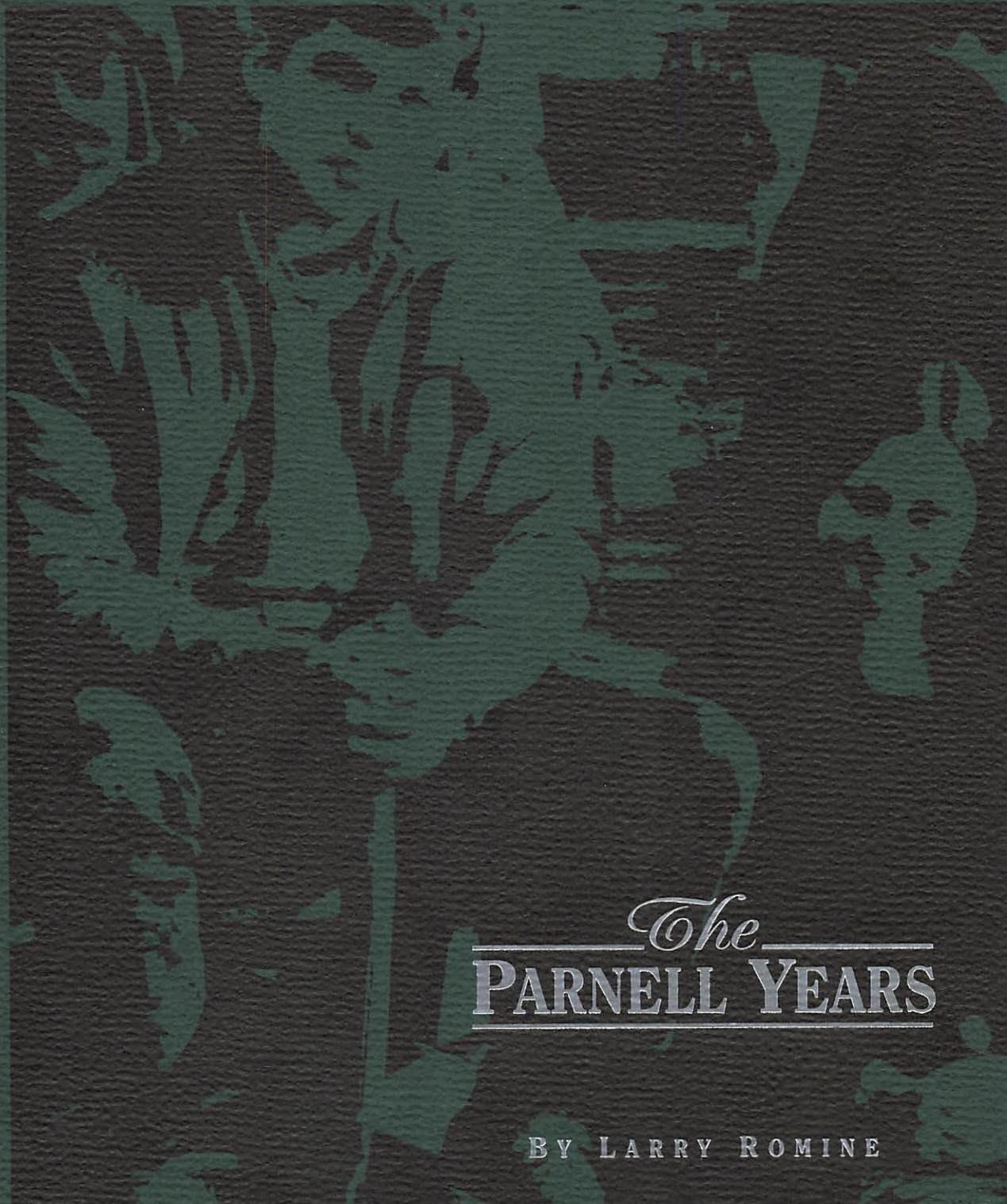


Lane Community College



The PARNELL YEARS

BY LARRY ROMINE

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Lane Community College
4000 E. 30th Avenue
Eugene OR 97405



Published by Lane Community College Institutional Advancement.
Printed by Lane Community College Printing/Graphics.
Designed by Neil Isaacson.

Thanks to:

Gary Anderson, Joan Aschim, Diane Dann, Richard Gorsuch, Trish Hamer,
Shirley Nagy, Ram Rattan, Michael Ridderbusch, and Elizabeth Uhlig.



