associate Director/Aced Aff	04-05-82		
Davis, Jesse R.	Hd of Stud Finan Aid	06-01-67	06-01-68	Resigned
Dixon, Alvin T.	Asst Acct/Bus Off	07-01-48	12-31-52	Title change
	Asst to Bus Mgr	01-01-53	06-15-55	Resigned
Dooley, Thomas J.	Business Manager	04-01-77		
	Assistant Director	04-05-82		
Downs, Walter E.	Veteran's Appraiser	08-15-47	08-31-49	Transferred
	Soc&Econ Instructor	09-01-49	08-31-54	Transferred
	Bus Prac& Hum Rel Instr	09-01-54	12-31-56	Resigned
Dyke, Raymond L.	Commerce Dept Head	08-01-46	04-30-48	Transferred
	Business Manager	05-24-48	02-28-68	Transferred
	Asst Dir/Bus&Finance	03-01-68	06-30-75	Retired
England, Paul T.	Sup of Stu Act & Phys Ed	09-01-46	06-30-64	Transferred
	Counselor	07-01-64	12-29-78	Retired
Fox, Cary J.	Gen Educ Instructor	08-02-71		
	Assistant Registrar	07-01-72		
	Registrar	07-01-78		
Frederick, Lora L.	Clerk Typist/Stud Activ	08-01-78		
	Staff Asst I/Stud Act	11-01-79		
	Staff Asst II/Stud Act	10-01-81		
	Sup/Social Activities	08-01-84	07-02-85	Resigned
Frederick, Ronnie J.	Field Counselor	07-18-77		
	Coord/High Schl&Col Relatns	07-01-82		

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	
Gay, Maurine A.	Librarian	08-29-57	06-30-58	Resigned
Glassman, David J.	Manager, Computer Production	07-27-82	02-10-84	Resigned
Glover, Thomas E.	Gen Educ Instructor	09-20-71	06-30-74	Promotion
	Inventory Sup & Fiscal Asst	07-01-74	06-30-75	Promotion
	Assistant Bus Mgr	07-01-75	02-04-77	Resigned
Godwin, Johnny C.	Head of Student Fin Aids	08-17-70	09-30-74	Resigned
Graves, Mary Staton	Field Counselor	12-01-80		
Greene, Joe A.	Printing Production Supervr	02-17-86		
Haggard, Vance K.	Math Instructor	09-01-65	09-27-71	
	Counselor/Automotive	09-28-71	08-16-74	Resigned
Hairrel, Rufus M.	Staff Admin Assistant	07-01-66		
	Couns & Stdnt Aids Officer	01-01-67		
	Coord/Stdnt Life & Counslng	03-01-68		
	Gen Educ Instructor	07-01-80		
Hammond, John C.	Mth-Soc Sci Inst/Rel Sub Dv	09-22-47	01-31-48	Transferred
	Registrar	02-01-48	05-31-48	Title change
	Regstr& Actng Hd Col Div	06-01-48	01-15-52	Resigned
Harris, Randy W.	Head Resident/Housing	09-29-86		
Hart, Joyce Charlene	Steno-Clerk I/Auto Dept	01-03-66		
	Admin Sec/Auto Dept	07-01-75		
	Admin Assistant I/Auto Dept	07-01-79	09-14-79	Went on LWOP
	on LWOP	09-15-79	09-14-80	
	Admin Assistant I/Auto Dept	09-15-80		
	Bus Educ Instructor	09-21-81		
Haynes, Denise L.	Computer Programmer	12-09-85		
Heydenburk, Bruce T.	Printing Instructor	08-15-47	09-23-50	Resigned
	Coord/Graphic Arts Center	08-01-74		
	Counselor	09-01-81	04-09-82	Retired
Hobbs, Wesley W.	Asst Dir/Acad Affrs	07-23-70	12-24-74	Resigned
Holderby, Russell C.	Head Resident/Housing	09-01-85		
	Coordinator/Housing	02-17-86		

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	
Horn, David E.	Commerce Instructor	07-01-71		
	Student Finan Aids	01-01-73		
	Asst Head/Stud Finan Aid	07-01-74		
	Head/Stud Finan Aid	10-01-74		
Hoyt, Anne F.K.	Librarian	05-21-48	11-01-49	Resigned
Huser, Herbert M.	Cashier	10-01-46	02-28-47	Title change
	Business Manager	03-01-47	04-15-48	Trans to OSU
Hutcherson, Roy L.	Patrolman	06-10-74		
	Supervisor of Security	04-01-82		
	Supervisor /Campus Police	08-01-84		
Jensen, James P.	Veteran's Counselor	10-11-76		
Jones, Myrtle T.	Librarian	09-01-51	08-31-57	Resigned
Joyce, Basil J.	Appraiser/Guidance Ctr	12-01-49	08-31-52	Title change
	Voc Guid & Coun Coord	09-01-52	06-15-53	Resigned
	Voc Guid & Coun Coord	02-01-54	06-30-56	Resigned
Kimble, Tonya L.	Field Representative	02-17-86		
Kinder, Joe Don	Asst Bus Mgr	09-01-65	02-28-68	Title change
	Business Manager	03-01-68	06-30-75	Promotion
	Asst Dir/Bus & Finance	07-01-75	05-01-77	Trans to OKC Tech
Kirkbride, Rebecca M.	Librarian	06-16-69		
Klabenes, Robert E.	Dir/OST & VP/OSU	12-05-83		
Kubicek, Frank	Bldg & Ground Supt	08-15-64		
	Head/Bldg Trds & Grnd Sup	09-01-65		
	Asst Dir/Campu Dev & Maint	03-01-68	11-30-83	Retired
Latimer, David W.	Coordinator of Housing	10-06-75	08-12-85	Resigned
Leckie, Robert G.	General Store Manager	01-20-66		
	Gen Store Mgr/Instructor	01-01-67		
	Commerce Instructor	05-01-67		
Livingstone, G. Ronald	Assistant Dir/Acad Affrs	07-01-75		
	Ast Dir/Personnel&Spec Prog	01-01-77		
	International Stdnt Adviser	04-01-82		

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	
Hasden, Billie	Librarian	????????	08-31-47	????????
McCormick, Joe L.	Head/Stud Finan Aids	05-01-68	08-27-70	Resigned
McIntire, Bobby D.	Sup/Comp Sys Prog	12-09-85		
McMahan, Zella Uray P.	Bookkeeper/Bus Office	06-02-52		
	Secretary/Bus Office	08-01-52		
	Admin Sec/Bus Office	01-01-67		
	Admin Asst/Bus Office	11-01-71		
	Bursar	03-01-74		
	Sup/Personnel & Pay Records	11-01-80	06-09-82	Retired
Miller, Wayne W.	Dir Tech Trg in Agriculture	10-01-46	03-29-51	Went on mil duty
	Mil Leave/Returned to OSU			
	Asst Director/OST	07-01-58		
	Director/OST	09-01-63		
	Director/OST and Dean/OSU	07-01-67		
	Director/OST & VP/OSU	07-21-72	01-01-84	Retired
Mitchell, Marlon D.	Stenog/Dir Office	03-27-50		
	Personnel Records Sec	01-01-52		
	Employment Supervisor	09-01-60		
	Sup/Payrl & Emplmnt Recrds	11-01-71	03-23-79	Retired
Moreland, Betty S.	Coord of Social & Mus Act	10-22-79	06-16-81	Resigned
Moshier, Jimmy L.	Math Instructor	07-01-64		
	Dept Head/Gen Educ	11-01-67		
	Ast Dir/Adm Aff & GE Dpt Hd	08-01-69		
	Asst Dir/Admin Affairs	05-01-71	05-30-86	Retired
Neville, Michael S.	Head/Information Service	11-01-68		
	Hd/Pub Info & Prntng Instr	01-02-69		
	Head/Public Information	07-01-70		
Newman, Lewis Volney	Asst Book Store Manager	02-01-59		
	Animal Husbandry Instr and	07-01-59	06-30-60	Appt Terminated
	Asst Book Store Manager		08-09-61	Resigned
	Gen Educ Instructor	08-29-63	11-29-85	Deceased
Paysinger, Robert J.	Dept Staff Asst	09-01-67	04-26-68	Resigned

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	
Phipps, John K.	Poultry Instructor	09-01-49	10-15-51	Resigned
	Farm Helper	08-02-54	02-28-57	Promoted
	Head/Poultry Dept	03-01-57	08-31-57	Resigned
	Head/Security Force	10-12-59	06-30-68	Title change
	Security Coordinator	07-01-68	06-29-73	Retired
Pickard, John P.	Asst Maint Supt	10-10-46		
	Bldg Maint Supt	?????	01-29-79	Retired
Pickard, William O.	Coord/Student Activities	08-26-63	04-26-71	Resigned
Plaster, Glen D.	Computer Systems Coord	02-01-67	08-18-67	Resigned
Rawson, Helen J.	Gen Educ Instructor	09-21-81		
	Coord/Grad Place-Cont Ed	06-01-86		
Reeder, William Nelson	Loan Officer/Stdnt Fin Aids	01-27-75		
	Asst Bus Mgr/Bus Office	04-01-77		
Richter, Dorothy I.	Sec to Director	08-01-46		
	Personnel Asst to Dir and Sup of Publicity	02-01-52		
	Head of Public Relations	07-01-57	06-18-70	Went on LWOP
	on LWOP	07-01-70	01-23-72	Deceased
Robinson, Lola F.	Head Resident/Housing	09-01-85		
Robison, Jewell L.	AC & Refrig Instructor	09-24-46		
	Dept Head/AC & Refrig	10-01-47		
	Asst to Head/Industr Div	05-01-51		
	Head/ Industr Div	02-01-52	06-30-52	Resigned
Rudlick, Cathy L.	Head Resident/Housing	09-01-85		
Seebeck, Robert M.	Grounds Maintenance Foreman	01-26-70		
Smith, Barbara M.	Librarian	11-07-49	09-07-51	Resigned
Taylor, Joseph F.	Intensive Bus Instructor	09-01-48		
	Head/Commerce Dept	06-01-63		
	Admin Asst to Director	09-01-79	04-29-83	Retired
Tinnell, Carolyn S.	Gen Educ Instructor	09-21-81		
	Student Adviser	11-01-84		

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	
Tinnell, Richard W.	Coord/Instruct Resources	07-01-81		
	Coord of Instruction	09-12-83		
VarMeter, Vernon V.	Coord/Intramural Athletics	06-01-71	07-02-85	Resigned
Webb, Marshall A.	Admin Asst/Dir Office	07-01-72		
	Coord/Veteran's Affairs	07-01-77		
	Head/Small Business Trades	10-01-81	12-10-84	Deceased
Weiner, B.C.	Gen Educ Instructor	09-20-82		
	Instructor/Dir Office	06-01-83		
	Assoc I/Administrative	09-12-83	09-23-84	Resigned
Weller, B. Jane Dunham	Secretary/Infirmary	06-24-71		
	Key Punch Operator	07-01-74		
	Computer Operator	11-01-78		
	Computer Programmer	07-01-81		
Wheeler, Paul S.	Drafting Instructor	10-06-47		
	Head/Industrial Div	07-01-53		
	Spec Rep/Pakistan Sur Team	04-01-54		
	Head/Industrial Div	05-22-54		
	Registrar	01-01-64	06-27-67	Retired
	Gen Educ Instructor	12-01-71	01-27-72	Resigned
	Bldg Trades Instructor	03-08-72	05-26-72	Resigned
White, Anthony W.	Bus Educ Instructor	09-20-76		
	Bursar	07-01-81		
	Assistant Business Mgr	09-12-83		
White, Darrell L.	Assistant Registrar	06-01-66	05-24-72	Resigned
White, David E.	Field Counselor	08-01-78		
	Gen Educ Instructor	07-01-80		
Williams, Emma Mae	Systems Analyst/Programmer	06-25-84		
Williams, Frank L.	Sup/Computer Center	06-05-79	09-02-81	Resigned
Williams, Larry N.	Gen Educ Instructor	09-04-73		
	Admin Asst I/Dir Off	07-01-77		
	Coord/Admissions & Counslg	10-01-78		
	Assistant Director	04-05-82		

TABLE XIV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	
Williams, Willard W.	Coord Flight Trng	01-27-47	08-31-47	Resigned
Wilson, George A.	Head Resident/Housing	05-19-86		
Wilson, Rae Ann	Clerk Typist/Registrar Off	05-27-69		
	Secretary/Student Services	09-29-69		
	Secretary/Stdnt Fin Aids	01-01-73		
	Off Mgr/Stdnt Fin Aids	10-01-74		
	Assoc I, Administrative	07-01-76		
	Asst Hd/Stdnt Fin Aids	07-01-78		
Wise, Richard C.	Computer Programmer	09-21-83		
	Software Spec/Programmer	10-24-83		
	Senior Software Specialist	06-01-85		
Yeager, Linda Z.	Coord/Student Life	09-16-85		

TABLE XV
SMALL BUSINESS TRADES FACULTY
FROM 1946-87

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Bain, Earl C.	Shoe-Boot-Saddle Sup/Instr	01-03-68	08-08-86	Retired
Barnett, Rachel A.	Dry Cng Instructor	10-10-49	08-31-62	Retired
Bass, Alfred L.	Math Instructor	08-24-64		
	Asst Dpt Head/Gen Ed	05-01-68		
	Sup/AV & Hd/Sml Bus Dpt	08-01-69		
	Hd/Sml Bus Dpt & Library	07-01-70	04-19-76	Deceased
Bennett, Orvel Lloyd	Dry Cleaning Instructor	04-01-55		
	Dry Cleaning Instr/Sup	07-01-70	10-23-85	Retired
Bodine, James I.	Gunsmith, Locksmith Instr	11-01-47	04-01-49	Resigned
Boss, Robert L.	Lthrcrft Instructor	09-18-50	12-31-51	RIF
	Mil Tr Instructor	02-21-52	05-19-52	Contract ended
	Shoe-Boot Instructor	11-07-55	08-30-59	Promoted
	SBS Dept Head	08-31-59	08-31-65	Went back to clsm
	SBS Instructor	09-01-65	10-20-67	Resigned
Bradley, William R.	Shoe Rldg Instructor	01-06-47	08-31-48	Promoted
	Dpt Hd/ Shoe Rebuilding	09-01-48	08-31-49	Title change
	Sup/ Shoe Rldg	09-01-49	09-10-51	Resigned
Buergey, John J.	Furn Uph Instructor	07-01-68	05-24-79	Retired
Cast, Richard A.	Com Art/Jewelry Instructor	05-26-81	05-14-82	Dismissed
Chesser, Dale	Part Time Instructor	09-05-52	04-30-53	
	Dry Cng Instructor	05-01-53	02-15-54	Resigned
Childers, Everett L.	Dry Cleaning Instructor	10-14-85		
Choate, Michael L.	Part time Asst Instr/SBS	10-09-74	07-31-75	
	Assistant Instructor/SBS	08-01-75	01-30-76	Resigned
Clements, Samuel G.	Dpt Hd & Instr Watch Repair	07-11-62	01-17-64	Resigned
Coffman, Claude A.	Shoe-Boot-Saddle Instructor	09-23-85	03-31-87	Resigned
Crawford, Rawson D.	Dry Cleaning Instructor	01-30-50	08-23-50	Resigned

TABLE XV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Crouch, George M.	Laundry Instructor	04-20-50	09-12-50	Resigned
DeMunbrun, Elmo G.	Dry Cleaning Instructor	10-08-56	08-31-57	RIF
DeWitt, Michael K.	Temp Instr/Shoe-Boot-Saddle Shoe-Boot-Saddle Instr	09-17-84 02-18-85		
Flatford, William R.	Jewelry Rep Instructor	12-04-47	03-31-49	Resigned
Focht, Conrad J.	Dry Cng Instructor	05-16-50	06-15-52	Resigned
Foster, Winifred M.	Shoe Reb Instructor	09-12-49	08-14-59	Resigned
Gaches, Sandra J.	Small Bus Trades Instr	05-11-87	12-11-87	
Golden, Holly B.	Dry Cleaning Instructor	09-19-49	08-15-62	Retired
Goodin, Elmer C.	Jewelry & Watch Instructor	04-25-57	04-30-59	Resigned
Griffin, Thessaly Grant	Furn Upholstery Instructor World Bank Educ Project Furn Upholstery Instructor	04-18-79 02-01-83 09-19-83	09-18-83	
Hand, Wilford T.	Upholstery Instructor	02-06-50	12-31-51	RIF
Harelson, John W.	Upholstery/Auto Trim Instr Sup/Auto Trim	07-06-48 1951	08-31-65	Retired
Hawkins, Benny C.	Watch Rep Instructor	01-02-67	08-12-67	Resigned
Howard, David E.	Jewelry Instructor	09-29-86		
Hudson, Winifred F.	Dry Cleaning Instructor	04-23-51	08-10-51	Resigned
Jackson, Charles O.	Dry Cleaning Instructor Dry Cleaning Instructor	08-15-51 06-21-54	11-30-51 09-30-56	Resigned Resigned
Jarochowski, Wit L.	Watch/Micro-Instr Rep Instr	09-15-86		
Joyce, Harbert K.	Shoe Reblgd Instructor	05-10-50	06-30-52	Resigned
Keigley, Fay L.	Dry Cleaning Instructor	04-28-58	12-21-59	RIF

TABLE XV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Lawrence, Albert Gray	Watch Repair Instr/Sup	01-02-64	08-12-66	Went on LWOP Returned to OST Retired
	Trg Prog/Univ of Ill	08-31-66	08-31-67	
	Watch Repair Instr/Sup	09-01-67	01-31-86	
Lunger, Marion E.	Dry Cleaning Instructor	09-19-49	03-15-51	Resigned
Massey, Eulas L.	Dry Cleaning Instructor	07-14-48	08-31-49	Promoted
	Head of Dry Cleaning	09-01-49	08-31-52	Resigned
Munger, Reginald L.	Auto Trim Instructor	09-29-86		
Murphy, Samuel A.	Adjunct Instructor	11-01-86		
Newnam, Carl	Auto Trim Instructor	08-01-65	09-29-86	Retired
Nieman, Lester J.	Dry Cleaning Instructor	09-10-62	06-30-70	Retired
Parks, Lloyd L.	Asst Instr(Gun&Locksmith)	07-01-48	03-07-49	Resigned
Perkins, Francis Morgan	Head/Dry Cleaning Dept	08-06-48	09-15-49	Resigned
Powell, Lisa J.	Temp Asst Inst/Sml Bus Trds	09-19-83	05-14-84	Resigned
	Small Bus Trades Instructor	05-21-84	05-21-86	
Ray, Harold E.	Dept Head/Small Bus Trades	03-18-85		
Rhoades, Jack	Leathercraft Instructor	05-19-48	12-31-56	Discontinued
Roberts, Bob Gene	Saddle/Bootmaking Instr	02-01-52	02-24-53	Resigned
Russell, Harold	Dry Cleaning Instructor	06-29-53	11-02-53	Resigned
Seibel, Keith L.	Small Bus Trds Instructor	11-12-84	05-23-86	Dismissed
Semple, Raymond D.	Jewelry Sup/Instructor	04-01-54	05-31-62	Resigned
Sherrow, Leonard James	Asst Instr/Small Bus Trds	02-02-76	05-18-79	Resigned
Smith, George R.	Dry Cleaning Instructor	02-21-50	11-11-55	Resigned
Smith, Joe M.	Dry Cleaning Instructor	10-29-51	06-22-68	Retired
Stanley, Kenneth B.	Dry Cleaning Instructor	09-11-50	09-30-51	Resigned
Stapleton, Marion A.	Jewelry Instructor	05-24-82	07-10-84	Resigned

TABLE XV (Continued)

NAME	POSITION/DEPT	DATE OF EMPLOYMENT	DATE OF TERMINATION	REASON FOR LEAVING
Tehee, Leo E.	Shoe Reblgd Instructor	09-01-48	10-31-55	Resigned
Thomas, Walter J.	Watch Rep Instructor	08-29-63	05-29-81	Retired
Tomlin, Ray A.	Jewelry Repair Instructor	04-01-49	12-31-53	Resigned
Van Curon, Thomas A.	Sup/Tailoring Dept	09-15-49	06-30-57	Discontinued
Van Dolsen, Earl P.	Furn Uph Instructor	05-01-49	06-20-68	Retired
Vaughn, Isaac G.	Upholstery Instructor	07-01-51	02-29-52	Resigned
Walters, Delvin L.	Shoe/Boot/Saddle Instructor	09-24-79	08-03-84	Resigned
Webb, Marshall A.	Admin Asst/Dir Office	07-01-72		
	Coord/Veteran's Affairs	07-01-77		
	Head/Small Business Trades	10-01-81	12-10-84	Deceased
West, Harry	Laundry Manager	11-01-50	07-13-63	Retired
Whitfield, Jimmy	Small Bus Trades Instr	04-13-87		
Williams, Harry G.	Manager of Laundry	09-16-48	03-31-52	Resigned
Wood, Thomas C.	Asst Instr/Shoe-Boot-Saddle	02-06-76		
	Shoe-Boot-Saddle Instructor	07-01-79	10-31-85	Retired

APPENDIX C

ENROLLMENT TOTALS BY DEPARTMENT

TABLE XVI
 SUMMER TRIMESTERS' HEAD COUNT
 ENROLLMENTS - BY DEPARTMENT

YEAR	A G R I C U L T U R E	A U T O M O B I L E	B U I L D I N G	B U I L D I N G	C O N S T R U C T I O N	D E S I G N	D E S I G N	E L E C T R I C I T Y	F O R E S T R Y	P L A N T I N G	A R C H I T E C T U R E	S H I P B U I L D I N G	M E C H A N I C A L E N G I N E E R I N G	N U R S I N G	T O T A L
1946	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1947	12	71	18	30	275	59	9	51	4	10	61	7	0	0	607
1948	23	112	47	30	55	54	36	95	42	28	59	72	0	0	653
1949	31	203	78	23	77	96	37	117	63	42	38	108	0	0	913
1950	56	436	104	19	98	135	53	158	105	58	56	210	0	0	1488
1951	45	286	147	41	118	142	52	138	75	65	19	182	0	0	1562 *
1952	20	114	64	21	81	73	28	72	21	32	6	79	0	0	643 *
1953	5	80	22	27	51	72	40	110	12	26	17	57	0	0	560 *
1954	16	179	37	38	0	157	61	245	42	57	21	68	0	0	921 *
1955	6	184	50	31	0	164	89	240	32	66	39	66	0	0	967 *
1956	16	140	41	57	0	97	99	198	35	75	41	52	0	0	934 *
1957	5	103	34	46	0	89	128	211	29	57	43	42	0	0	855 *
1958	8	147	26	49	0	68	113	192	19	64	39	47	0	0	877 *
1959	12	164	28	55	0	86	99	191	24	54	49	50	0	0	851 *
1960	0	157	26	35	0	74	86	158	14	54	42	39	0	0	788 *
1961	0	145	20	37	0	69	79	140	28	69	44	44	0	0	747 *
1962	0	194	20	81	0	93	100	139	48	79	48	17	0	0	844 *
1963	0	198	25	65	0	91	113	119	33	89	71	21	0	0	888 *
1964	0	201	26	98	0	100	111	145	42	72	82	50	0	0	927
1965	0	231	44	116	0	141	108	150	61	103	91	49	0	0	1094
1966	0	271	35	117	0	139	111	138	65	126	99	67	0	0	1168
1967	0	226	36	136	0	137	131	161	107	120	94	53	20	0	1221
1968	0	236	34	189	0	170	143	176	68	133	103	64	38	0	1354
1969	0	218	64	234	0	161	120	170	59	138	112	45	51	0	1372
1970	0	258	60	221	0	145	129	171	71	155	111	42	102	0	1465
1971	0	379	70	311	0	174	131	208	75	180	139	54	83	0	1804
1972	0	389	116	253	0	181	107	213	68	180	175	56	54	0	1792
1973	0	333	99	236	0	174	104	241	67	170	191	43	52	24	1734
1974	0	230	104	251	0	157	123	197	56	153	169	61	30	24	1555
1975	0	300	117	331	0	209	130	277	68	149	161	88	76	24	1930
1976	0	326	123	292	0	270	123	273	66	154	149	91	73	25	1965
1977	0	356	118	272	0	286	118	248	77	168	127	80	76	0	1926
1978	0	312	117	277	0	250	131	251	58	155	126	84	63	16	1840
1979	0	224	90	288	0	226	108	206	53	142	138	53	58	23	1609

TABLE XVI (Continued)

YEAR	A	A	B	B	C	D	D	E	F	P	A	S	M	N	T
	G	U	U	U	O	I	R	L	O	R	C	M	A	U	O
	R	T	I	S	L	E	A	E	O	N		A	N	R	T
	I	O	L	I	L	S	F	C	D	T	&	L	U	S	A
	C	M	D	N	E	E	T	T	S	G		L	F	I	L
	U	O	I	E	G	L	I	R		/	R				N
	L	T	N	S	E		N	O		C	E	B	T	G	
	T	I	G	S			G	N		O	F	U	E		
	U	V			D			I		M	R	S	C		
	R	E	T	E	I			C					H		
YEAR	E		R	D	V			S		A					
1980	0	238	96	347	0	273	125	250	63	142	132	65	88	20	1864 *
1981	0	217	85	341	0	275	146	295	56	146	146	76	100	14	1897
1982	0	239	74	451	0	271	138	338	72	141	133	87	164	24	2132
1983	0	260	94	530	0	259	136	390	102	134	154	156	146	19	2423 *
1984	0	265	88	344	0	213	115	350	92	143	169	139	61	16	2055 *
1985	0	245	64	342	0	183	99	297	84	95	153	104	51	10	1856 *
1986	0	234	52	349	0	146	90	314	85	113	139	104	30	0	1809 *
1987	0	214	40	315	0	83	67	233	65	121	156	95	26	0	1587 *

* SUMMER TRIMESTER

1951 INCLUDED 252 IN MILITARY TRAINING PROGRAM
 1952 INCLUDED 32 REHAB-PHYSICAL STUDENTS
 1953 INCLUDED 41 REHAB-PHYSICAL STUDENTS
 1954 USED REGENTS REPORT FOR TOTAL...USED WEEKLY REPORTS
 TO GET PROGRAM TOTALS
 1955 NO REGENTS REPORT AVAILABLE...USED FIRST SUMMER
 SESSION WEEKLY REPORT (MAY 7)
 1956 INCLUDED 83 DROPOUTS...NO WAY OF DETERMINING WHICH
 PROGRAMS DROPOUTS CAME FROM
 1957 INCLUDED 63 DROPOUTS AND 5 COMPLETIONS
 1958 INCLUDED 105 DROPOUTS
 1959 INCLUDED 39 DROPOUTS
 1960 INCLUDED 84 DROPOUTS AND 19 COMPLETIONS
 1961 INCLUDED 55 DROPOUTS AND 17 COMPLETIONS
 1962 INCLUDED 22 DROPOUTS AND 3 COMPLETIONS
 1963 INCLUDED 53 DROPOUTS AND 10 COMPLETIONS
 1980 INCLUDED 25 SPECIAL STUDENTS
 1983 INCLUDED 43 SPECIAL STUDENTS
 1984 INCLUDED 60 SPECIAL STUDENTS
 1985 INCLUDED 129 SPECIAL STUDENTS
 1986 INCLUDED 153 SPECIAL STUDENTS...141 EVENING AND
 12 EXTERNAL EDUCATIONAL LINKAGE STUDENTS
 1987 INCLUDED 172 SPECIAL STUDENTS... 124 EVENING AND
 48 EXTERNAL EDUCATIONAL LINKAGE STUDENTS

TABLE XVII
 FALL TRIMESTERS' HEAD COUNT
 ENROLLMENTS-BY DEPARTMENT

YEAR	A G R I C U L T U R E	A U T O M O B I L E S	B U I L D I N G	B U I L D I N G	C O N S T R U C T I O N	D E S I G N	D E S I G N	E N G I N E E R I N G	F I R E P R O T E C T I O N	P L A N I N G	A R C H I T E C T U R E	S T R U C T U R E	M E C H A N I C A L	N U M E R I C A L	T E X T I L E
1946	3	42	13	16	231	59	0	36	3	0	48	5	0	0	456
1947	15	130	37	28	248	77	29	106	15	27	79	33	0	0	824
1948	21	139	55	33	95	85	42	100	78	37	56	104	0	0	845
1949	46	308	98	26	143	143	54	139	80	57	72	158	0	0	1324
1950	50	367	110	16	93	123	46	137	101	64	42	202	0	0	1351
1951	34	246	86	16	114	90	26	86	43	44	13	144	0	0	1166 #
1952	9	120	59	34	145	109	46	103	18	35	16	77	0	0	815 #
1953	11	128	50	51	77	118	59	201	27	47	33	59	0	0	861
1954	15	176	34	63	0	235	100	267	45	76	54	67	0	0	1132
1955	11	206	54	56	0	247	113	269	39	86	70	53	0	0	1228 #
1956	21	168	37	72	0	152	166	230	47	82	77	49	0	0	1157 #
1957	23	143	20	57	0	131	175	254	22	68	63	38	0	0	1043 #
1958	23	242	27	71	0	147	166	250	26	83	72	52	0	0	1207 #
1959	23	253	42	72	0	158	169	267	31	89	83	50	0	0	1277 #
1960	0	302	40	75	0	179	150	243	34	112	88	49	0	0	1304 #
1961	0	337	37	56	0	213	151	221	40	112	95	47	0	0	1376 #
1962	0	346	43	120	0	220	168	253	54	119	117	34	0	0	1537 #
1963	0	418	59	142	0	247	204	241	57	149	156	60	0	0	1733 #
1964	0	454	70	173	0	303	194	267	96	131	151	78	0	0	1917
1965	0	547	96	214	0	392	224	284	142	185	186	71	0	0	2341
1966	0	561	91	280	0	379	277	262	107	199	182	64	20	0	2422
1967	0	446	69	332	0	368	251	293	120	201	170	68	42	0	2360
1968	0	496	80	416	0	364	226	299	116	229	184	76	76	0	2562
1969	0	488	85	369	0	311	189	242	104	176	163	67	103	0	2297
1970	0	524	96	414	0	320	204	267	112	231	222	63	120	0	2573
1971	0	621	129	431	0	310	185	318	107	249	239	72	110	0	2771
1972	0	571	173	374	0	322	129	325	100	253	272	75	70	0	2664
1973	0	524	177	371	0	316	186	365	113	236	262	69	60	22	2701
1974	0	491	191	424	0	319	237	360	106	235	242	83	59	24	2771
1975	0	556	201	432	0	434	222	434	92	239	271	137	98	22	3138
1976	0	579	208	397	0	481	219	424	109	244	201	139	127	22	3150
1977	0	555	199	462	0	465	158	393	128	245	174	96	104	22	3007 #
1978	0	474	188	474	0	480	194	352	85	235	207	106	111	26	2940 #
1979	0	410	154	464	0	464	200	372	84	191	221	75	108	22	2765

TABLE XVII (Continued)

YEAR	A	A	B	B	C	D	D	E	F	P	A	S	H	N	T
	G	U	U	U	O	I	R	L	O	R	C	M	A	U	O
	R	T	I	S	L	E	A	E	O	N		A	N	R	T
	I	O	L	I	L	S	F	C	D	T	&	L	U	S	A
	C	M	D	N	E	E	T	T	S	G		L	F	I	L
	U	O	I	E	G	L	I	R		/	R			N	
	L	T	N	S	E		N	O		C	E	B	T	G	
	T	I	G	S			G	N		O	F	U	E		
	U	V			D			I		M	R	S	C		
	R	E	T	E	I			C					H		
YEAR	E		R	D	V			S		A					
1980	0	414	148	570	0	490	213	430	111	255	220	92	132	29	3104
1981	0	401	118	629	0	479	204	444	107	190	215	100	195	30	3112
1982	0	438	123	686	0	462	206	477	124	188	207	122	218	25	3292 #
1983	0	543	156	828	0	361	194	536	160	188	257	152	147	29	3551
1984	0	411	113	540	0	332	167	434	133	184	245	165	69	20	3043 #
1985	0	352	99	492	0	260	154	417	114	169	220	128	61	0	2744 #
1986	0	363	67	477	0	208	117	399	112	179	234	121	41	0	2652 #
1987	0	310	44	451	0	170	76	316	105	181	214	113	41	0	2346 #

FALL TRIMESTER

1951	INCLUDED 224 IN THE MILITARY TRAINING PROGRAM
1952	INCLUDED 44 REHAB-PHYSICAL
1955	INCLUDED 24 REHAB-PHYSICAL
1956	INCLUDED 56 DROPOUTS IN REPORT SENT TO REGENTS
1957	INCLUDED 49 DROPOUTS
1958	INCLUDED 48 DROPOUTS
1959	INCLUDED 38 DROPOUTS AND 2 COMPLETIONS
1960	INCLUDED 32 DROPOUTS
1961	INCLUDED 63 DROPOUTS AND 4 COMPLETIONS
1962	INCLUDED 63 DROPOUTS
1963	PROGRAM OF STUDY HEADCOUNT NUMBERS WERE INCLUDED IN STATE REGENTS REPORT FROM THIS YEAR TO 1985
1977	INCLUDED 6 KUWAITI STUDENTS
1978	INCLUDED 8 SPECIAL STUDENTS
1982	INCLUDED 16 SPECIAL STUDENTS
1984	INCLUDED 230 SPECIAL STUDENTS
1985	INCLUDED 278 SPECIAL STUDENTS
1986	INCLUDED 333 SPECIAL STUDENTS - 291 EVENING STUDENTS AND 42 EXTERNAL EDUCATIONAL LINKAGE STUDENTS
1987	INCLUDED 325 SPECIAL STUDENTS - 218 EVENING STUDENTS AND 107 EXTERNAL EDUCATIONAL LINKAGE STUDENTS

TABLE XVIII
 SPRING TRIMESTERS' HEAD COUNT
 ENROLLMENTS - BY DEPARTMENT

YEAR	A G R I C U L T U R E	A U T O M O B I L E	B U I L D I N G	B U I L D I N G	C O N S T R U C T I O N	D E S I G N	D E S I G N	E L E C T R I C I T Y	F O R E S T R Y	P L A N T I N G	A R C H I T E C T U R E	S H I P B U I L D I N G	M E C H A N I C A L E N G I N E E R I N G	N U M E R I C A L M A T H E M A T I C S	T O T A L
1946	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1947	13	72	21	29	286	70	7	60	4	11	67	6	0	0	646
1948	21	144	43	30	190	88	38	109	30	32	72	45	0	0	842
1949	32	191	72	34	79	91	51	118	73	41	57	109	0	0	948
1950	52	393	106	27	129	146	50	140	86	70	69	203	0	0	1471
1951	52	333	105	13	205	127	33	112	70	64	29	210	0	0	1353
1952	23	210	100	14	174	102	43	87	32	42	11	111	0	0	1061 *
1953	7	113	48	27	108	91	45	122	10	28	21	64	0	0	729 *
1954	15	170	45	51	68	145	62	218	30	53	34	60	0	0	951
1955	11	212	55	89	0	249	114	297	48	76	60	79	0	0	1347 *
1956	15	182	50	68	0	188	127	278	31	88	73	59	0	0	1202 *
1957	21	149	38	52	0	161	169	230	37	81	74	50	0	0	1062
1958	22	180	28	61	0	138	186	258	30	75	69	48	0	0	1136 *
1959	22	235	33	81	0	145	163	244	27	69	67	58	0	0	1186 *
1960	15	251	45	49	0	149	152	243	27	90	71	57	0	0	1226 *
1961	0	318	35	63	0	196	145	228	37	104	86	60	0	0	1272
1962	0	311	40	56	0	214	164	218	41	105	98	20	0	0	1320 *
1963	0	335	41	75	0	196	179	202	45	115	114	29	0	0	1418 *
1964	0	387	57	112	0	224	171	229	53	139	141	79	0	0	1592
1965	0	425	67	154	0	282	184	261	93	141	153	85	0	0	1845
1966	0	490	93	177	0	340	215	237	117	189	170	70	0	0	2098
1967	0	443	64	231	0	332	246	218	125	183	146	71	21	0	2080
1968	0	414	62	274	0	318	216	264	89	193	151	54	49	0	2084
1969	0	396	70	325	0	286	194	242	88	197	163	67	69	0	2097
1970	0	405	85	288	0	270	169	207	91	161	152	56	81	0	1965
1971	0	384	94	422	0	289	182	246	92	203	189	68	123	0	2292
1972	0	573	132	368	0	268	157	289	88	220	214	76	85	0	2470
1973	0	530	165	294	0	300	138	308	89	216	252	66	74	0	2432
1974	0	420	156	306	0	249	168	318	89	198	235	69	48	22	2278
1975	0	452	165	395	0	290	196	349	99	221	212	100	81	22	2582
1976	0	504	180	388	0	406	196	384	87	217	222	146	87	20	2837
1977	0	537	197	372	0	432	191	376	93	223	174	124	103	20	2842
1978	0	486	176	357	0	412	151	360	98	243	175	96	112	23	2689
1979	0	410	186	429	0	417	171	289	73	214	198	92	100	24	2603

TABLE XVIII (Continued)

YEAR	A	A	B	B	C	D	D	E	F	P	A	S	M	N	T
	G	U	U	U	O	I	R	L	O	R	C	M	A	U	O
	R	T	I	S	L	E	A	E	O	N		A	N	R	T
	I	O	L	I	L	S	F	C	D	T	&	L	U	S	A
	C	M	D	N	E	E	T	T	S	G		L	F	I	L
	U	O	I	E	G	L	I	R		/	R			N	
	L	T	N	S	E		N	O		C	E	B	T	G	
	T	I	G	S			G	N		O	F	U	E		
	U	V			D			I		M	R	S	C		
	R	E	T	E	I			C					H		
YEAR	E		R	D	V			S		A					

1980	0	409	149	451	0	429	194	326	95	193	187	82	121	21	2657
1981	0	394	127	552	0	439	200	357	101	206	205	104	124	19	2828
1982	0	358	106	614	0	437	208	445	87	189	199	99	197	27	2968 *
1983	0	417	129	707	0	423	206	480	119	160	201	108	193	24	3167
1984	0	474	138	649	0	334	167	483	149	191	234	141	108	22	3090
1985	0	359	99	485	0	279	150	392	124	155	227	146	70	15	2678 *
1986	0	342	81	469	0	226	136	388	137	167	191	139	50	0	2569 *
1987	0	329	58	452	0	171	91	342	108	167	218	118	42	0	2495 *

*SPRING TRIMESTER

1952	INCLUDED 112 IN THE MILITARY TRAINING PROGRAM
1953	INCLUDED 45 REHAB-PHYSICAL STUDENTS
1955	INCLUDED 57 DROPOUTS
1956	INCLUDED 43 REHAB-PHYSICAL STUDENTS
1958	INCLUDED 41 REHAB-PHYSICAL STUDENTS
1959	INCLUDED 42 REHAB-PHYSICAL STUDENTS
1960	INCLUDED 77 REHAB-PHYSICAL STUDENTS
1962	INCLUDED 50 DROPOUTS AND 3 COMPLETIONS
1963	INCLUDED 66 DROPOUTS AND 21 COMPLETIONS
1982	INCLUDED 2 SPECIAL STUDENTS
1985	INCLUDED 177 SPECIAL STUDENTS
1986	INCLUDED 243 SPECIAL STUDENTS
1987	INCLUDED 399 SPECIAL STUDENTS - 288 EVENING STUDENTS AND 111 EXTERNAL EDUCATIONAL LINKAGE STUDENTS