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PREFACE

I count myself lucky to have spent nearly 30 years in community colleges, and to have known people like Dale Parnell, Lane's founding president, and Larry Romine, the author of this book. I have come to think of the community college as a kind of garden where students in various stages of growth come into bloom. Some students begin as seeds, some as seedlings, still others as transplants from a failed occupation or marriage or even from another country. In the fertile environment of the community college, most students flower.

If the community college is a garden, then the master gardener is Dale Parnell. For many years he led the community college movement as head of the American Association of Community Colleges. Most people forget that he also designed and planted the beautiful, lush garden that is Lane Community College. Though he spent only a few years at Lane as its founding president, we still follow many of the rows that he so carefully and expertly laid out.

Dale Parnell is one of the most impressive people I have ever met. A visionary, a motivator, and an innovator, Dr. Parnell is a truly charismatic leader who seems to fill whatever space he is in with his presence. He understands that leadership is a relationship, not a trait. At Lane's 30th anniversary party, I watched Dale Parnell greet by name people whom he had not seen in more than 25 years and ask, by name, about their spouse and children. Dale Parnell loves people and ideas, in that order, and most of all he loves community colleges. This monograph conveys something of his enormous spirit.

Dale Parnell is a very public person. The author of this monograph, Larry Romine, is a very private person, but a person who has made tremendous contributions. When Dale

Parnell was founding Lane, Larry was writing about the new college as a reporter for the *Eugene Register-Guard*. Larry joined Lane in its second year, and then went on to spend 26 years at the college, most of those years as director of Institutional Advancement. In that role he was a confidant to President Eldon Schafer and an untiring advocate for the college. Larry was content to serve Lane from out of sight, always giving, never taking credit. It is rumored that many of the innovations that Lane is noted for were Larry's ideas. Whatever the case may be, it is known that in his role as director of Institutional Advancement, Larry Romine deserves much of the credit for Lane's unusually strong community support.

Larry Romine knew, worked with, and has always admired Dale Parnell, and it is fitting that he should be the one to chronicle Dale's time at Lane. I hope that at some future time Larry will write a history of the Schafer years. Right now, however, he is very busy in his new role as a Lane Community College Board of Education member. Few have labored in the garden as long, or as well, as Larry Romine.

Jerry Moskus, *President, 1990-*
Lane Community College



Larry Romine,
director of
Institutional
Advancement,
1968-1992, pictured
here in 1997.

Part One:
**LAYING THE
GROUNDWORK**
■ 1959-1964



PLANTING THE SEED

It was 1959, and the principal of Springfield High School in Oregon had good reason to be frustrated. Dale Parnell had students who needed vocational training, but he had little to offer most of them.¹



In the adjoining community of Eugene, School District 4J operated the Eugene Technical-Vocational School (ETVS). It had as many vocational students as it could handle (several hundred),² along with even more evening adult education students. It had earned a reputation as a state model for vocational education since its founding as Eugene Vocational School in 1938.³

Admissions of non-Eugene residents were limited, a handful a year from Springfield, and even fewer from other, smaller Lane County school districts.

"It was clear that we needed something between the high schools and the university," Parnell recalls.⁴ "I started reading about community colleges, then got in touch with Bill Cox (director of ETVS 1949-65) and took him to lunch."

"Why don't we make ETVS a regional institution?" I asked. Bill thought it was a good idea." Soon the idea was being discussed around the county, at monthly meetings of school superintendents and among vocational educators and others.

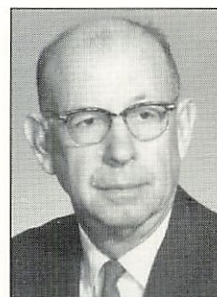
It was an idea catching on around the nation. In Oregon, Central Oregon Community College had been founded in 1949 and Clatsop Community College in 1958. On the drawing boards were Southwestern Oregon Community College and Portland Community College, both to open in 1961, and Blue Mountain Community College and Treasure Valley Community College, both to open in 1962.⁵

In three other Oregon communities, the existence of quality vocational schools may have inhibited early formation of community colleges. Eugene, Salem and Oregon City had technical-vocational schools.⁶ None had the capacity to accept all in their areas who wanted access to vocational training.

Parnell, meanwhile, was appointed superintendent of the Lane Intermediate Education District (now called Education Service District) in 1960. It was a post that was and still is called "county school superintendent" by some oldtimers.

"One of my big motivations for seeking the superintendency," Parnell remembers, "was the opportunity to advocate starting a community college." The community college dream was to become a driving force.

Apprenticed as an electrician in his youth, Parnell developed a strong belief in vocational education for students who didn't see a university education as the right answer



Above:
Dale Parnell,
principal of
Springfield High
School, pictured
in 1959.

Right: Bill Cox,
director of Eugene
Technical-
Vocational School,
1949-1965.

for them. "I've always identified with the common man," he says. "*I'm a common man.*"

Later, in 1985, he was to publish a book that rattled the nation's thinking about technical-vocational education. *The Neglected Majority*⁷ is a plea for what Parnell calls "that great group of people who sit in the middle."

With little provocation, he'll hand you a chart showing that only 20 of each 100 students entering grade nine graduate later with a four-year college degree. He follows up quickly with, "My question: What happens to the other 80 percent?"

What he'd like to see happen, he says in *The Neglected Majority*, is for high schools and community colleges to partner in a 2+2 applied academic program. After two years of high school professional-technical training and two years of community college, graduates would receive an associate degree.

Applied academics for "the other 80 percent" has been in his mind for decades. "We can't separate knowing from doing," he asserts. "Educators make a serious mistake in separating them."

An opportunity to act on his beliefs was still down the road in 1960, but getting closer.

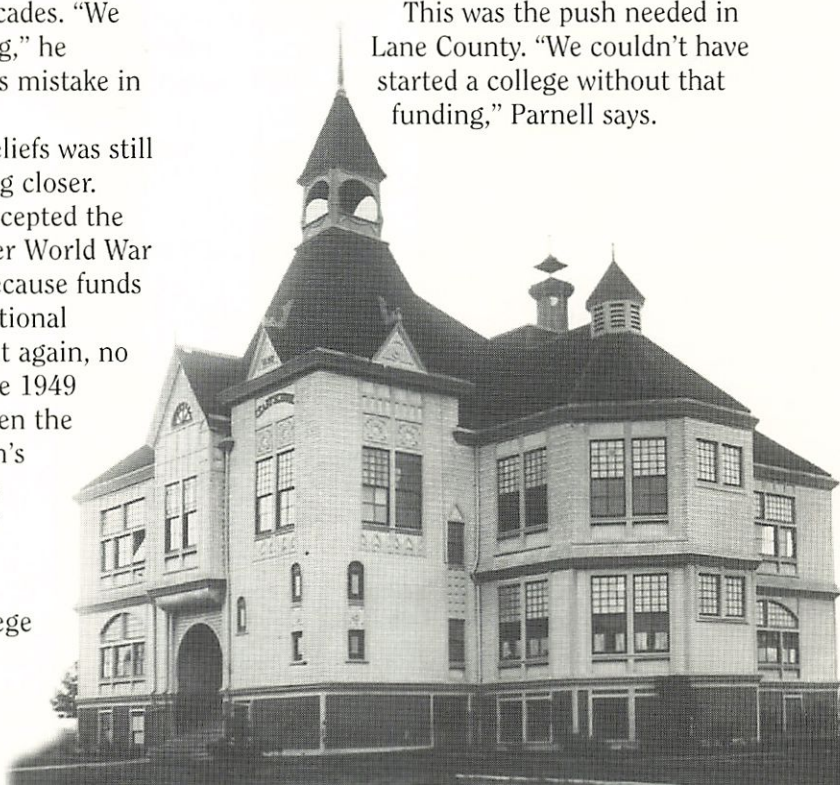
The Oregon Legislature had accepted the need for vocational education after World War I, but nothing much happened because funds weren't provided. A regional vocational school act was passed in 1941, but again, no special state aid was provided. The 1949 session approved contracts between the State System of Higher Education's General Extension and the state's school districts for offering lower division collegiate courses. That probably was a major factor in Central Oregon Community College being founded that year.⁸

A "junior college" bill providing support for a third of operating costs of lower division collegiate courses was passed in Oregon in 1957. A breakthrough came in the 1959 session with the passage of a comprehensive community college bill. The bill increased financial support and spelled out the *comprehensive* concept of the community college. They were not only to offer vocational training but also college courses, adult education, developmental education, and counseling. Senator Donald Husband of Lane County made the case for separate college districts as opposed to a state network.⁹

The real enabling legislation came in 1961.¹⁰ The legislature acted on State Superintendent for Public Instruction Leon Minear's recommendations in the publication, *Community Colleges for Oregon, A Plan for the Sixties*.¹¹ It allocated increased state support, including money for buildings. Ten community colleges were founded in Oregon during the 1960s.

This was the push needed in Lane County. "We couldn't have started a college without that funding," Parnell says.