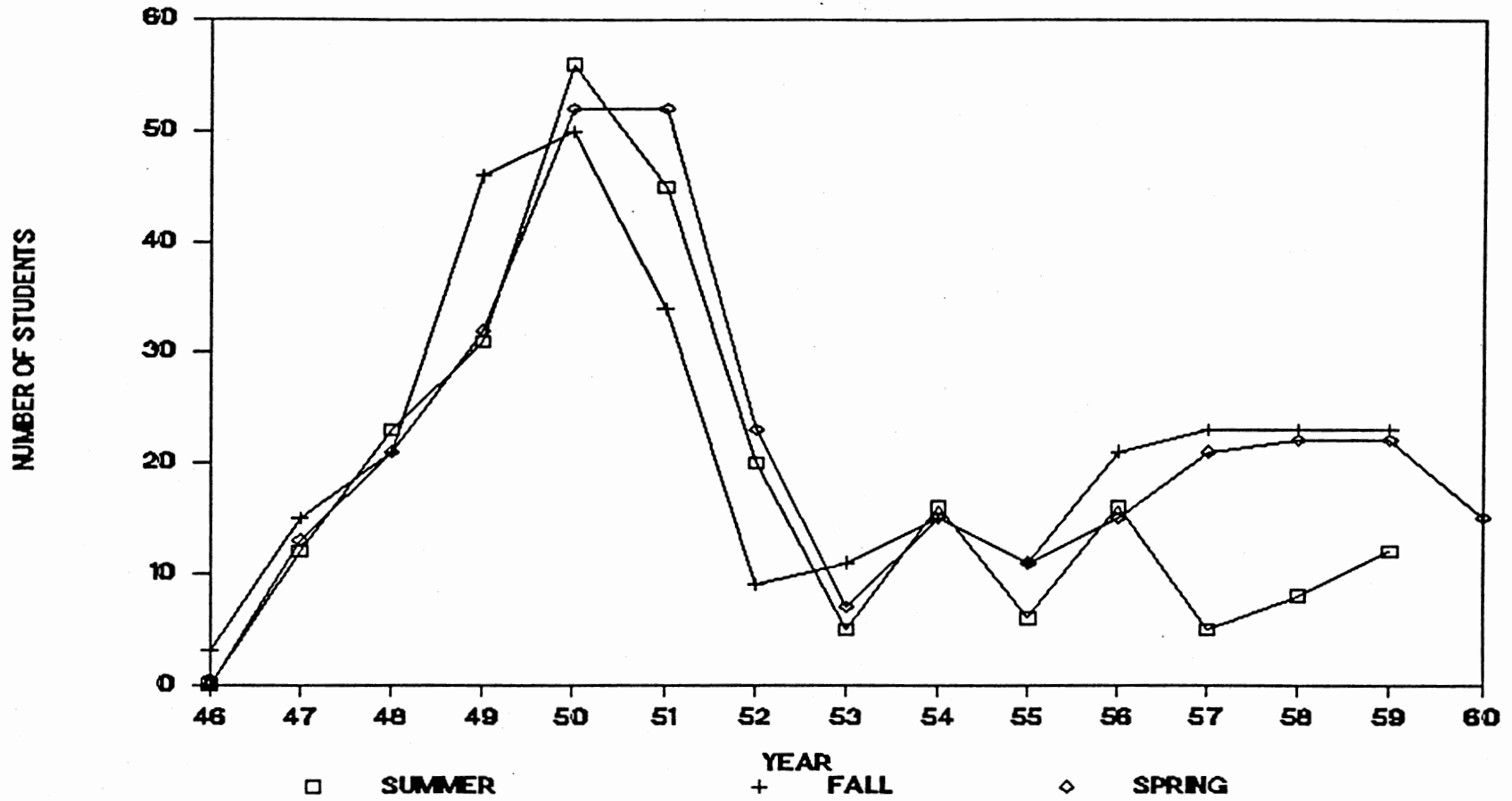


Figure 12. Agriculture Division Head Count Enrollments

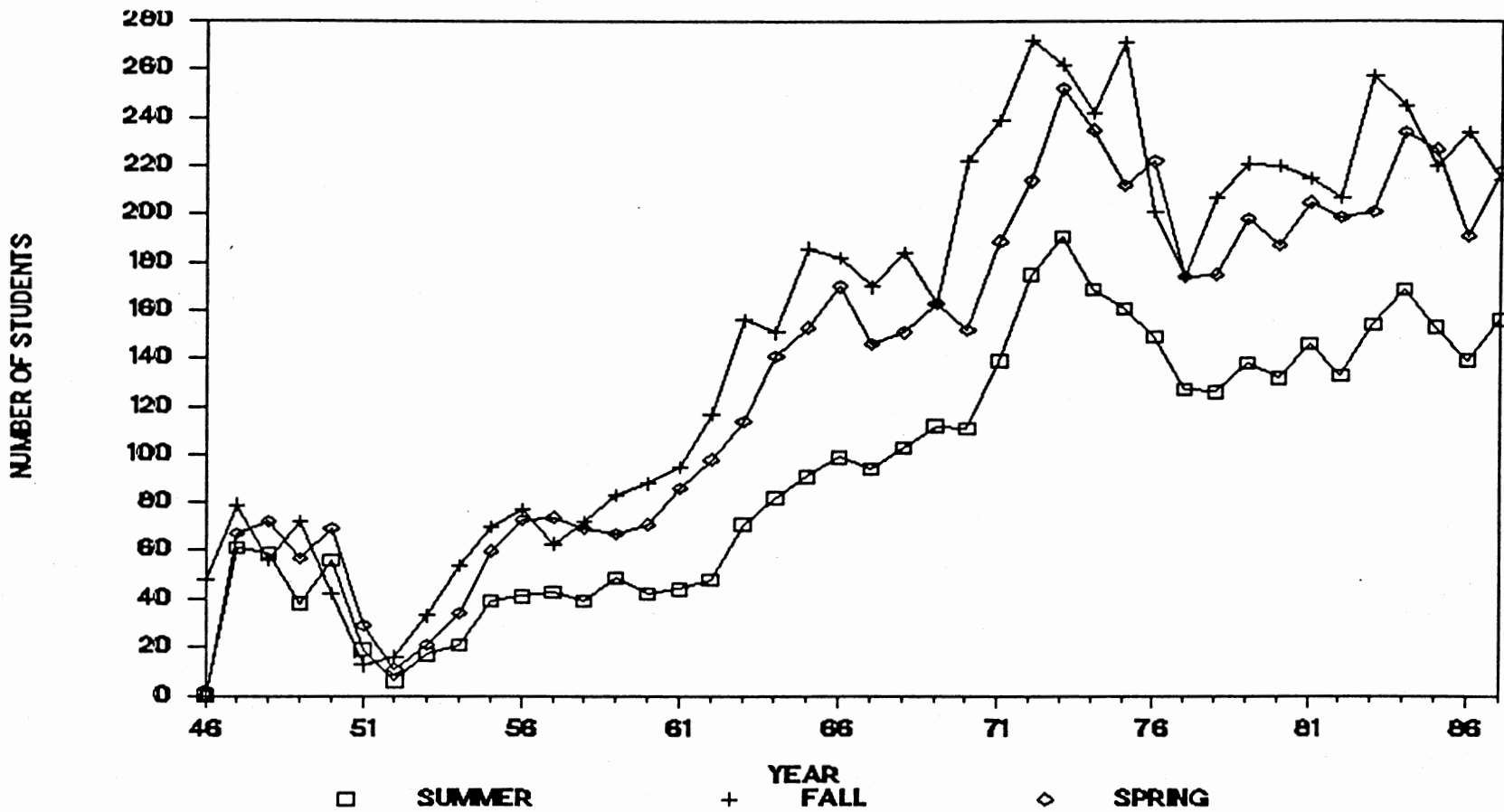


Figure 13. Air Conditioning Department Head Count Enrollments

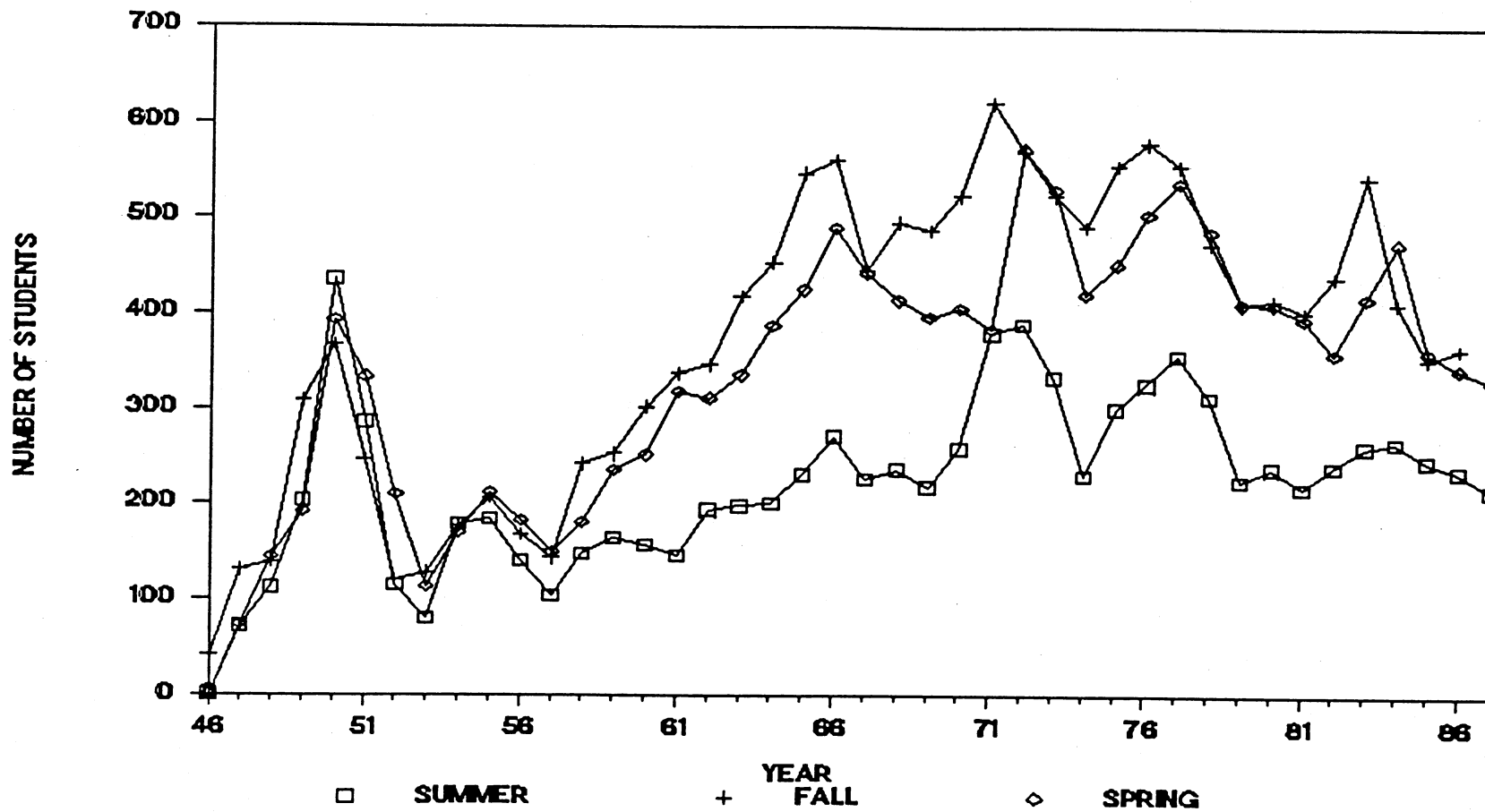


Figure 14. Automotive Department Head Count Enrollments

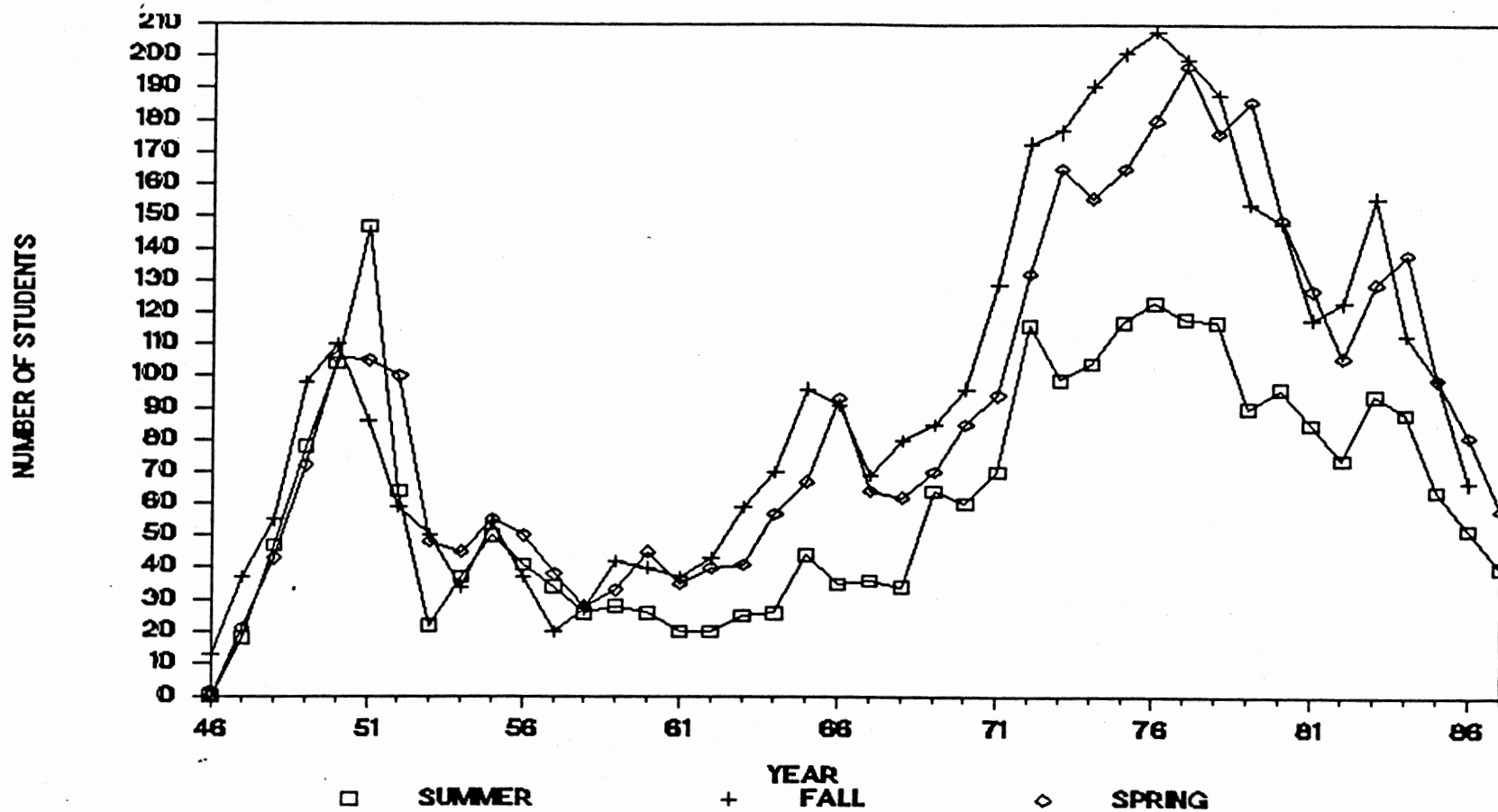


Figure 15. Building Trades Department Head Count Enrollments

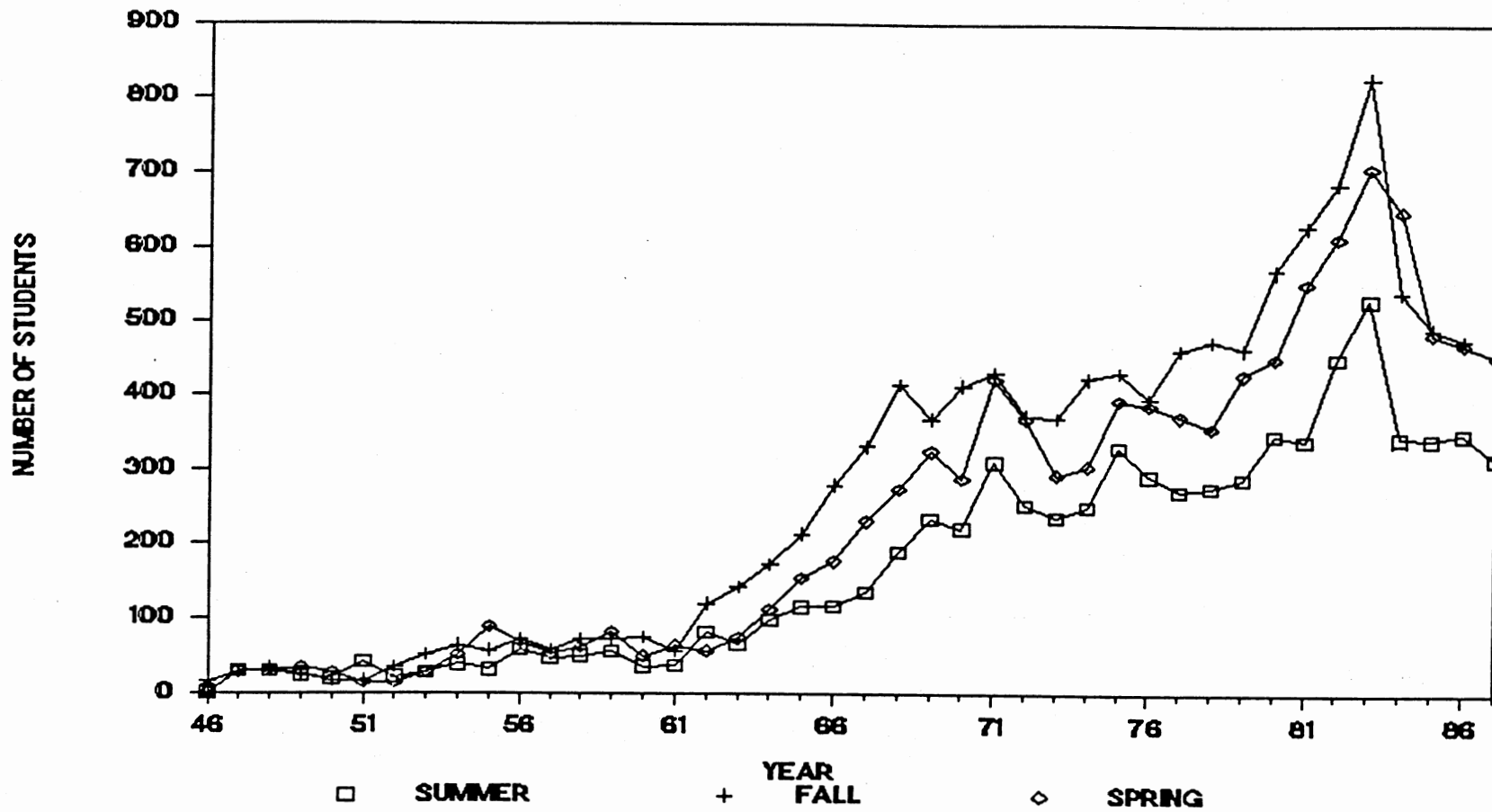


Figure 16. Business Education Department Head Count Enrollments

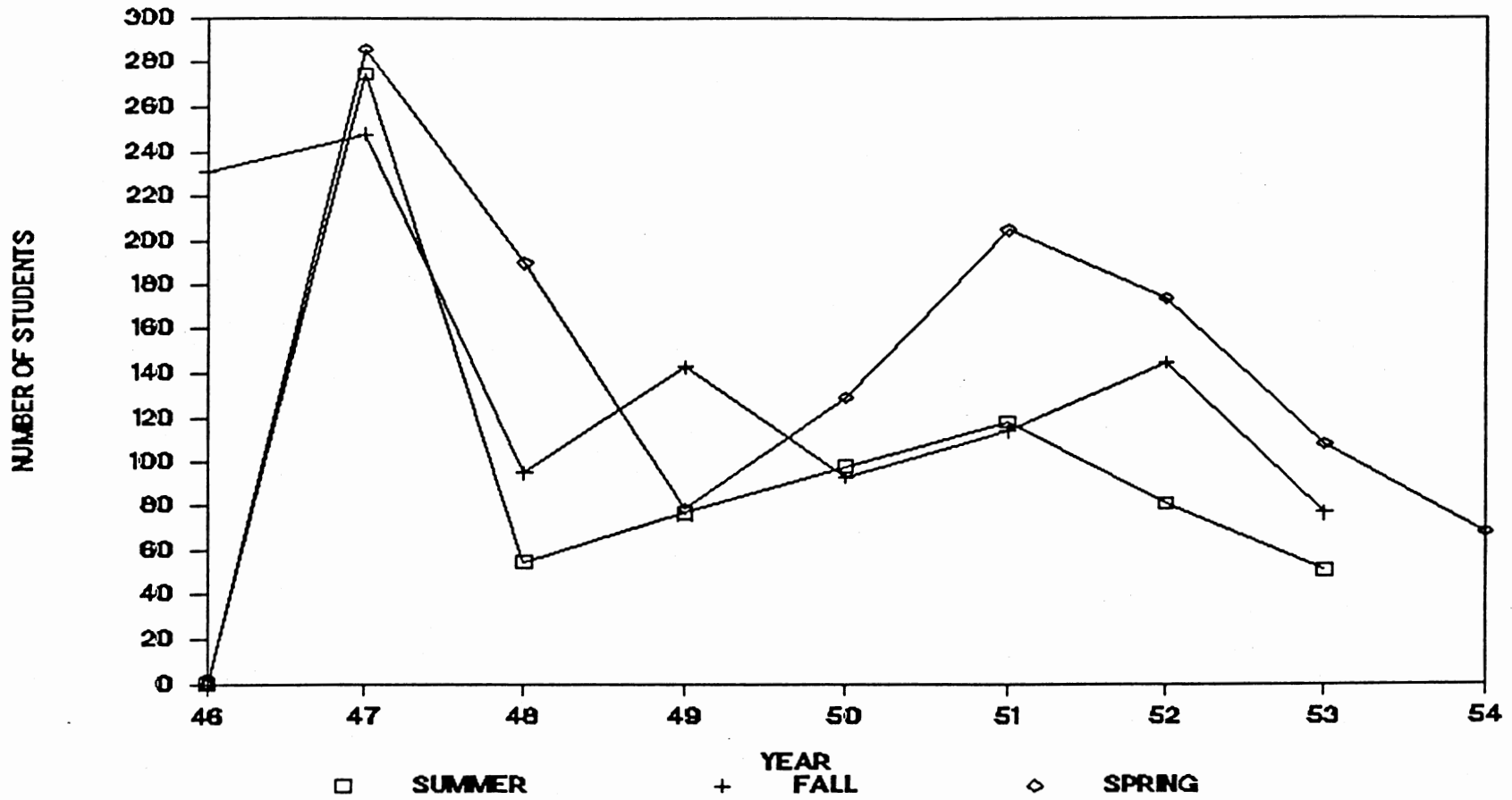


Figure 17. College Division Head Count Enrollments

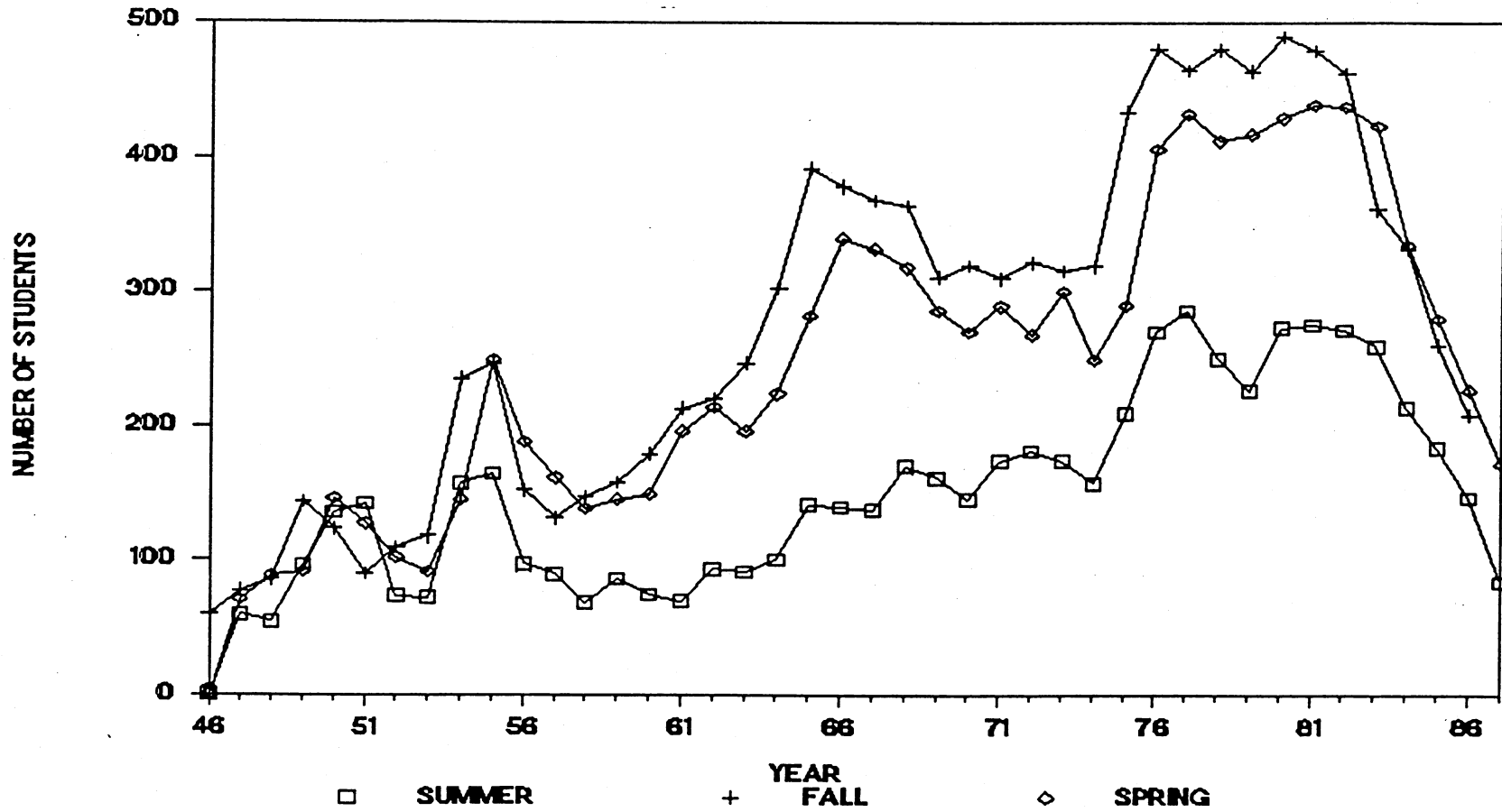


Figure 18. Diesel Department Head Count Enrollments

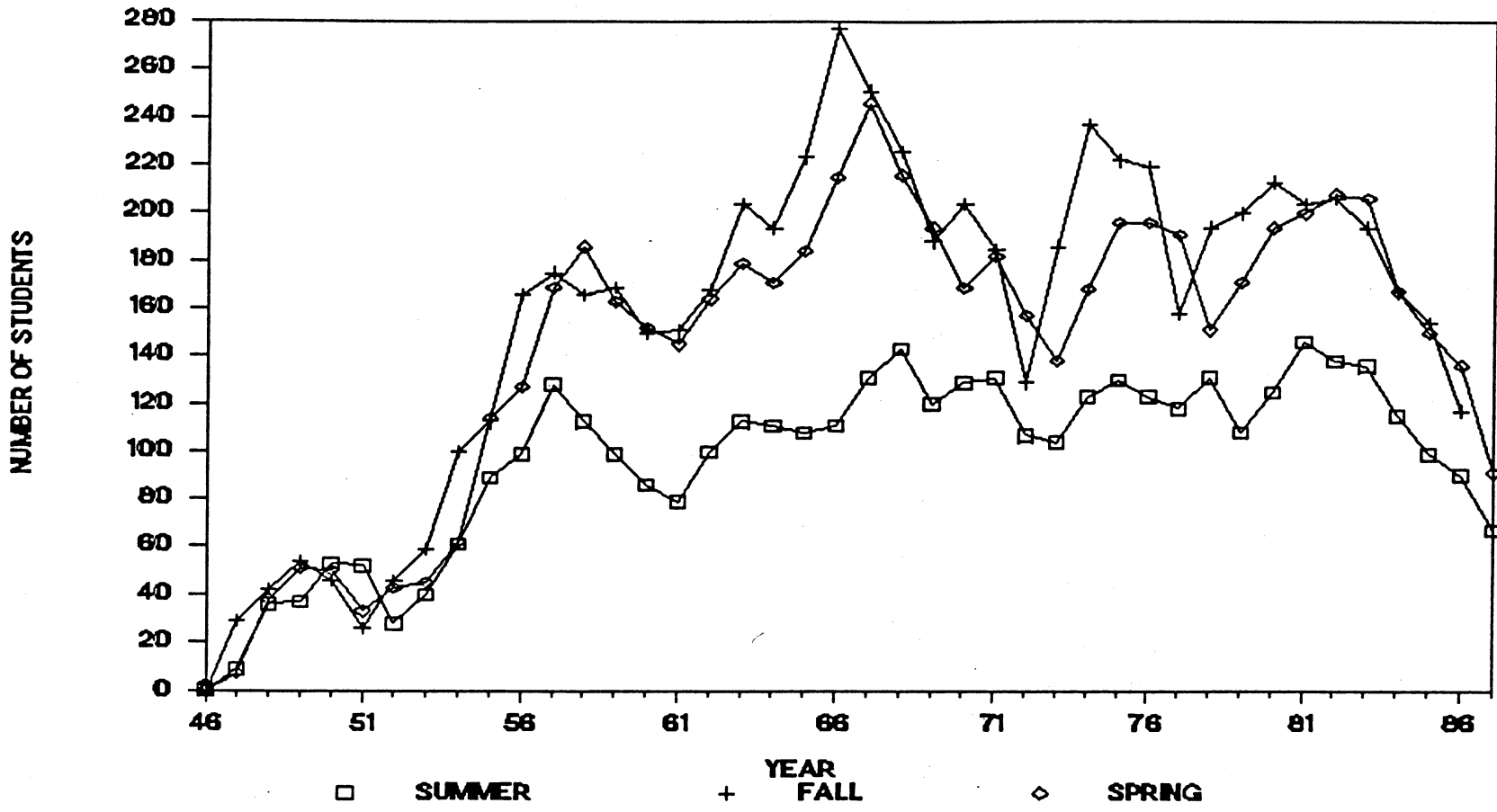


Figure 19. Drafting Department Head Count Enrollments

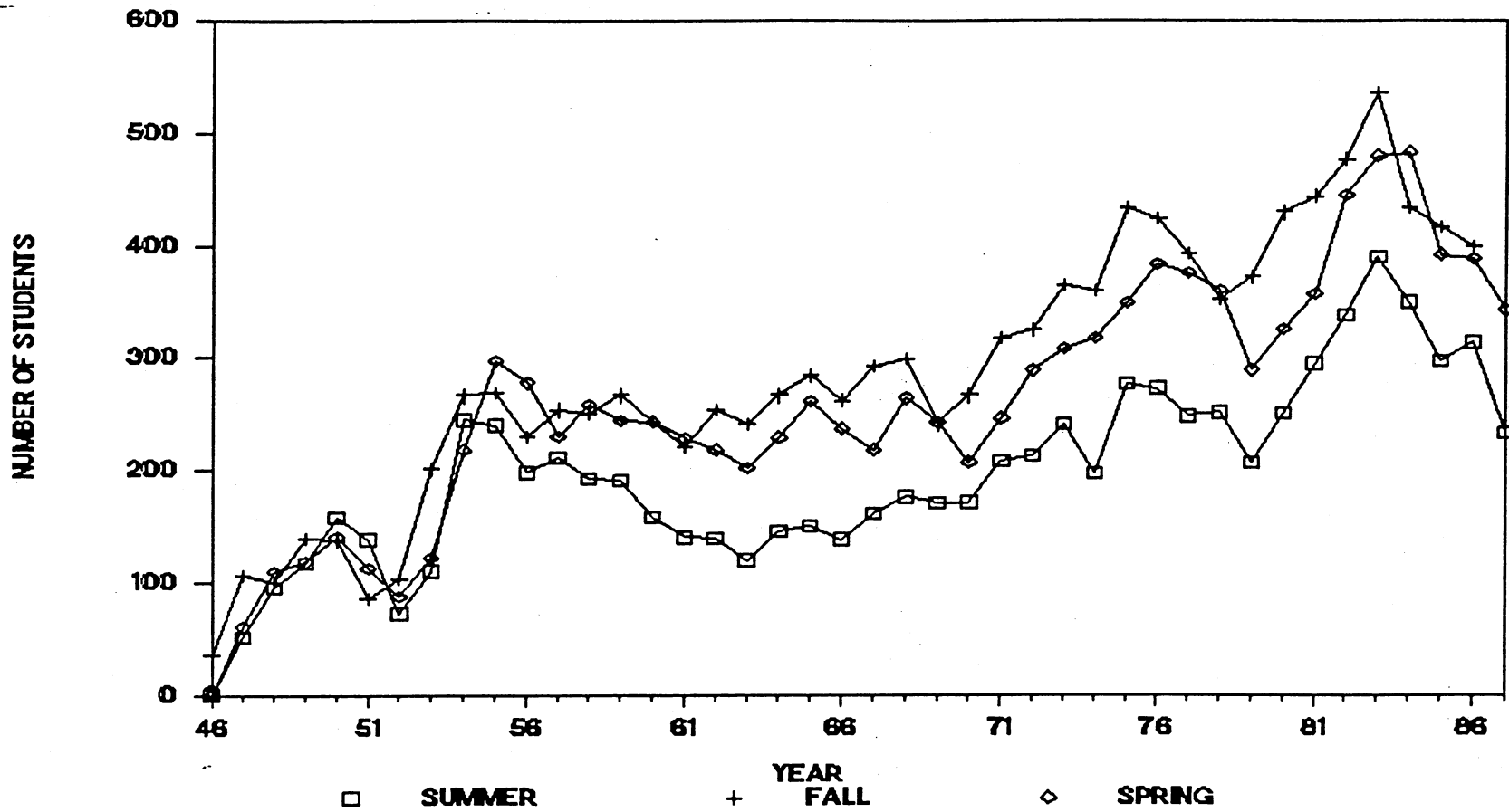


Figure 20. Electronics Department Head Count Enrollments

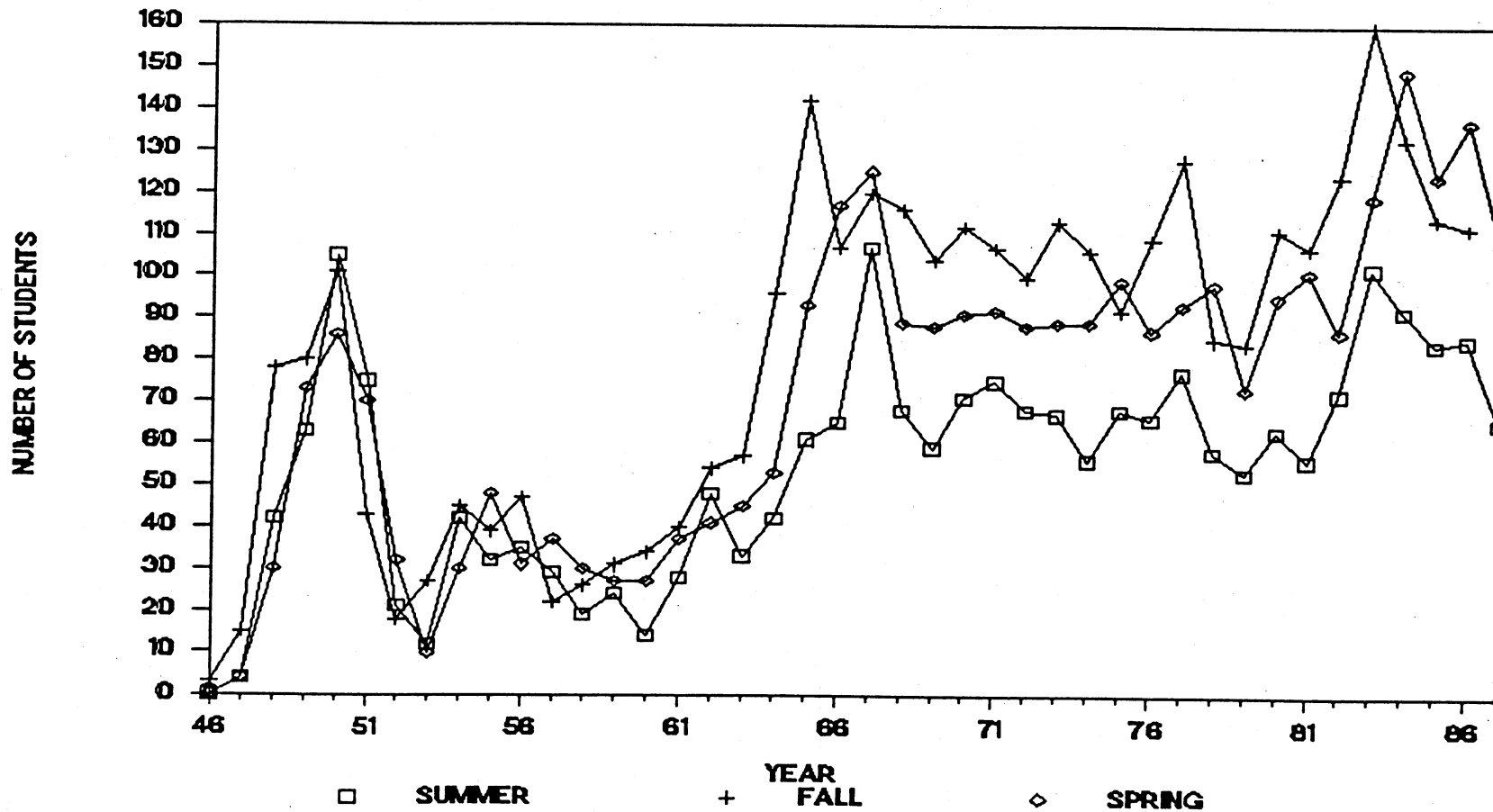


Figure 21. Food Service Department Head Count Enrollments

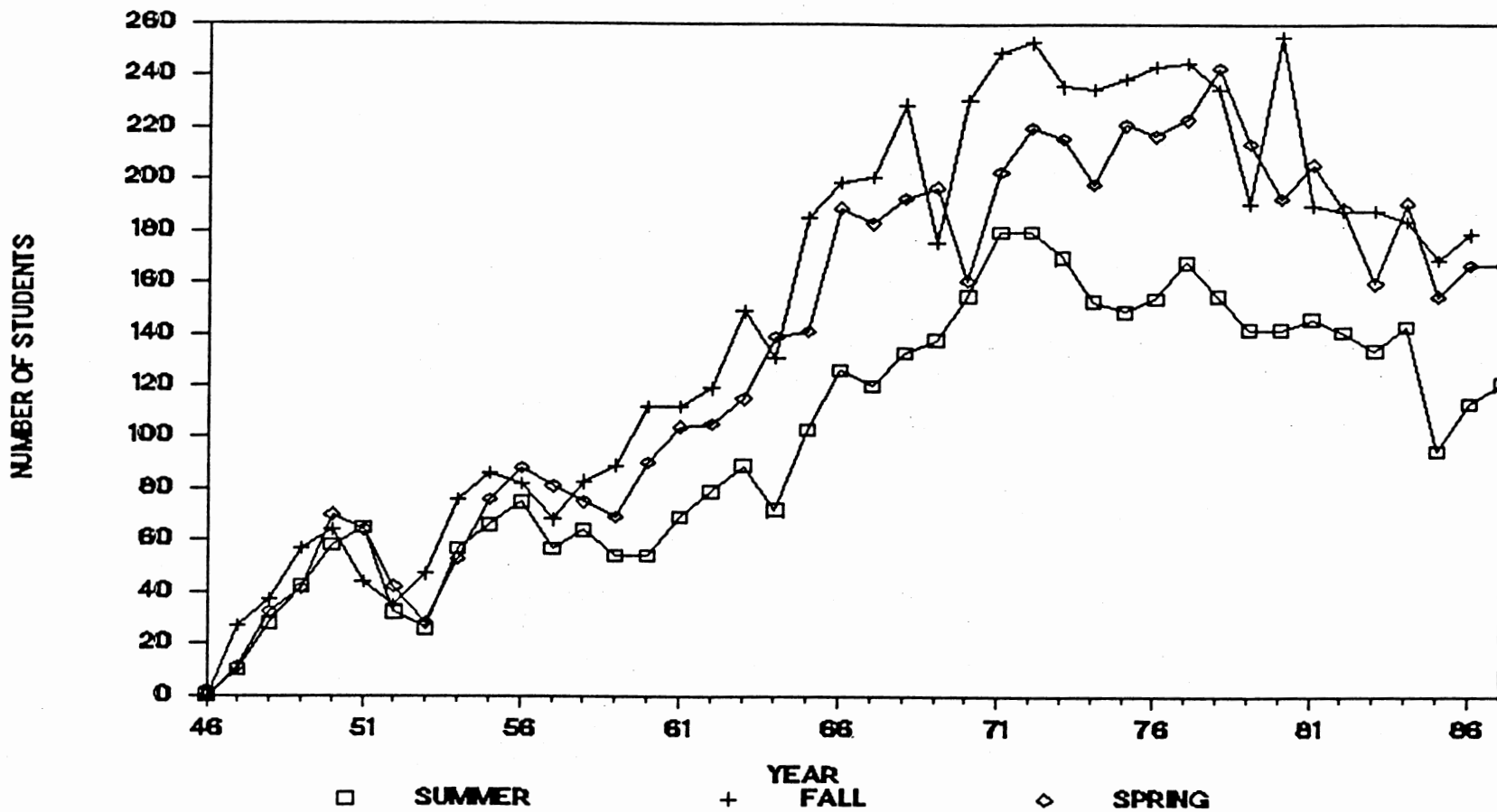


Figure 22. Graphic Arts Department Head Count Enrollments

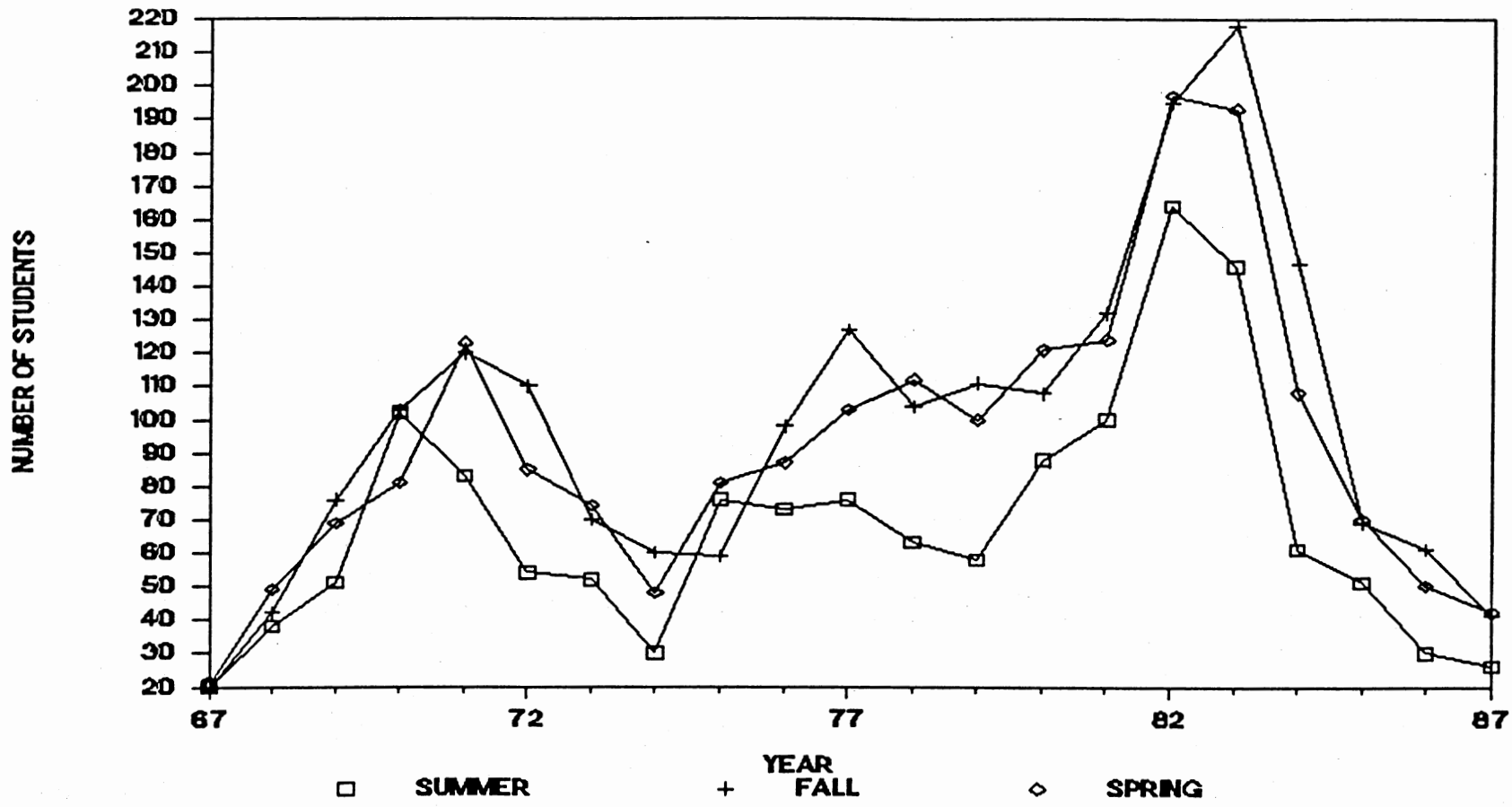


Figure 23. Manufacturing Technology Department Head Count Enrollments

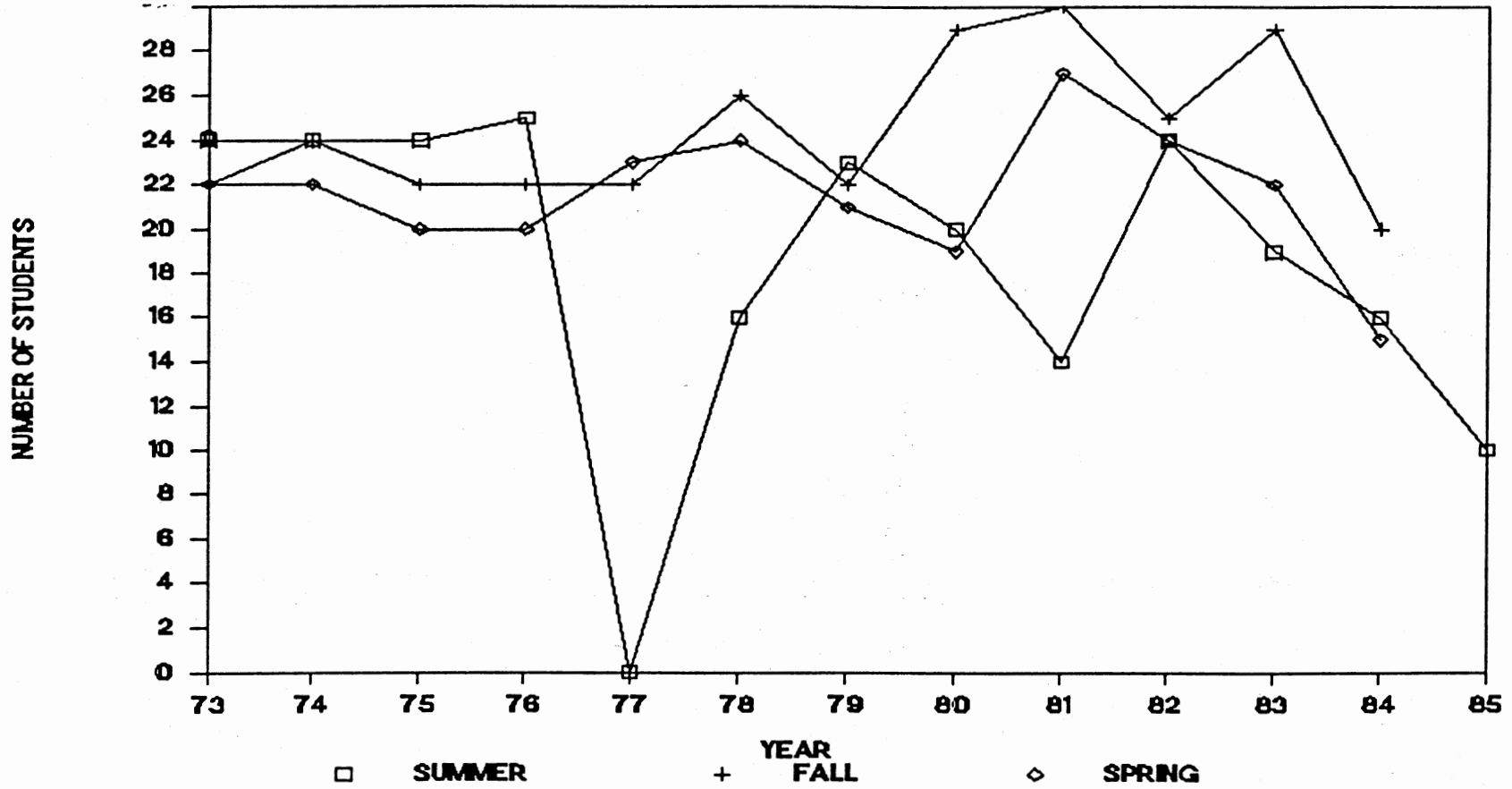


Figure 24. Nursing Program Head Count Enrollments

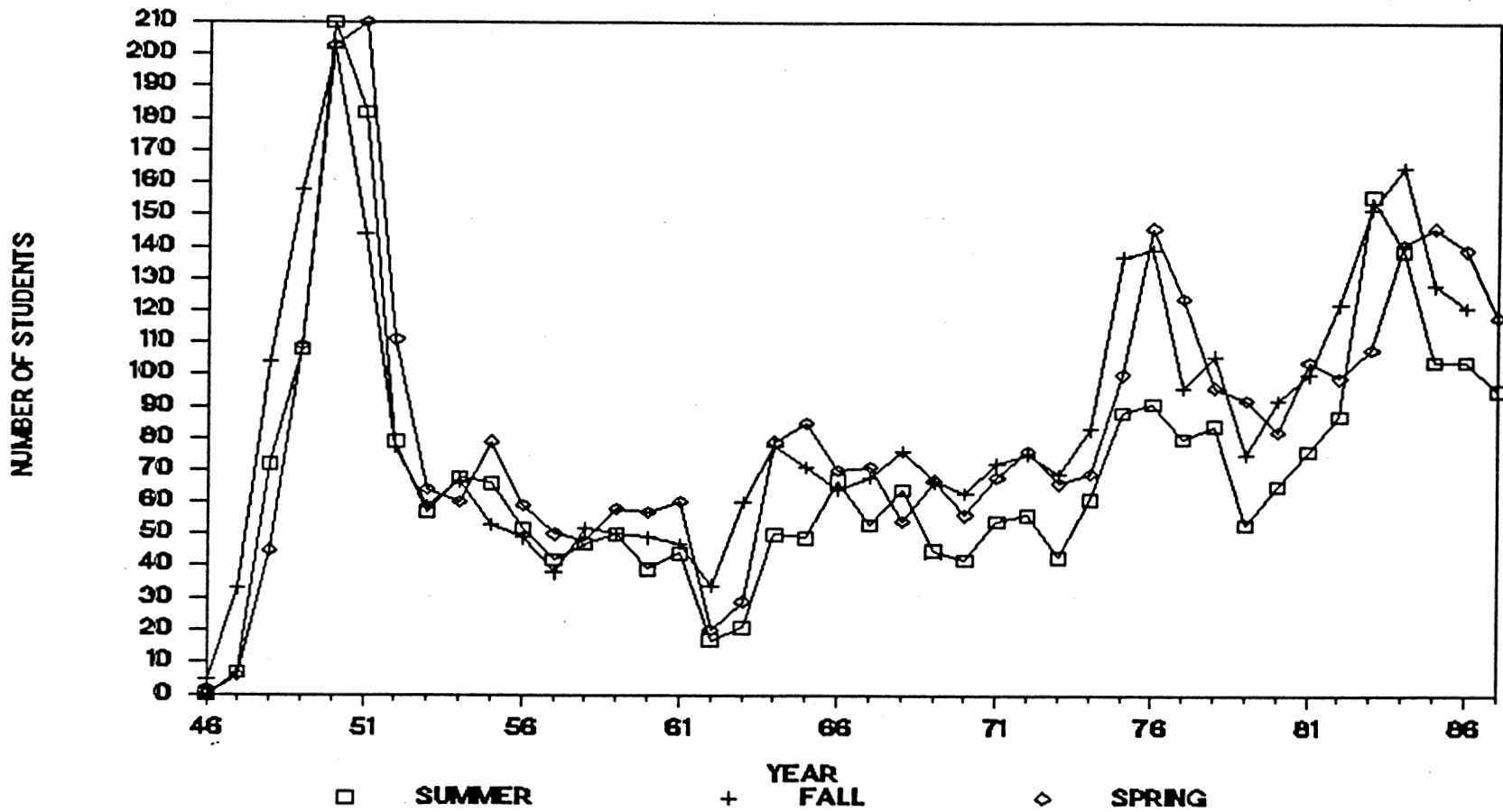


Figure 25. Small Business Occupations Department Head Count Enrollments