Geary School at Fourth and Madison in Eugene was an elementary school until the 1930s. In 1938 it reopened as Eugene Vocational School, which later became the Eugene Technical-Vocational School. Photo c. 1900.



In 1962, 18 Lane County school districts and three in Linn County to the north banded together to ask the University of Oregon Bureau of Educational Research (BER) to study the need for a community college in the area.¹²

A Study of the Needs for a Community College in Lane County and Adjoining School Districts was presented in October 1963 by Professors Donald E. Tope and Keith Goldhammer.

To no one's surprise, the authors pointed to an emphatic need for a community college; found a potential enrollment of about 1,000 students in Lane County high schools; and recommended a comprehensive curricula of technical-vocational programs, lower division collegiate courses, and adult education courses, along with strong counseling services. They assured voters that a college could operate at minimum cost.¹³

A temporary scare came with a provision by the 1963 Oregon Legislature that priority in the reimbursement of operating costs of community colleges would go only to districts already in existence, or which had petitioned the State Board of Education for approval prior to December 31, 1962. Colleges established after that date would receive aid only if existing colleges didn't use all the funding.¹⁴

Lane IED Superintendent Parnell and ETVS Director Bill Cox talked to a lot of people in Salem. They thought they had agreement that a new college in Lane County could be funded because ETVS already was an area education center which would be expanded into a county-wide community college district. Those assurances wouldn't hold up, however, when some legislators in the 1965 session expressed concern that community colleges and state obligations to support them were growing too fast. The battle would be joined in earnest again, just four months before the college was to open.

What that new college might look like was described in a 60-page, single-spaced paper by Parnell. Dated September 1963, its title was *Lane Community College: A Practical Approach for Implementing and Operating a Community College in Lane County, Oregon*.¹⁵


"I didn't know what the college would be named," Parnell says. "I just thought it was a good name in that it was symbolic of the region we wanted to serve. I probably would have named it 'Joseph Lane,' " after Oregon's first territorial governor and later U.S. senator.

The paper helps explain why the college, started in 1964-65, was up and running so quickly. Parnell's plan was prophetic, describing almost exactly what was to happen in regard to mission, philosophy, policies, administration, financing, student services, and instruction – the latter including actual names of courses and rationale for their inclusion.

The next step was to bring the matter of a new college to a vote of the people.

A group called the Lane County Community College Study Committee was formed to oversee that job. As might be expected, the man behind the scenes organizing that committee was named Parnell. "I met with them but was not a member," he says. "The part I played was being a catalyst to keep everybody pulling together."

The committee included State Sen. Glen M. Stadler, a member of the Legislative Subcommittee on Community Colleges, and eight school district representatives. In that group were Edward E. Cooper, superintendent, Crow-Applegate School District; Homer Dixon, superintendent, Junction City School District; Jesse V. Fasold, superintendent, Cottage Grove School District; Lloyd F. Millhollen, Jr., assistant superintendent, Eugene School District; Richard Shollenberger, superintendent, Siuslaw School District; Tom Tuttle, superin-



tendent, McKenzie School District; Nile Williams, superintendent, Fern Ridge School District; and William C. Jones, assistant superintendent, Bethel School District, who was elected chairman.¹⁶

Cooper later was to serve on the Lane Board of Education from 1976 to 1983. Williams was to become a continuing education administrator from 1966 to 1983.

Funds for the committee's work came from

the school districts voluntarily assessing themselves a nickel per student.¹⁷ It produced about \$2,500, enough to defray such costs as supplies, printing, metal buttons which read "Lane County Community College," and gasoline for the car of a full-time executive secretary who was to take the community college story to the voters. Later, the districts would assess themselves a second time to make a token contribution toward the executive secretary's salary.¹⁸

Enter Bert Dotson.

An ideal candidate for the role of executive secretary, Dotson had taught vocational and college-prep classes and been dean of boys for Parnell at Springfield High School. He was then serving as director of research and publications in the Springfield district office.

"One day, Assistant Superintendent Doug Olds asked me if I'd like to help the study committee," Dotson recalls. "I went to see Bill Jones, the chairman, and told him I'd like to be a candidate for executive secretary. I asked him if he'd like to interview me. 'Interview you?' he said, 'You're already hired!'"¹⁹

Parnell had been busy again. "Walt Commons (Springfield superintendent) and I talked behind the scenes on that. We knew we



had to get some arms and legs. We had to have somebody work on this every day, all day. Walt suggested Bert; he knew Bert and I had worked together," Parnell recalls.

Superintendent Commons went farther. He gave Dotson a leave of absence and also agreed to pay him about 25 percent of the promised salary for the next 16 months, until the college was in operation. Dotson also was loaned a desk and chair, which he loaded into his station wagon and hauled to the IED office in Eugene, where Parnell had arranged office space for him. Parnell also arranged a \$3,000 loan from the IED to underwrite secretarial assistance.

Additional salary help came from the second nickel assessment made by the superintendents. The rest, 70-plus percent, was arranged by Superintendent Millard Z. Pond of Eugene School District 4J. He put Dotson on the ETVS staff as an administrative assistant and used state vocational monies to meet the remainder of his salary.²⁰

Starting March 1, 1964, it was Dotson's job to acquaint citizens with the facts about what a community college would do and to see that necessary administrative and legal paperwork was done.²¹ In accord with state statutes, he offered information only and did not ask potential voters for a "Yes" vote for establishment of the proposed college.

Petitions from registered voters requesting a vote were circulated and subsequently delivered to the State Board of Education on June 2, 1964. A public hearing was held at ETVS June 30, attracting 80 people. Proposed district boundaries and board member zones were established, both much as they are now. The coastal area had been in the Southwestern Oregon Community College District for a couple years, then residents had voted themselves out of it. In 1964 they opted for being part of



Above: Bert Dotson, assistant to the president, 1965-1982.

Right: Walter Commons, superintendent, Springfield School District, 1963.



the Lane district, except for Heceta precinct in the farthest northwest corner of Lane County. They opted out and have stayed out. The state board scheduled an election for Monday, October 19, to be conducted by Dotson.²²

Looking ahead, Superintendent Parnell realized that the new college, if approved by voters, would want to include in its campus design the best ideas implemented at other colleges around the country. In summer 1964, he arranged for Dotson to be part of a Stanford Educational Facilities Laboratory (EFL) trip to colleges and universities which had unique or different physical facilities. The Springfield architectural firm of Lutes and Amundson (which later designed the Mt. Hood Community College campus) bought an air-

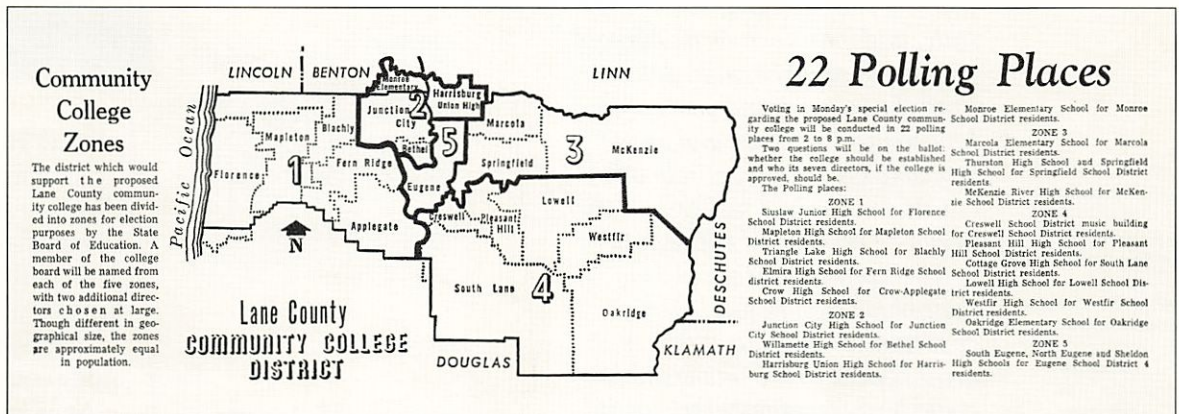
plane ticket for Dotson to get to Miami-Dade Community College in Florida, where the trip started. EFL underwrote the rest of the tour.²³

Dotson visited Miami-Dade, Florida Atlantic University, Cuyahoga Community College at Cleveland, Delta Community College in Michigan, Chicago Teachers College North (with its 10-story building for faculty offices), Air Force Academy in Colorado, Foothill College in California (which inspired Lane's mile-long tunnel for wiring, plumbing, etc.), and Stanford University.

"I got acquainted with facilities ideas and the people at some of the leading U.S. community colleges," Dotson says. "It helped when we needed resource people to call later when we were considering innovations. And it helped in the 1970s when Lane was considered for membership in the League for Innovation in the Community College."²⁴ Delta, Cuyahoga, Miami-Dade, and Foothill were already in the league by the time Lane was invited to join.