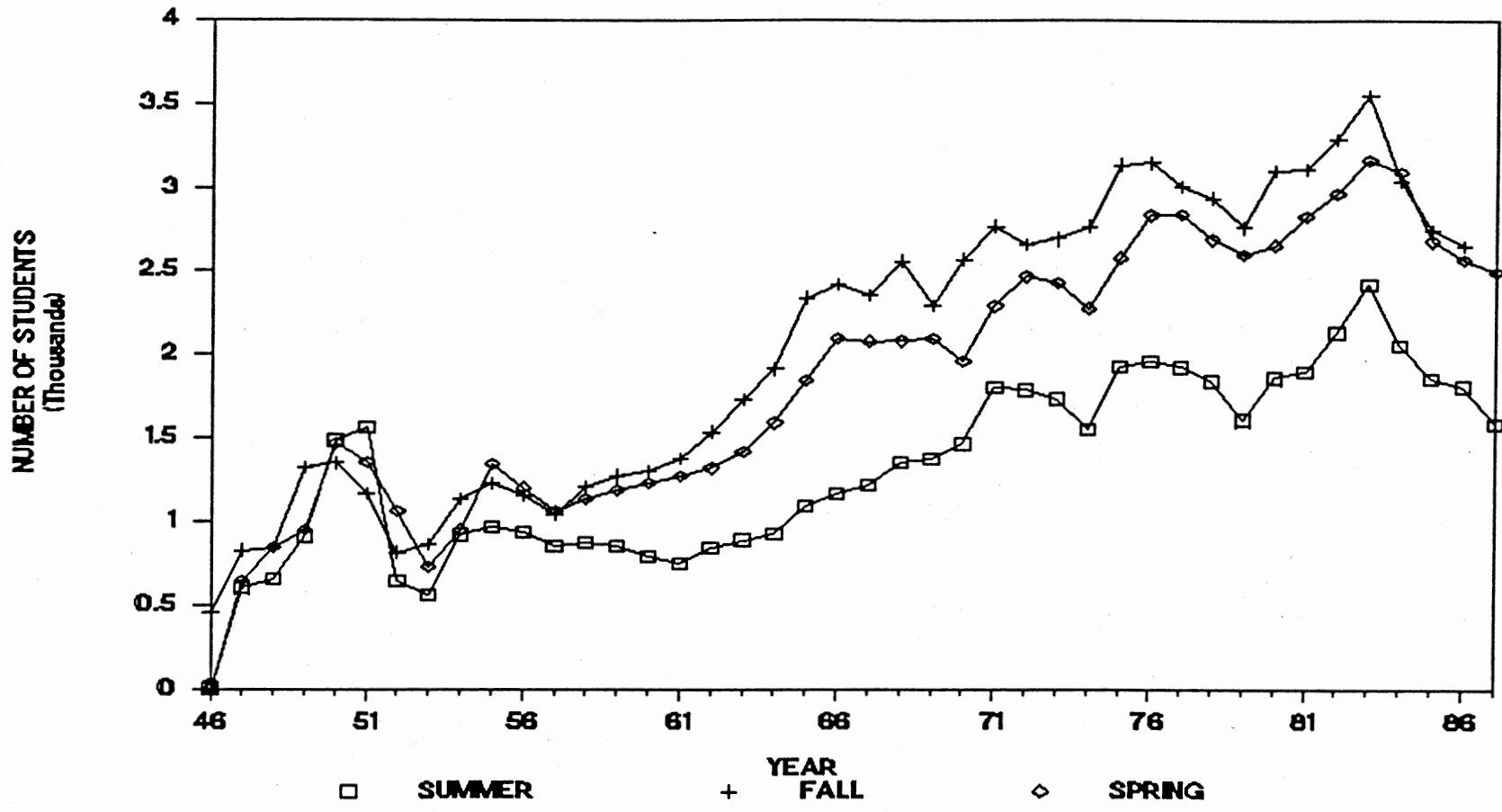


Figure 26. Head Count Enrollments - Totals of All Departments

APPENDIX D
STATE APPROPRIATIONS
TO THE SCHOOL

TABLE XIX
STATE APPROPRIATIONS - REVOLVING FUNDS
FISCAL YEARS 1946-86

FISCAL YEAR	TOTAL E&G FUNDS	STATE FUNDS	REVOLVING FUNDS	PERCENT OF TOTAL FUNDS FROM STATE	FUNDS SPENT FOR INSTRUCTIONAL EQUIPMENT	PCT OF TOTAL FUNDS RVLG FUNDS
1946-47	\$623,281	\$0	\$623,281	0%	\$0	100%
1947-48	\$901,456	\$0	\$901,456	0%	\$0	100%
1948-49	\$946,260	\$0	\$946,260	0%	\$0	100%
1949-50	\$911,129	\$0	\$911,129	0%	\$0	100%
1950-51	\$856,335	\$0	\$856,335	0%	\$0	100%
1951-52	\$831,799	\$125,000	\$706,799	15%	\$0	85%
1952-53	\$809,000	\$175,000	\$634,000	22%	\$0	78%
1953-54	\$760,499	\$279,755	\$480,744	37%	\$0	63%
1954-55	\$825,896	\$279,755	\$546,141	34%	\$0	66%
1955-56	\$825,001	\$323,738	\$501,262	39%	\$0	61%
1956-57	\$832,000	\$332,371	\$499,629	40%	\$0	60%
1957-58	\$935,000	\$443,279	\$491,721	47%	\$0	53%
1958-59	\$900,000	\$421,219	\$478,781	47%	\$0	53%
1959-60	\$1,041,983	\$678,248	\$363,735	65%	\$38,807	35%
1960-61	\$1,037,950	\$678,248	\$359,702	65%	\$26,268	35%
1961-62	\$1,152,092	\$760,769	\$391,323	66%	\$81,341	34%
1962-63	\$1,212,023	\$760,769	\$451,254	63%	\$76,349	37%
1963-64	\$1,408,119	\$828,909	\$579,210	59%	\$78,844	41%
1964-65	\$1,640,319	\$828,909	\$811,410	51%	\$132,641	49%
1965-66	\$1,778,739	\$959,499	\$819,240	54%	\$161,076	46%