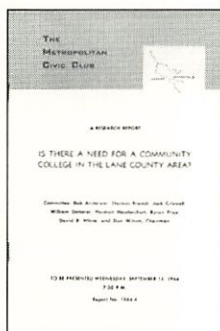
Above:
Millard Z. Pond,
superintendent,
Eugene School
District 4J, 1962.

Right:
Lane Community
College District
Zones, Eugene
Register-Guard,
October 18, 1964.



COMMUNITY SUPPORT STRONG

Strong community support became evident with the September 16, 1964, release by the Eugene-Springfield Metropolitan Civic Club of its research report, *"Is There a Need for a Community College in the Lane County Area?"*²⁵ The club recommended that its mem-



bers support the proposed community college "to the fullest extent possible."²⁶

The report cited high interest by prospective students and argued that existing educational agencies weren't filling all the needs, that the prestige of the new college would attract more tech-voc students, that the economy would be helped, and that the college would help meet changing needs in the labor market.²⁷

A letter from Arthur F. Flemming, president of the University of Oregon, was reprinted in part:²⁸

While the University of Oregon and the State Board of Higher Education have not taken an official position in this matter, there is no doubt that the establishment of such a college would further the educational goals of the state, and inasmuch as its purpose and goals would be quite different from the purpose and goals of the University of Oregon, and would probably attract an entirely different student body, I feel certain there would be no conflict between the two institutions as they pursue their objectives. In fact, I feel a community college could be of great benefit to the university as it could be a complementary institu-

tion which would undoubtedly strengthen the educational climate in Lane County and the state.

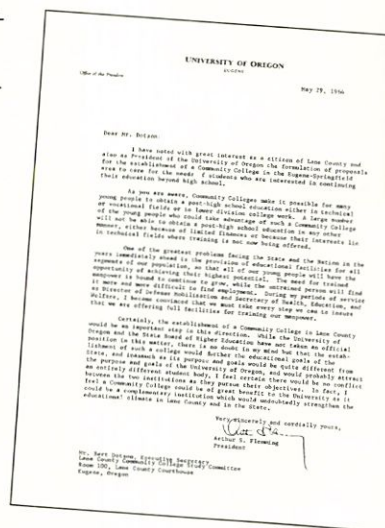
The report was factual and more evidence of Parnell's influence. "I was one of the founders of the Metro-Civic Club," he acknowledges. "We had study groups looking at various issues. Attorney-legislator Don Wilson chaired the community college study. I got Don and Arthur Flemming together. Bert and I did a draft for the report, but the committee changed it quite a bit."

Parnell made public appearances on behalf of the college, but mainly worked behind the scenes with public opinion leaders, influential educators, legislators, etc. Dotson, meanwhile, crisscrossed the proposed district and talked to every grass-roots group that would listen. Included were such organizations as the



Sweet Home Rotary, Junction City Parent-Teacher Association, Springfield Kiwanis, and McKenzie Land Democrats, according to a 1964 memo to the study committee.²⁹

News media coverage



Above: Eugene-Springfield Metropolitan Civic Club Report, 1964.

Right: Letter from Arthur F. Fleming, president of University of Oregon, 1964 and photo.

was extensive, particularly by the *Eugene Register-Guard* daily newspaper. City Editor Donn Bonham was a Sacramento Junior College graduate; he made it clear to this author, then an education reporter for the *Eugene Register-Guard*, that he was in the community college corner. "We always did a barrage of stories about things we informally supported," recalls then-Assistant City Editor Tom Jaques.³⁰

R-G editorial writers also were very positive. Alton F. Baker, Jr., then editor and publisher, remembers that "Bob (Robert B. Frazier) and Al (Albert Currey) and I thought this was good for the community, especially in offering training to students in the 11 technical areas. Dale Parnell's presence and work in the community was very influential."³¹

Area weekly newspapers carried supportive material as well. Strong backers included such editor-publishers as Dave Holman at *The Siuslaw News*, Archie Root at the *West Lane News*, John Nelson at *The Springfield News*, and LeRoy Zimmerman at the *Cottage Grove Sentinel*.

Electronic media were equally responsive. John Doyle, former news director at KVAL-TV, says he "can't recall doing anything except positive stories."³² Radio stations KUGN, KPIR (now KPNW), KERG, and others gave extensive

coverage to the community college story.

On election day, October 19, 1964, voter turnout was low, less than eight percent of those registered in the district. Formation of the college was the only thing on the ballot, and the weather was chilly during the day and colder at night.