1966-67	\$2,001,049	\$963,576	\$1,037,473	48%	\$183,928	52%
1967-68	\$2,096,283	\$1,065,820	\$1,030,463	51%	\$89,468	49%
1968-69	\$2,575,449	\$1,263,266	\$1,312,183	49%	\$150,821	51%
1969-70	\$3,075,306	\$1,517,194	\$1,558,112	49%	\$117,538	51%
1970-71	\$3,022,521	\$1,689,003	\$1,333,518	56%	\$80,824	44%
1971-72	\$3,361,017	\$1,832,617	\$1,528,400	55%	\$102,858	45%
1972-73	\$3,461,032	\$1,868,616	\$1,592,416	54%	\$118,223	46%
1973-74	\$3,844,434	\$2,207,240	\$1,637,194	57%	\$87,532	43%
1974-75	\$4,154,616	\$2,487,665	\$1,666,951	60%	\$70,717	40%
1975-76	\$4,408,144	\$2,893,341	\$1,514,803	66%	\$176,127	34%
1976-77	\$5,484,459	\$3,530,728	\$1,953,731	64%	\$324,401	36%
1977-78	\$6,354,638	\$4,236,406	\$2,118,232	67%	\$152,978	33%
1978-79	\$6,958,034	\$4,861,514	\$2,096,520	70%	\$395,467	30%
1979-80	\$7,220,533	\$5,261,372	\$1,959,161	73%	\$253,656	27%
1980-81	\$8,357,499	\$6,126,469	\$2,231,030	73%	\$467,800	27%
1981-82	\$9,434,932	\$7,181,669	\$2,253,263	76%	\$312,419	24%
1982-83	\$10,974,748	\$8,346,661	\$2,628,087	76%	\$380,241	24%
1983-84	\$10,663,517	\$7,747,687	\$2,915,830	73%	\$394,188	27%
1984-85	\$11,379,200	\$7,816,775	\$3,562,425	69%	\$364,032	31%
1985-86	\$12,221,019	\$8,810,204	\$3,410,815	72%	\$665,013	28%
1986-87	\$11,442,523	\$7,922,365	\$3,520,158	69%		

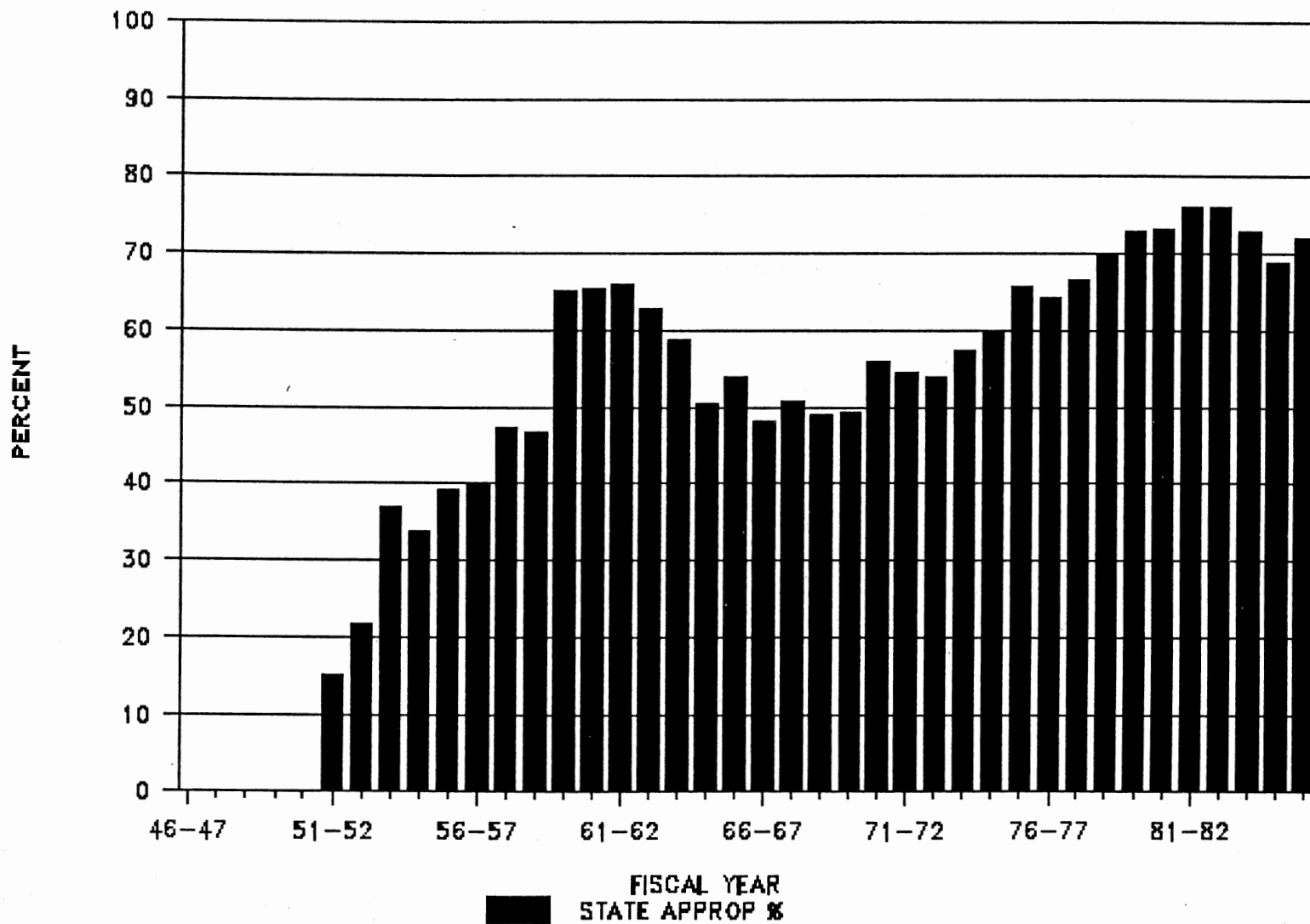


Figure 27. Percent of School Budget from State Appropriations (1946-86)

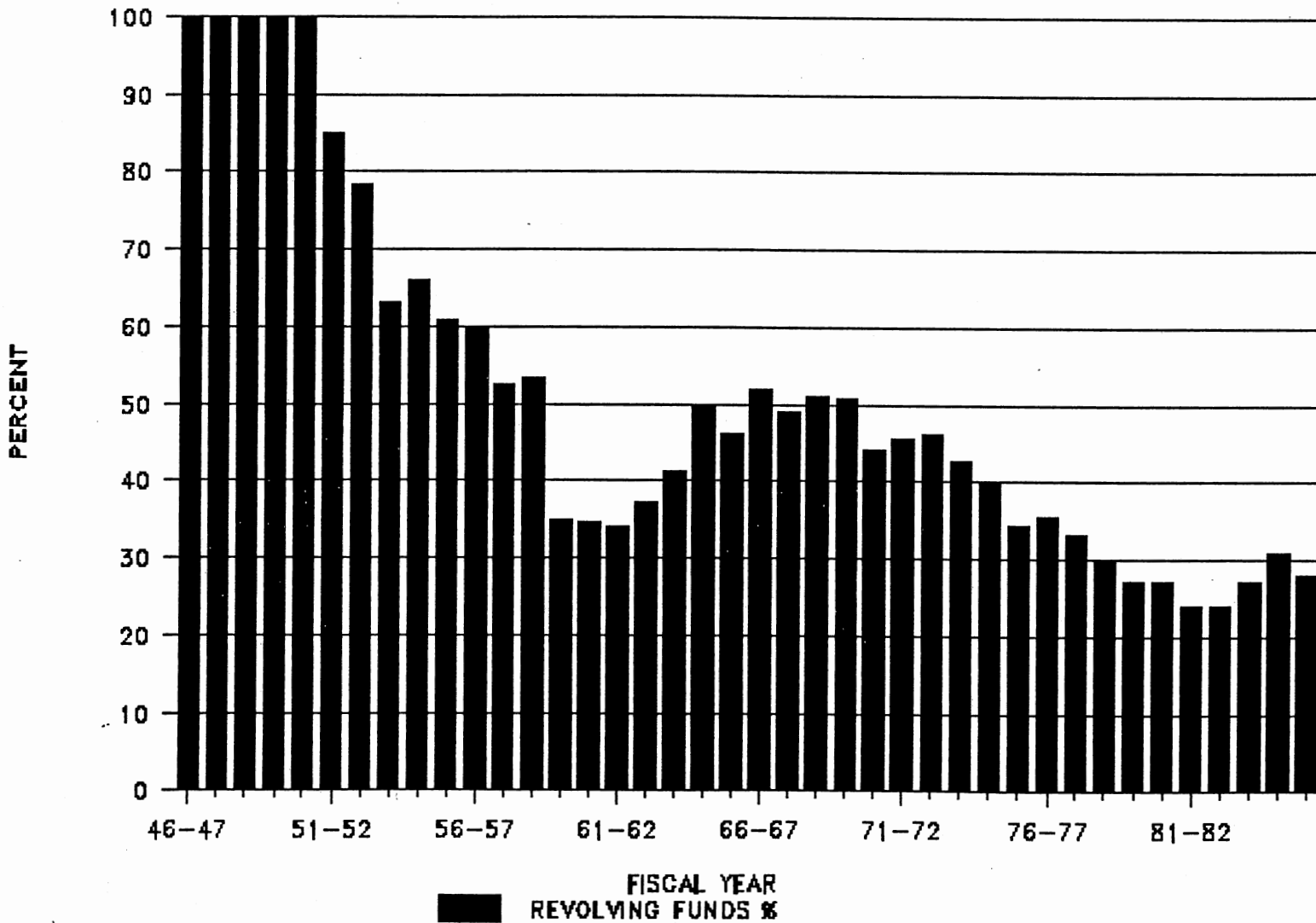


Figure 28. Percent of School Budget from Revolving Funds (1946-86)

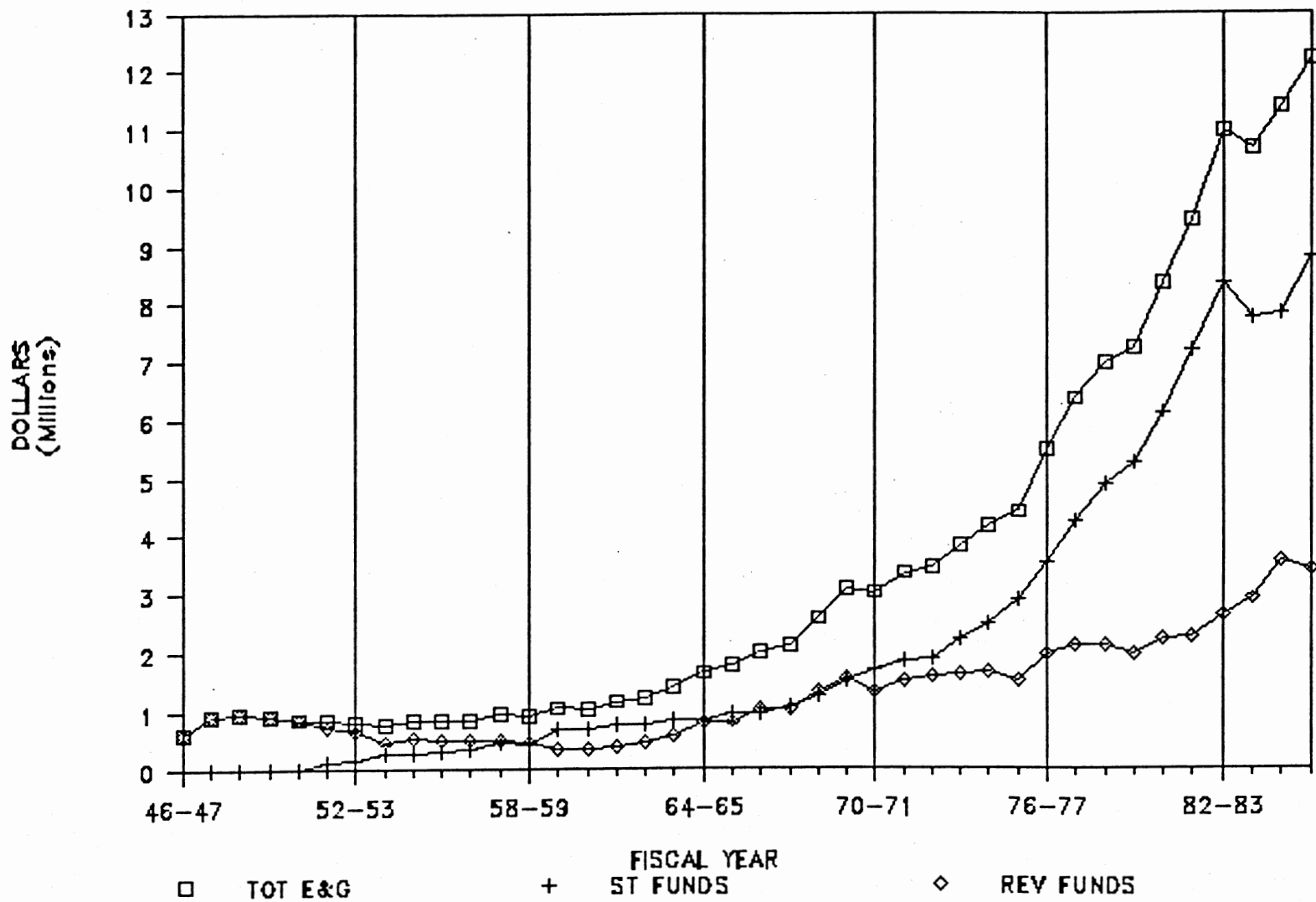


Figure 29. Fiscal Year Totals of School E&G Funds, State Funds, and Revolving Funds

APPENDIX E

FACULTY NUMBERS AND SALARIES

TABLE XX
 AVERAGE SALARY FOR 12 MONTH FACULTY
 1960-86

FISCAL YEAR	NUMBER OF 12 MONTH FACULTY AND DEPARTMENT HEADS	AVERAGE SALARY
1960-61	109	\$4,624
1961-62	NA	NA
1962-63	NA	NA
1963-64	103	\$5,709
1964-65	91	\$5,930
1965-66	107	\$6,691
1966-67	132	\$7,012
1967-68	125	\$7,114
1968-69	139	\$7,625
1969-70	139	\$8,807
1970-71	134	\$9,420
1971-72	117	\$9,908
1972-73	122	\$10,284
1973-74	127	\$12,027
1974-75	130	\$11,369
1975-76	139	\$12,200
1976-77	143	\$13,518
1977-78	150	\$14,893
1978-79	157	\$15,226
1979-80	158	\$17,456
1980-81	153	\$18,600
1981-82	155	\$20,357
1982-83	148	\$26,826
1983-84	131	\$29,507
1984-85	129	\$27,941
1985-86	125	\$29,080
1986-87	113	\$32,747

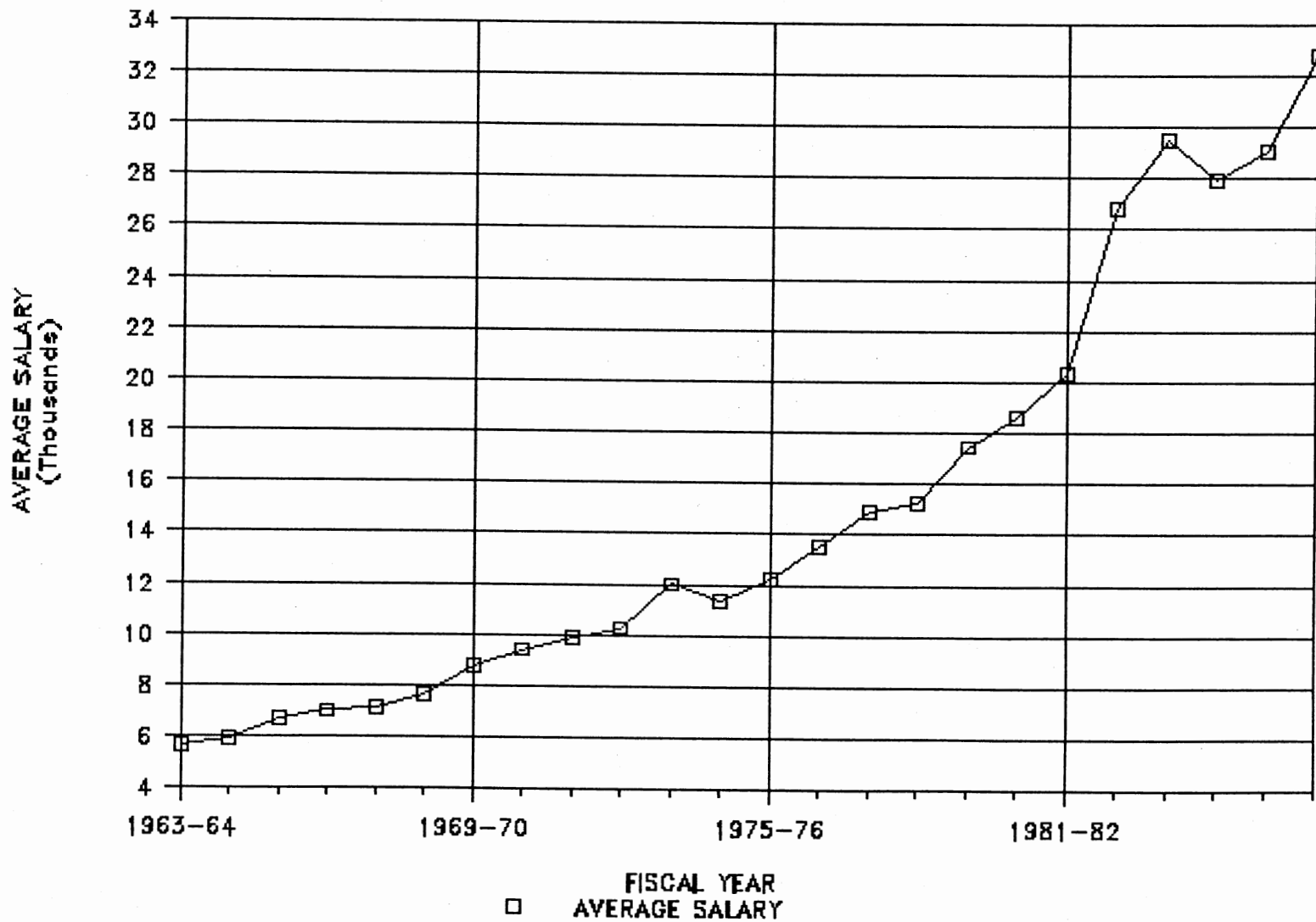


Figure 30. Average Salary for 12 Month Faculty (1963-1986)

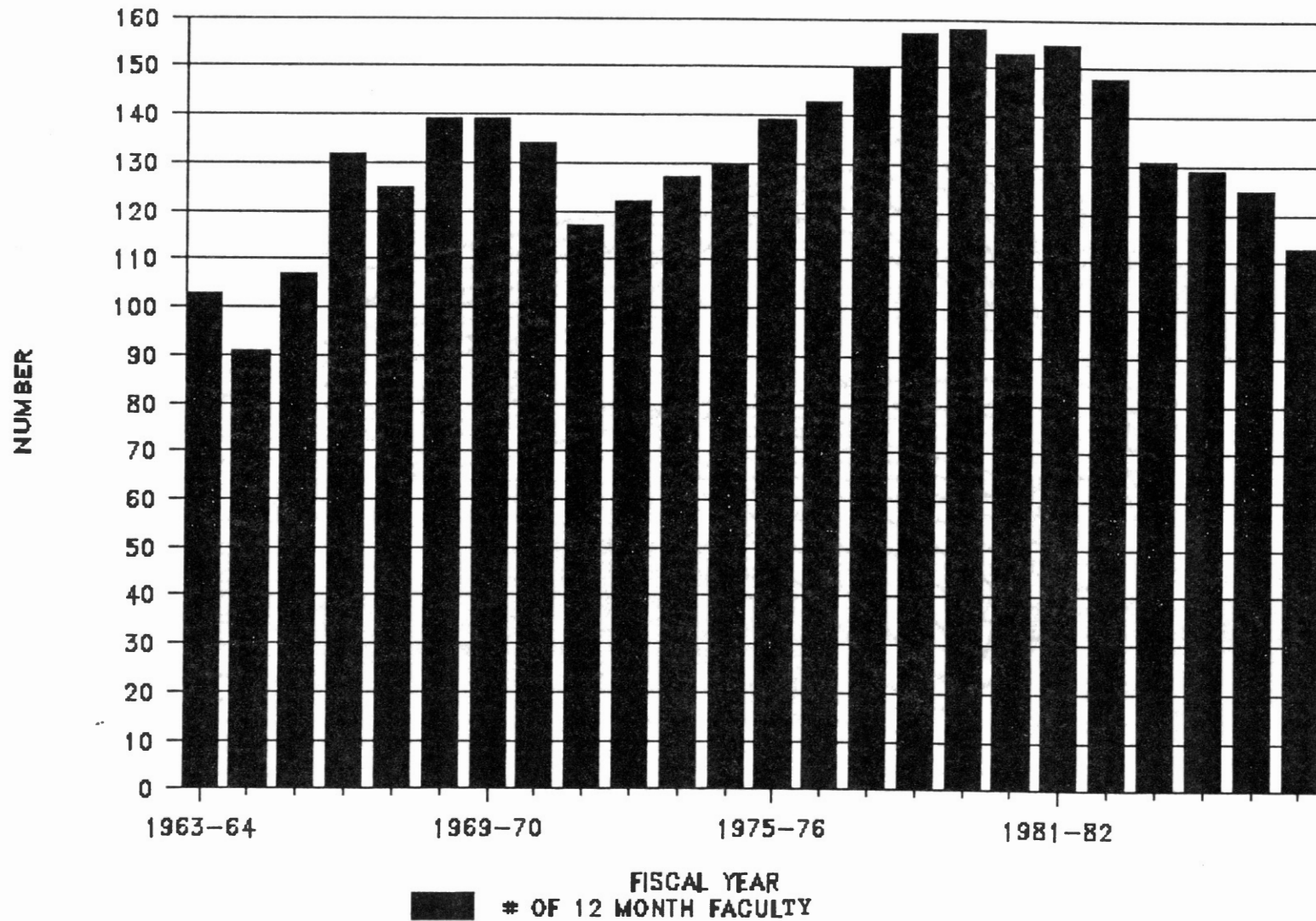


Figure 31. Number of 12 Month Faculty (1963-1986)

APPENDIX F

**SCHOOL MAPS SHOWING CAMPUS
FACILITIES CHANGES**

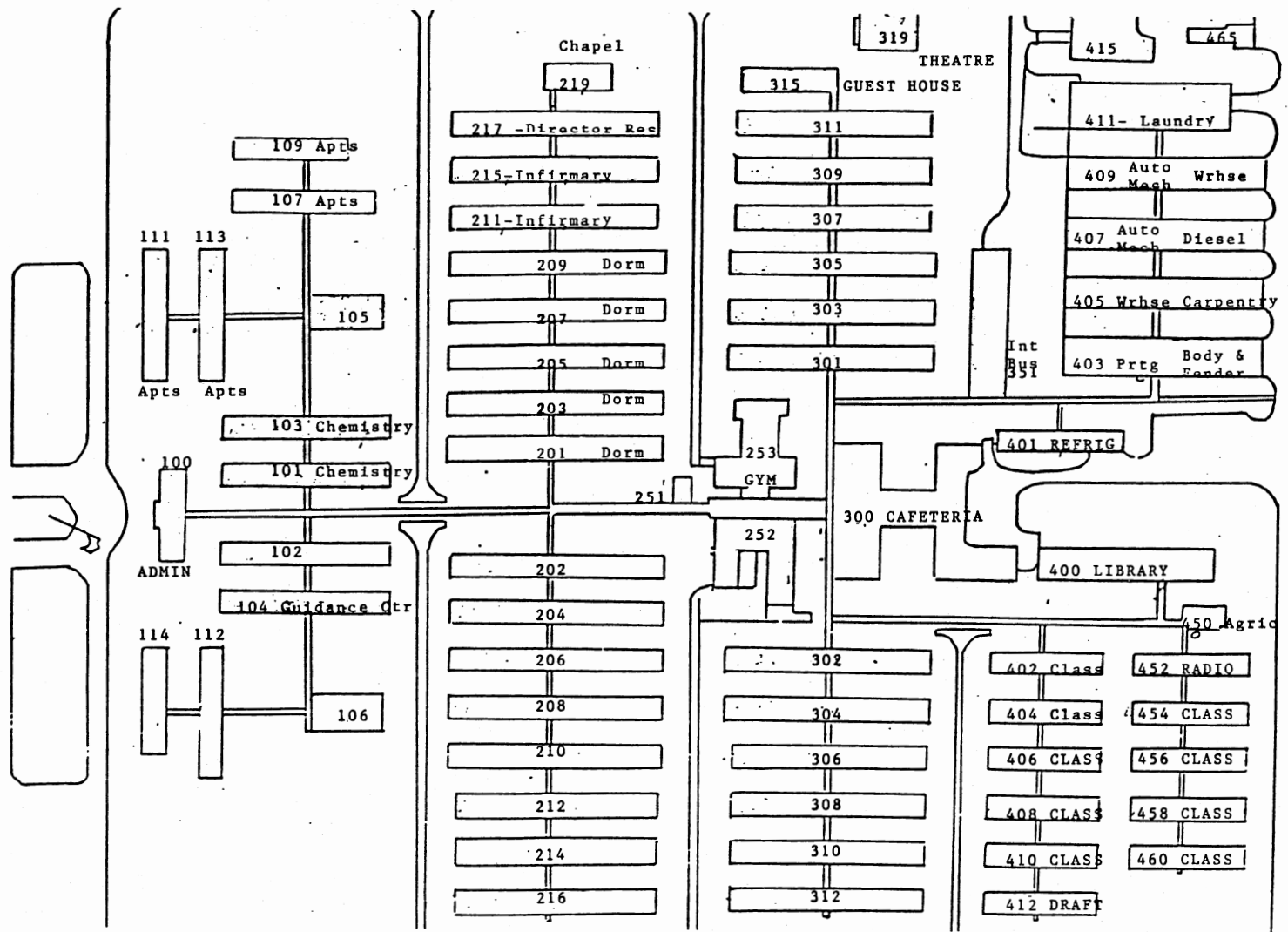


Figure 32. Campus Map - 1947

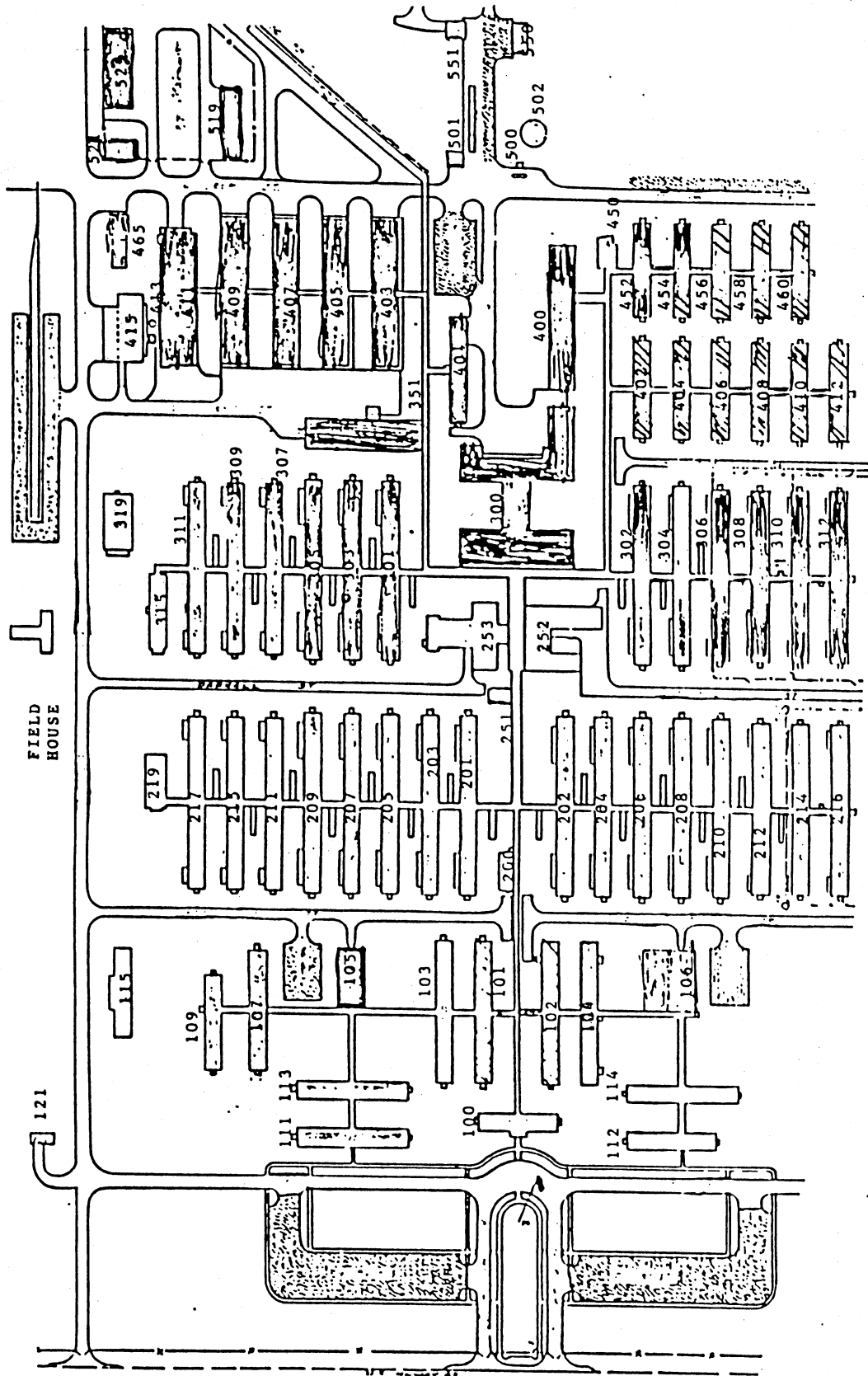


Figure 33. Campus Map - 1950

TABLE XXI

LEGEND FOR CAMPUS MAP - 1950

Building Number	Building Use	Building Number	Building Use
100	Administration	204N&S	Apartments
101	Chemistry Lab & Classroom	205N&S	Apartments
102	Bakery Lab & Classroom	206N&S	Apartments
103	College Physics Related Chemistry	207N&S	Dormitories
104	Guidance Center Office/Apartments	208N&S	Apartments
105	Auto Upholstery	209N&S	Dormitories
106	Graphic Arts	210N&S	Apartments
107	Apartments	211N&S	Infirmary
109	Apartments	212N&S	Dormitories
111	Apartments	214N&S	Dormitories
112	Dormitories	216N&S	Apartments
113	Apartments	217N&S	Apartments for School Officials
114	Dormitories	219	Chapel
115	Activity Bldg	251	Telephone Exchange
121	Water Pump Station	252	Library
200	Book Store	253	Physical Ed Bldg
201N&S	Housing Storage Maintenance Shops	300	Cafeteria-Bakery
202N&S	Apartments	301N	Intensive Bus Dept
203N	Electronic Warfare Unit-Naval Reserve	301S	Gymnasium
203S	Day Nursery	302N	Tailoring
		302S	General Storage
		303N	Furniture Upholstery