Nearly a third of those casting ballots districtwide showed up at South Eugene High School, testing the skills of election workers. There were block-long waiting lines at times during the evening hours, and people were standing in the cold. When the polls closed at 8 p.m., a waiting line of 292 voters was moved inside the building. The last ballot was marked about 9:30 p.m.. South's election workers didn't finish counting the flood of ballots until 5:10 a.m. Tuesday.

In the Intermediate Education District offices in downtown Eugene, Bert Dotson was accepting ballot boxes from couriers after the polls closed. His job was to open the padlocked containers from each of the 22 high school polling places and to record the tallies prepared by each election board.

It was a job that could be done in an hour, but it was not to be. Results from outlying areas were delayed as drivers slowed to avoid skidding off icy roads.

Page 4D EUGENE REGISTER-GUARD, Sun., August 9, 1964

Any Number of Directions Available for Community College



DALE PARNELL



BERT DOTSON

Offer Supported for Community College

By LARRY ROMINE
of the Register-Guard

If you vote in favor of the proposed Lane County Community college at the Oct. 19 election, you will be voting a lot on facts.

The community college study committee envisions a vocationally oriented school with some liberal arts, cultural and avocational courses.

But the actual direction the school might take within that broad prospect would be determined by a board of seven directors to be chosen at the same Oct. 19 election. They, and especially the president they select to lead the institution, could steer the school in any number of directions.

Asked to describe the kind of school they hope will be developed, two educators associated with the college organizational effort offered these suggestions:

- The college should be within the financial, geographic and educational reach of all citizens.
- "This is the key," insisted Dale Parnell, superintendent of the Lane County Intermediate Educational District and a member of the college study committee. "As far as I'm concerned, a community college is missing the point if these things get out of reach."
- Tuition should be "relatively low" and a mileage stipend for out of town commuters should be considered, said Bert Dotson, executive secretary of the study committee. He suggested that the college district be confined to a "natural economic community."

The district "shouldn't stretch out to Douglas County, for example," Parnell chimed in, "for Albany because the trading centers are different."

Educationally, the school "should admit anybody—including the slow learners," he said. "University studies go at one rate; high speed. The community college must have more than one speed."

Dotson suggested there should be no flunking out for those who work at their studies. "Instead," he said, "they should be shifted to a slower speed course where they can succeed."

"Let's face it," said Parnell. "This school is not going to solve the problems of the guy who can't get out of bed in the morning. But for those who have the guts to walk through the door, there should be a program."

- Control by a board of local citizens should be maintained in order that the school be responsive to the needs of the community.
- "It should be a place where local business and industry can stimulate classes to meet their needs," Dotson said. Parnell advocates organization of advisory groups representing a broad range of career fields.
- The college should be flexible as to types of students and course offerings.
- It should meet needs, said Dotson, of those who want a two-year degree, those who want two years of transfer courses, adults who want to complete high school or earn college credits, workers who want to improve employment skills,

housewives interested in homemaking or child care, and older people seeking to develop new interests.

Parnell suggested that education be offered for those who need to develop basic skills. He said he would like to take an algebra course, for example.

Most of the courses, Parnell said, should be developed from a goal-oriented viewpoint. "I hope the major function of the school will be to develop skills the student can sell to somebody."

Dotson proposes "breaking the academic lock step" that ties course lengths to quarters, semesters and two or four school years. "Some technical courses might last a month and others three years," he said.

- The college should be a teaching institution and only incidentally research-prone.
- Unlike the universities, "inspiring instruction rather than research is the key job of the community college teacher," Parnell said. He proposes that a pool of practical-minded specialists, with job experience rather than education degrees, be assembled to teach technical courses.
- Each faculty member should be willing "to assume responsibility for development of an intense, personal interest in students," said Dotson. "For counseling and guidance would be the heart of the institution."
- "The individual," said Parnell in summing up, "should be supreme in this institution."

VOTE 5-1 FOR COLLEGE

Daylight was starting to show through the IED windows when the last ballot box was handed to Dotson. Formation of the college district was approved 5,944 to 1,282 – almost five to one. The *Eugene Register-Guard* reported that afternoon: “It has neither operating expense money, a name nor a president, and only the promise of a campus and student body. But a community college exists today in Lane County.”³³

Elected to the charter Board of Education were Albert Brauer, 34, Florence physician,

Zone 1 (west Lane County); Clifford Matson, 46, Junction City dentist, Zone 2 (north Lane County); Kenneth Schmidt, 42, Springfield trailer manufacturer, Zone 3 (Springfield); Dean Webb, 39, Cottage Grove dentist, Zone 4 (south Lane County); William Bristow, Jr., 49, Eugene jeweler, Zone 5 (Eugene); Olga Freeman, 60, Eugene, retired county treasurer and clerk, At-Large; and Lyle Swetland, 45, Eugene printer, At-Large.