TABLE XXI (Continued)

Building Number	Building Use	Building Number	Building Use
303S	Carpentry Shop	400N	Air Conditioning
304N	Army Reserve	400S	Dry Cleaning Shop
304S	Housing Storage	401	Refrigeration Shop
305N	Related Mechanics	402N&S	College & Related Classrooms
305S	Diesel Fuel Pump Lab	403N&S	Body/Fender Shop
306N	Art Leather Shop	404N&S	College & Related Classrooms
306S	Shoe Repair Shop	405N	Pre-mechanics Machine Shop
307N	Precision Measurements	405S	Carpentry & Cabinet Making Shop
307S	Dormitories	406N&S	College & Related Classrooms
308N	Jewelry Repair	407N	Diesel Shop
308S	Lock Repair Shop	407S	Auto Mechanics Shop
309N&S	Guest House	408N&S	College & Related Classrooms
310N	Basic Electricity Lab	409N	Maintenance Office Central Warehouse
310S	General Storage	410N&S	College & Related Classrooms
311N&S	Guest House	411	Laundry
312N	Ceramic Lab	412N&S	College & Related Classrooms
312S	Housing Storage	413	Tower
315	Guest House	415	Heating Plant
319	Theater		
351	Intensive Business/ Commercial Art		
361	Gas Meter House		

TABLE XXI (Continued)

Building Number	Building Use
450	Agriculture Division Office
452N&S	Radio Department
454N	Radio & Television Department
454S	College & Related Subjects Classrooms
456N&S	College & Related Subjects Classrooms
458N	Primary Classroom for Students' Children
458S	College & Related Subjects Classrooms
460N&S	College & Related Subjects Classrooms
465	Motor Testing Lab
500	Gas Station
501	Vehicle Wash Rack
502	Water Tower
503	Vehicle Grease Rack
505	Railroad Loading Ramp
519	Plumbing Shop
521	Electrical Shop
523	Electrical Shop
550	Agriculture Dairy Barn
551	Incinerator

Black - Existing Buildings
 Red - Planned Building Program

1. Dining Hall
2. Dormitory
3. Auto Body
4. Dormitory
5. Automotive
6. Welding & Machine Shop
7. Diesel
8. Commercial Art & Graphic Arts
9. Refrigeration & Air Conditioning
10. Recreation
11. Physical Education & Auditorium
12. General Education
13. Commerce
Drafting
Administration
14. Expansion of Electronics & Electricity

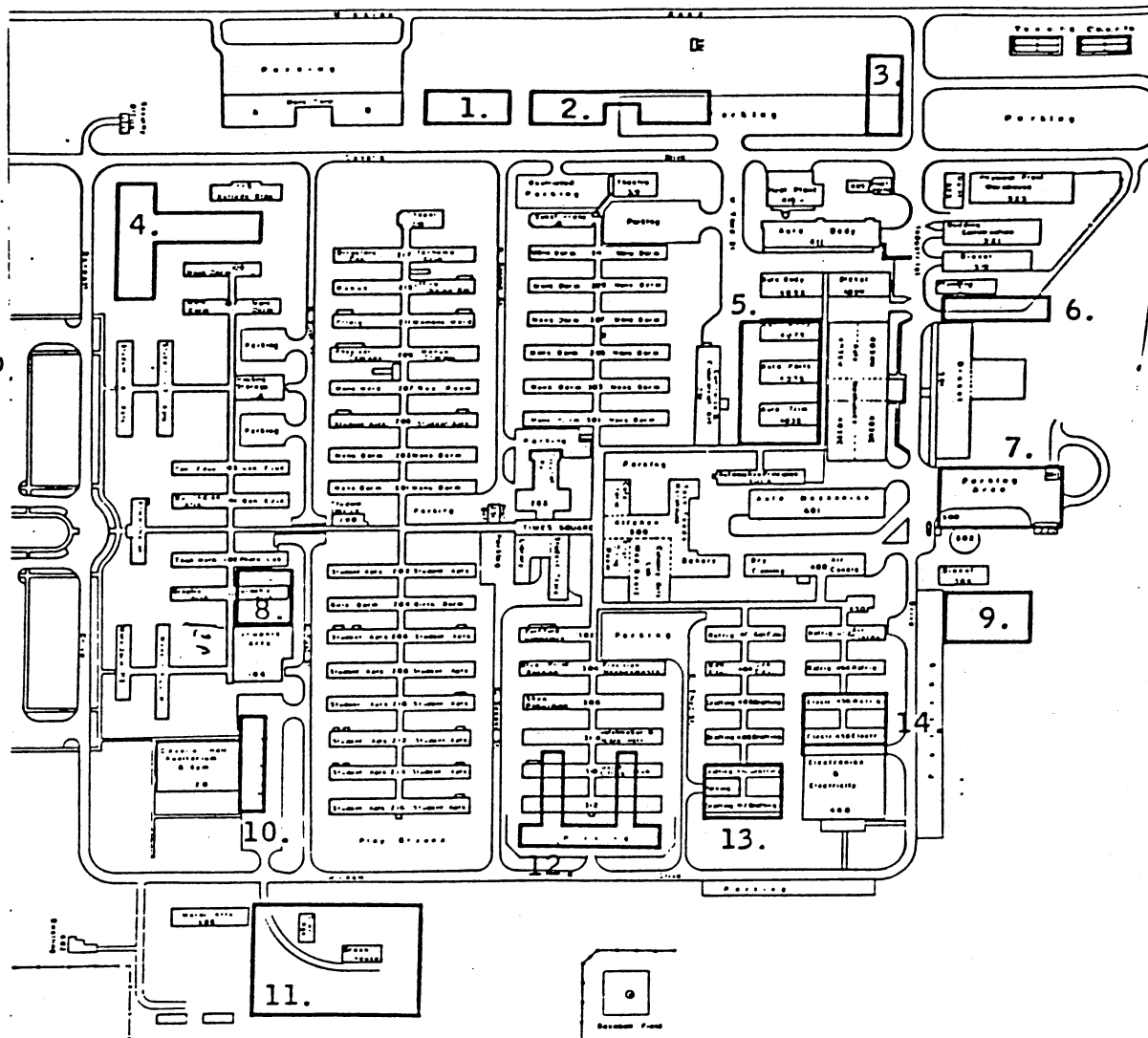


Figure 34. Campus Map - June 1, 1964

TABLE XXII

LEGEND FOR CAMPUS MAP - JUNE 1, 1964

Building Number	Building Use	Building Number	Building Use
100	Administration	203	Men's Dormitories
101N	General Education Department Classes	204	Girls' Dormitories
101S	Bureau of Indian Affairs	205	Apartments
102N	Photo Lab	206	Apartments
102S	Tech Math Classes	207N	Recreation Room
103N&S	General Education Department Classes	207S	Men's Ward/Rehab Ctr
104N&S	Graphic Arts Dept	208	Apartments
105	Housing Storage	209N	Manual Therapy
106	Graphic Arts	209S	Physical Therapy
107	Men's Dormitories	210	Apartments
109	Men's Dormitories	211N	Women's Ward Rehab Center
111	Apartments	211S	Clinic
112	Men's Dormitories	212	Apartments
113	Apartments	215N	Rehab Office Dining Room
114	Men's Dormitories	215S	Rehab Center
115	Activity Building	216	Apartments
119	Men's Dormitories	217N	Techoma Club
120	Covelle Hall Gym and Auditorium	217S	Director's Residence
121	Security Office	219	Chapel
200	Student Services	251	Post Office
201	Men's Dormitories	252	Student Store and Library
202	Apartments	253	Student Recreation

TABLE XXII (Continued)

Building Number	Building Use	Building Number	Building Use
300	Food Trades	402S	Refrigeration
301	Men's Dormitories	403NW & NE 403SW & SE	Auto Mechanics
302	Furniture Upholstery	403S	Auto Trim
303	Men's Dormitories	404	Gen Ed Dept classes
304N	Precision Measurements	405S	Auto Parts
304S	Blueprint Reading	406	Drafting
305	Men's Dormitories	407S	Auto Body
306S	Shoe Rebuilding	408	Drafting
307	Men's Dormitories	409N	Diesel
308N	Watchmaker and Micro-Instrument	409S	Auto Body
309	Men's Dormitories	410	Drafting
310N	Weight Lifting Club	411	Auto Body
311	Men's Dormitories	412	Drafting
315	Guest House	415	Heating Plant
319	Theater	465	Small Gas Engines
351	Commerce Dept Commercial Art	501	Diesel
361	Gas Meter House	502	Tower
400N	Air Cond Dept	504	Diesel
400S	Dry Cleaning Dept	517	Plumbing
401	Auto Mechanics	519	Diesel
401A	Auto Principles	521	Bldg Constr Dpt
402N	Gen Ed Dept classes	523	Maintenance
		606	Metal Arts

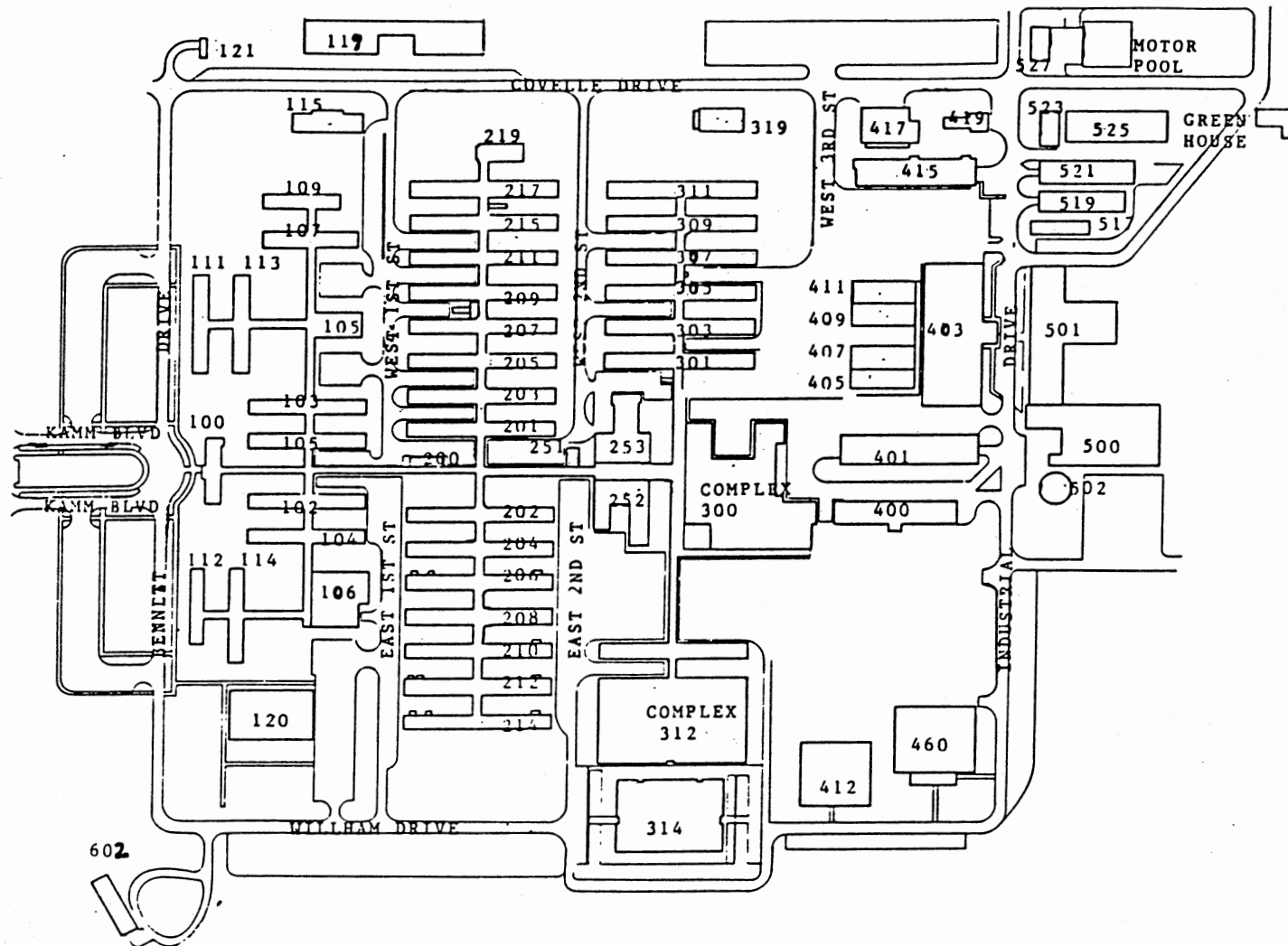


Figure 35. Campus Map - June 30, 1969

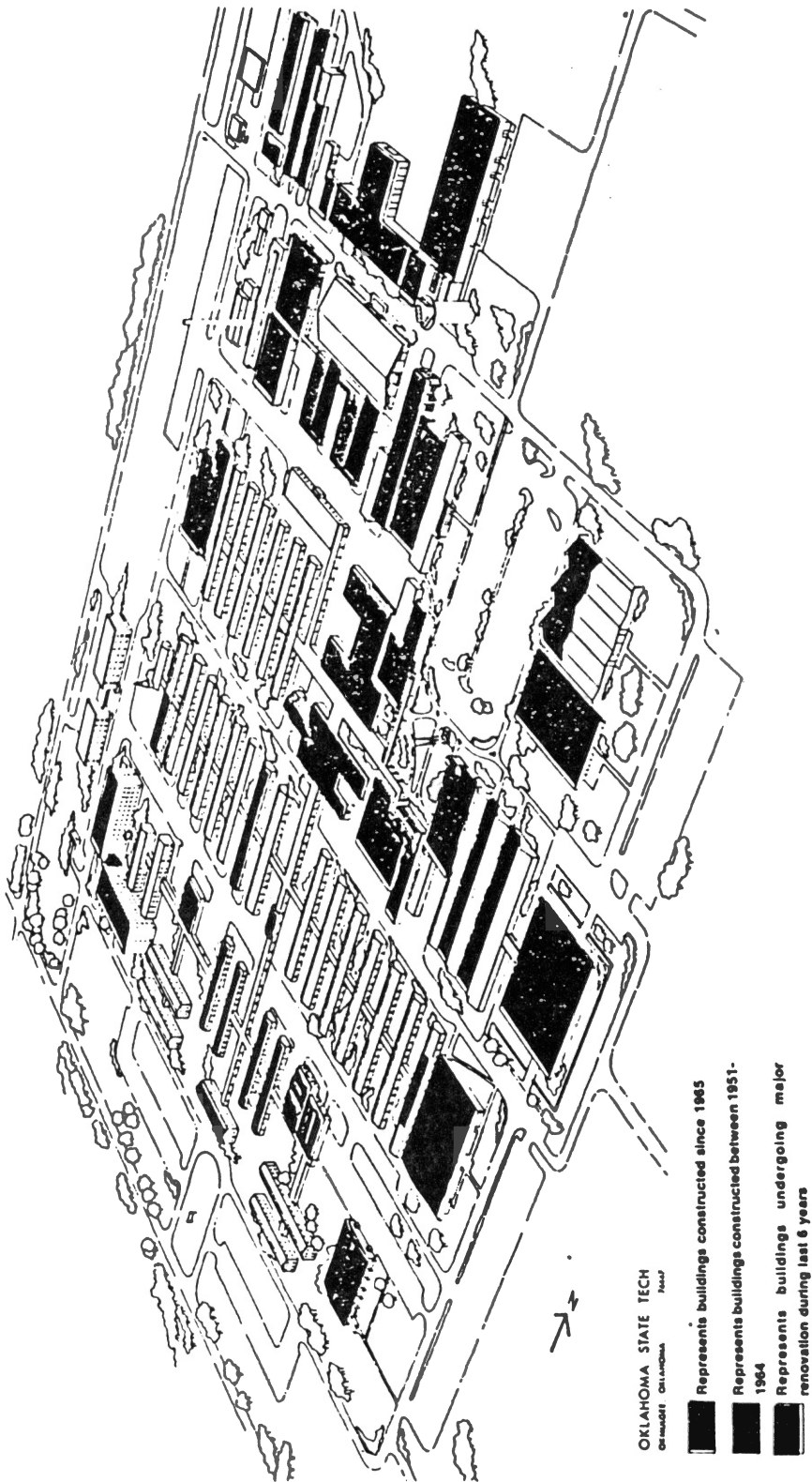


Figure 36. Campus Map - December 1, 1974

TABLE XXIII

LEGEND FOR CAMPUS MAP - DECEMBER 1, 1974

Building Number	Building Use	Building Number	Building Use
100-103	Student Housing	216	Gen Ed Dept
104	Student Activities	217	Student Activities
105	Evening Lounge	219	Chapel
106	Student Activities	251	PBX Custodial Services
111	Student Housing	252	Student Bookstore Snack Bar Post Office
113	Student Housing		
115	Student Housing	253	Student Center Housing & Activities Office
117	Student Activities		
119	Student Housing	300	Food Services Vending Warehouse
120	Student Activities Auditorium	301	Student Housing
121	Safety and Security Office	302	Graphic Arts Dept
200	Student Activities	303	Student Housing
201-206	Student Housing	304	Learning Resources Center
207	Rehab Center	305	Student Housing
208	Student Housing	307	Student Housing
209	Rehab Center	309	Student Housing
210	Student Housing	311	Air Conditioning Department
211	Rehab Center School Infirmary	312	Counseling Center Evaluation Center Student Day Lounge Bus Ed Dept Classes Gen Ed Dept Classes
212	Student Housing		
214	Student Housing and Gen Ed Dept Instructor Lounge	314	Administration Bus Ed Dept Classes
215	Rehab Center		

TABLE XXIII (Continued)

Building Number	Building Use
315	Air Conditioning Department Theater
351	Physical Plant Storage
400	Small Business Trades
401	Auto Body
403	Auto Mechanics
405	Auto Body
407	Auto Mechanics
412	Drafting Department
413	Automotive Department
415	Physical Plant Storage/Small Gas Engines
417	Central Heating Plant
419	Physical Plant Maintenance Shop
460	Electronics and Electricity Department
500-501	Diesel and Heavy Equipment Department
502	Storage
517	Plumbing and Pipefitting/Building Trades Dept
519	Machine Shop - Automotive Department
521	Building Construction/Building Trades Dept
523	Physical Plant Office
525	Physical Plant Warehouse
527	Service Station - Automotive Department
602	Director's Residence
621	Physical Plant Storage
623	Greenhouse and Grounds Maintenance Shop

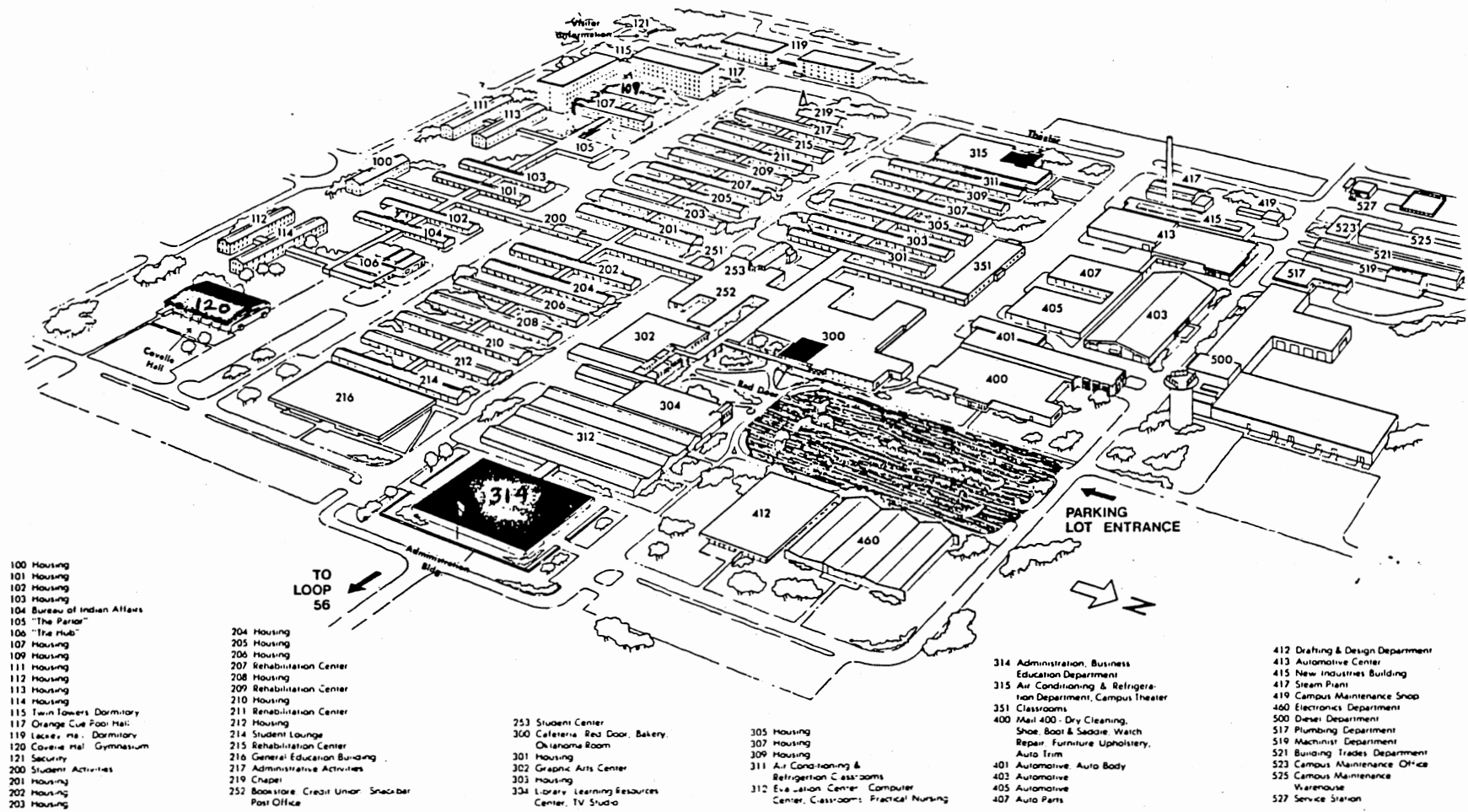


Figure 37. Campus Map - 1975

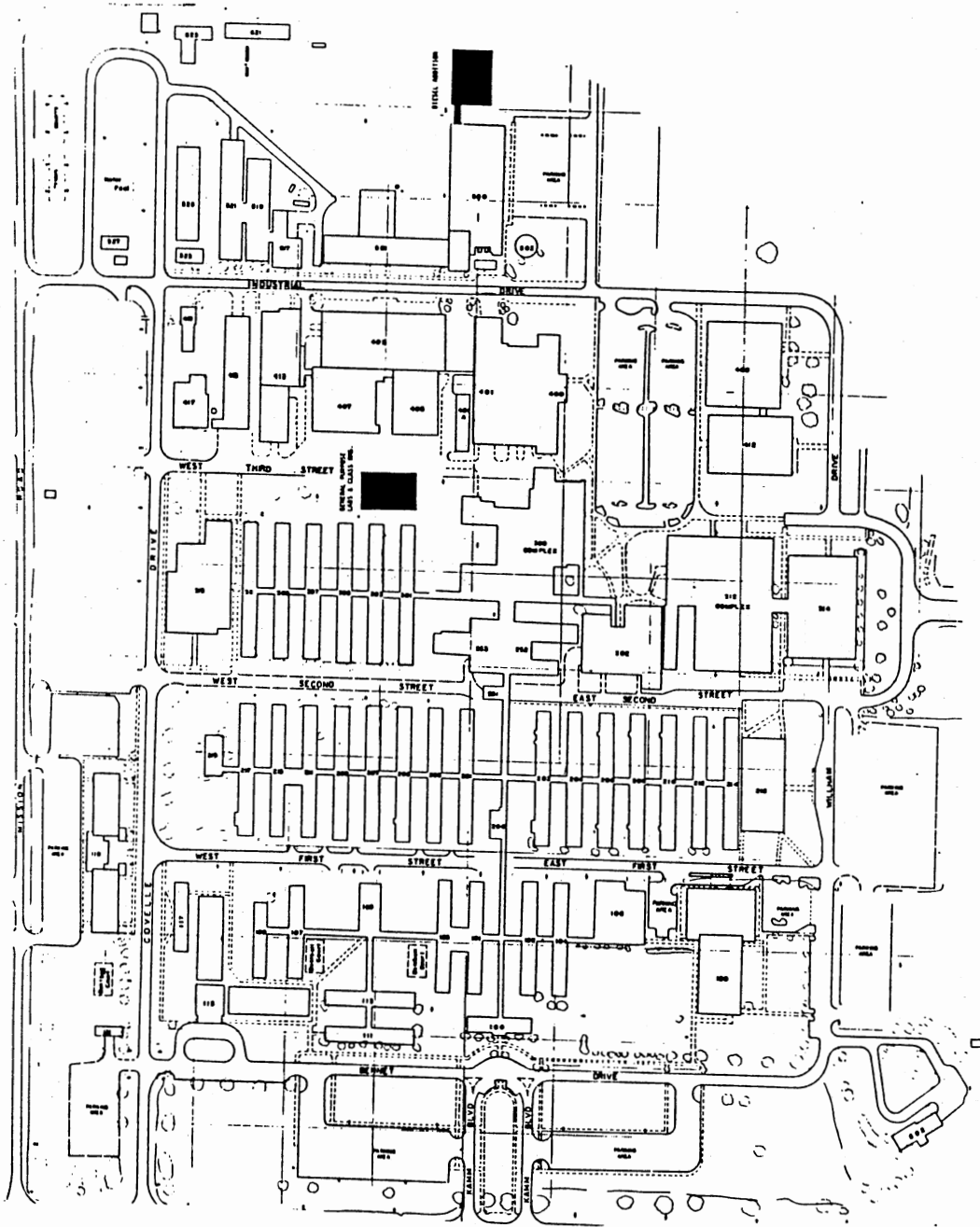


Figure 38. Campus Map - 1976

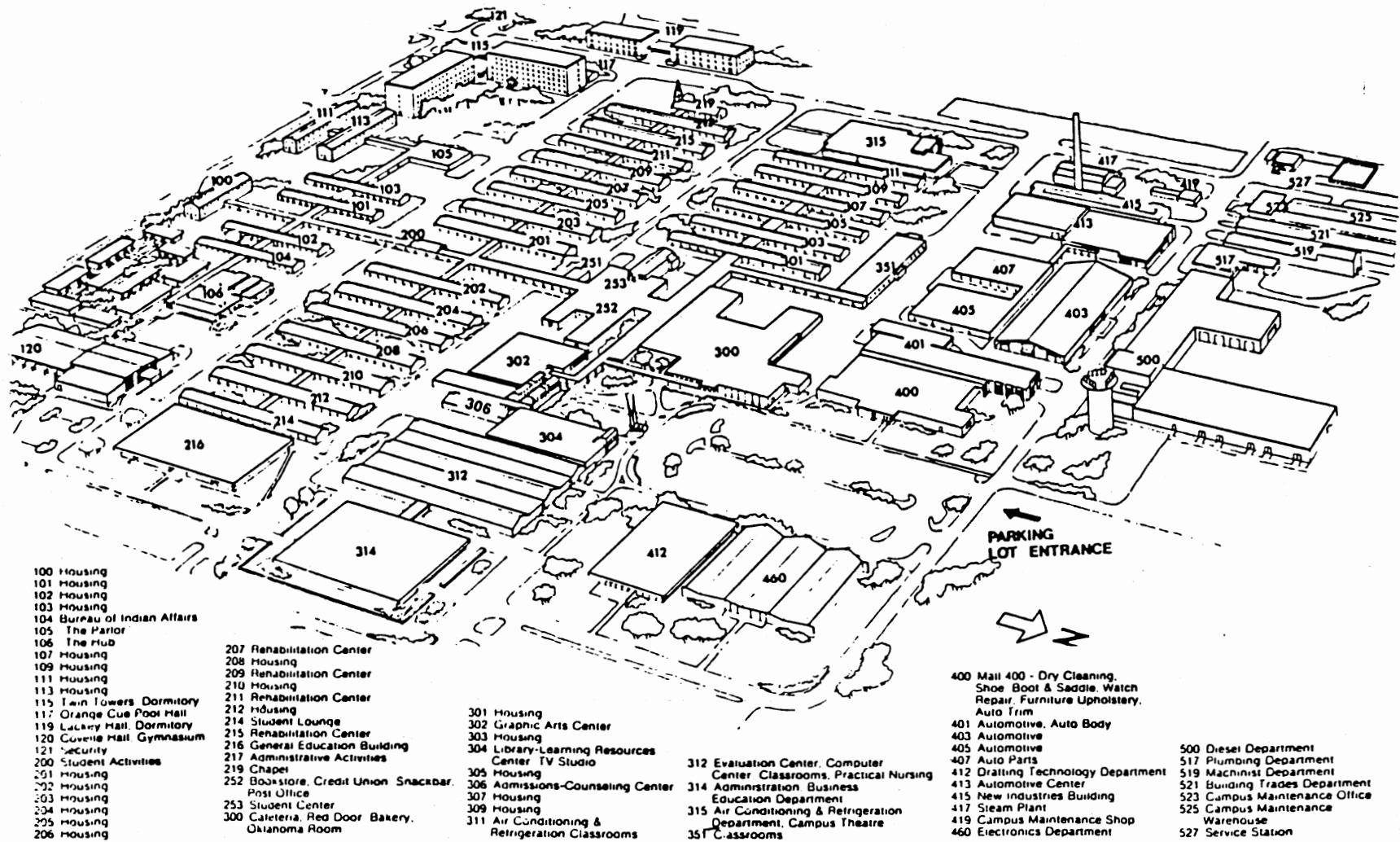


Figure 39. Campus Map - 1979

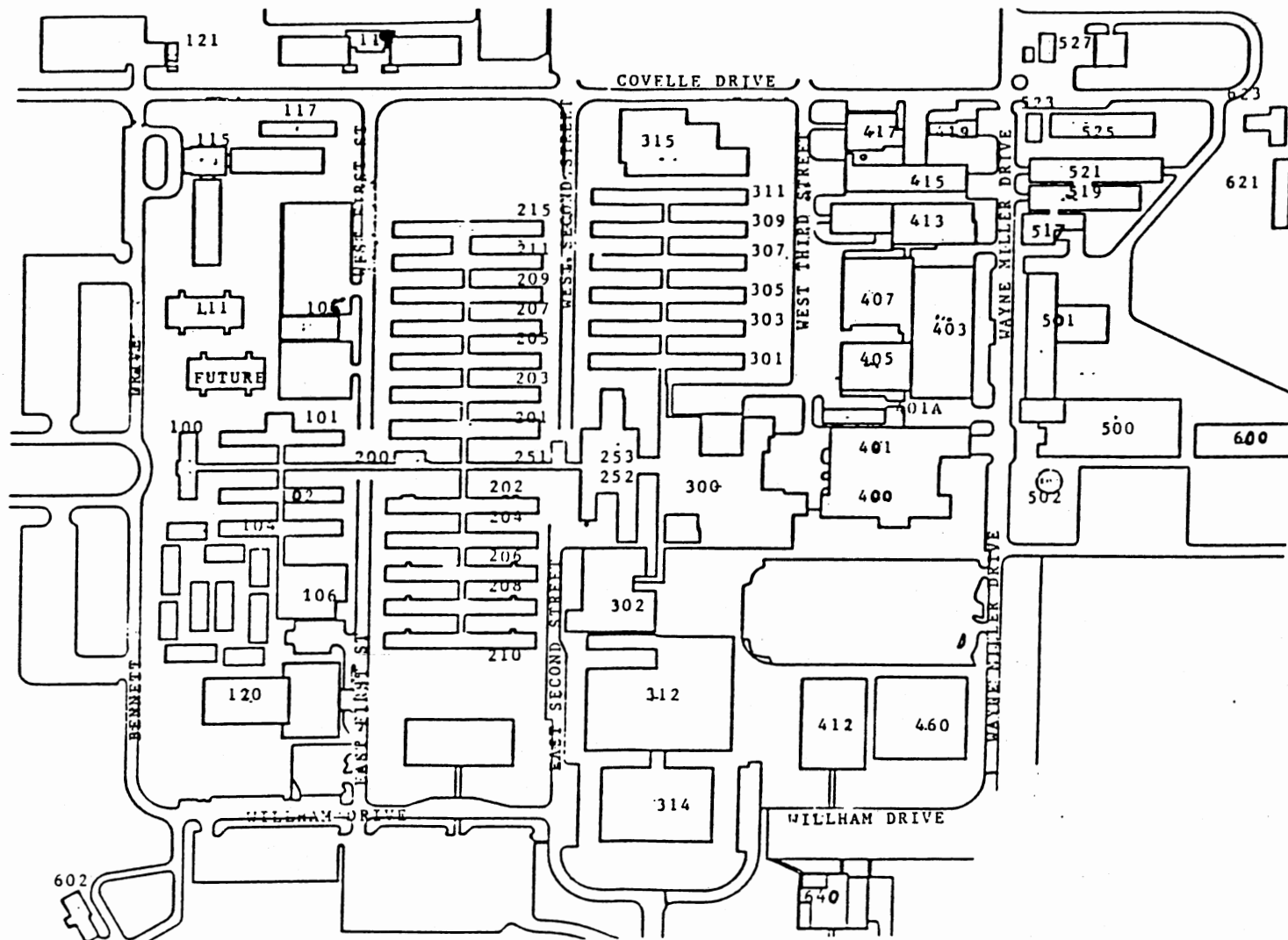


Figure 40. Campus Map - 1985

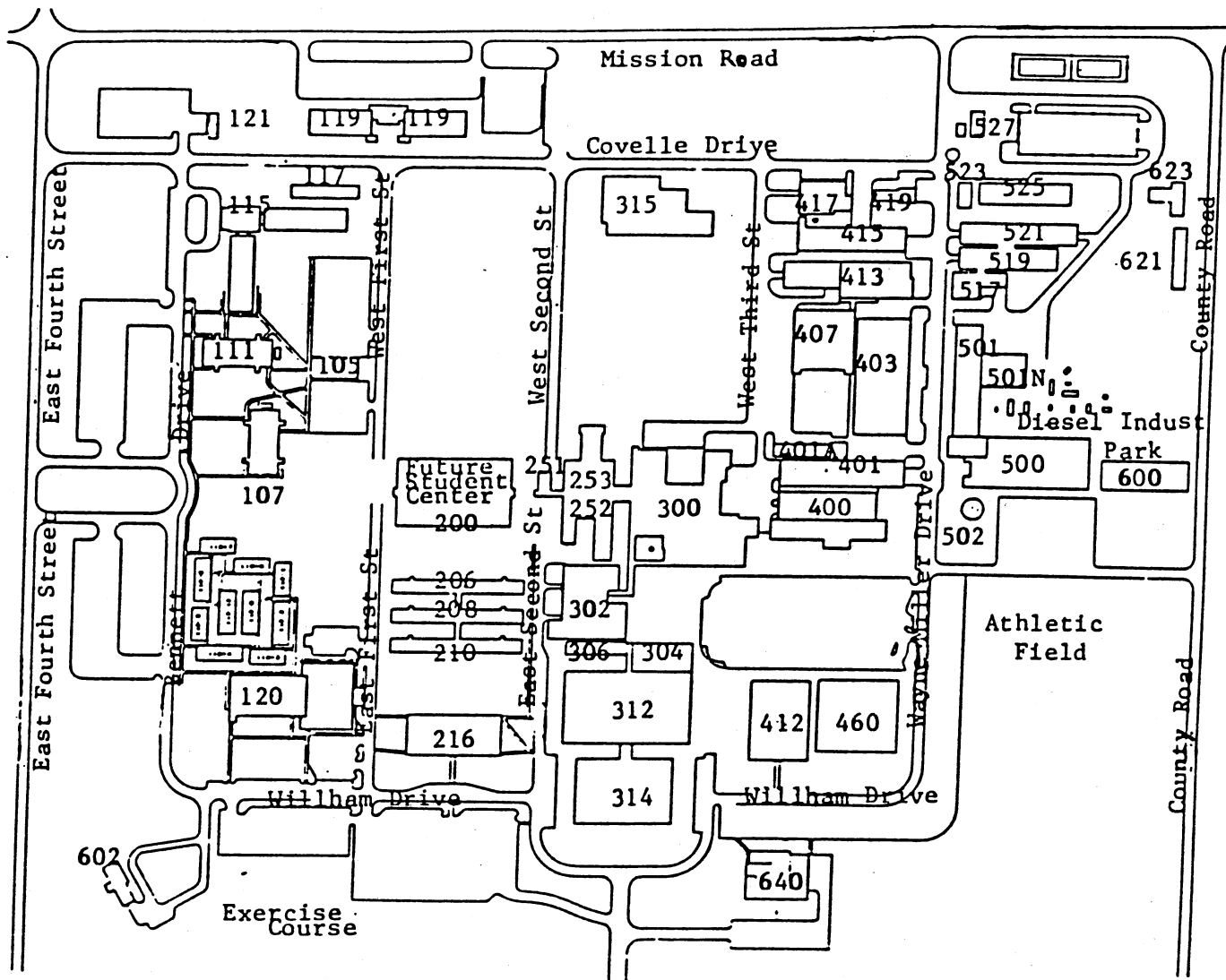


Figure 41. Campus Map - November, 1987

TABLE XXIV
 LEGEND FOR CAMPUS MAP - NOVEMBER, 1987

Building Number	Building Use
105	Parlor
107	England Hall - Student Residence
110	Garden Residence - Student Residence
111	Hannigan Hall - Student Residence
115	Twin Towers - Student Residence
117	Orange Cue - Student Recreation - Laundry
119	Lackey Hall - Student Residence
120	Covelle Hall Auditorium/Gymnasium Student Life Office
121	Campus Police
206	Student Residence
208	Student Residence
210	Student Residence
216	General Education Department Classrooms
251	PBX and Custodial
252	Student Services/Bookstore/Credit Union/ Snack Bar/Post Office
253	Student Center/Housing Office/Student Senate Office
300	Hospitality Services Technology Department Classrooms and Labs/Cafeteria/Oklahoma Room /State Room/Tech Room/Bakery
302	Visual Communication Technology Department Classrooms and Labs
304	Library/Learning Resources Center/TV Studio

TABLE XXIV (Continued)

Building Number	Building Use
312	Complex 312- Data Processing Classrooms/Labs Computer Center/Sponsored Student Agencies
314	Administration Offices/Registrar/Business and Finance/Placement Office/Bursar's Office/ Personnel Office/Admissions & Counseling Center/Student Affairs Office/Student Financial Aids/Business & Office Occupations Department Office, Classrooms and Labs
315	Air Conditioning Department Classrooms/Labs
400	Small Business Occupations Department Labs and Classrooms/Shoe, Boot, and Saddle/Watch and Jewelry/Furniture Upholstery/Auto Trim
401	Automotive Body and Paint Technology
401a	Automotive Body (Spray Booths)
403	Automotive Technology Classrooms and Labs
407	Automotive Parts Management Classrooms/Labs
412	Drafting Technology Dept Classrooms and Labs
413	Automotive Technology Dept Classrooms/Labs
415	Physical Plant Warehouse
417	Physical Plant Annex
419	Maintenance Shop
460	Electrical and Electronics Technology Department Classrooms and Labs
500 and 501-501N	Diesel and Heavy Equipment Technology Department Classrooms and Labs
502	OST Sign Tower
517	Electrical Classrooms and Labs
519	Manufacturing Technology Department Classrooms and Labs

TABLE XXIV (Continued)

Building Number	Building Use
521	Construction Technology Department Classrooms and Labs
523	Construction Technology Department Offices
525	Construction Technology Department Classrooms and Labs
527	Motor Pool
600	Diesel and Heavy Equipment Technology Department Classrooms and Labs
602	Director's Residence
621	Storage
623	Grounds Maintenance and Greenhouse
640	Noble Center for Advancing Technology Academic Affairs Office Classrooms and Labs

VITA

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