All those *elected* had advocated *comprehensive* curricula for the new col-

lege, meaning technical-vocational programs but also lower division college courses, adult education, developmental education, counseling, and cultural activities. Those among the 23 candidates who argued for an exclusively technical-vocational curricula were defeated.

Looking back, Parnell points to a handful of people whose early influence was crucial: Lillian Van Loan, first director of Eugene



Vocational School; Millard Z. Pond, superintendent of Eugene School District 4J; W.W. “Bill” Cox, director of 4J’s ETVS; Arthur Flemming, University of Oregon president; and Walter Commons, superintendent of Springfield School District. (He’d add Governor Mark Hatfield, too, but that story comes in the next chapter.)

“What a dynamo!” says Parnell of Van Loan. “She had the vision for an institution to train vocational students in Eugene in 1938. She deserves credit for laying the early groundwork.”

“Pond knew about community colleges,” says Parnell. “He had experience with them in the Midwest, and he was enthusiastic. He was a key person. He could have blocked Lane

Voters Okay College 5 to 1

New Board Already Faces Organizational Fund Lack

By LARRY ROMINE

It has neither operating expense money, a name nor a president, and only the promise of a campus and student body.

But a community college exists today in Lane County. Voters overwhelmingly approved establishment of the college Monday by nearly a 6-1 margin. Preliminary tallies showed 5,944 votes for and 1,282 against the college.

Named to the initial board of directors were Dr. Albert Brauer of Florence from Zone 1, Dr. Clifford Matson of Junction City from Zone 2, Kenneth Schmidt of Springfield from Zone 3, Dr. Dean Webb of Cottage Grove from Zone 4, William Bristow Jr. of Eugene from Zone 5, and Olga Freeman and Lyle Swetland, both of Eugene, as at-large representatives.

The board has weighty problems awaiting it, the immediate one money. What will the college use to finance its organizational chores, between now and a budget election, perhaps next spring?

“It’s a problem the board members will have to solve,” said Bert Dotson, community college study committee executive secretary. “We have no ready solution, believe me.”

“They will have to get it somewhere,” he said, “because we would hope to have a fairly good program operable next fall.” The initial curriculum will be mostly technical-vocational courses, he said.

“The Eugene School District has agreed to make Eugene Technical-Vocational School facilities available for a temporary campus,” said Lloyd Millhollen, a School District 4 official and also a member of the study committee. “A rental agreement probably will be drawn up.”

We expect an opening enrollment of a thousand, if not more,” Dotson said.

No immediate meeting has been scheduled by the board. It cannot, in most officiality until Monday’s vote is canvassed by the State Board of Education.

The state board next meets formally in December, although it might be persuaded to call a special meeting in November. And an even earlier telephone canvass has been mentioned.

The college board in the meantime will have to meet unofficially Millhollen said. They must talk about choosing a president to direct organizational efforts and assist in such duties as picking a name for the new school. The directors can pick a name out of the air or hold a contest.


“It’s up to the board,” Dotson said. A first consideration of the board when it meets will be to draw lots to determine the length of term each director will serve. There will be two four-year terms, two three-year terms, two two-year terms and a single one-year term.

Subsequent terms will be for four years. The directors will serve without compensation. The board, whatever tribulations it encounters in the future, will begin its duties knowing the college has a solid backing among voters. There are one of the 22 polling places used for



Right: Eugene Register-Guard, October 20, 1964.

Far right: Lillian Van Loan, director of Eugene Vocational School, with Eleanor Roosevelt, c. 1940.



Community College because it organized around ETVS, and Eugene 4J owned ETVS.”

“An awful lot of this wouldn’t have happened without Cox,” Parnell says. “He was true blue.” Cox saw the advantages that a community college could give vocational education: better, larger facilities; staff to accommodate a much larger vocational enrollment; better financing; updated programs and equipment; and removal of the stigma applied to vocational classes. Status of students and programs

soared, Cox was to say, “because the students are going to college.”³⁴

“All the superintendents supported the college idea,” Parnell says. “Commons went farther. Springfield helped pay Dotson’s salary, put him on leave to help, and loaned him equipment.”

For Parnell and Dotson, the hard work of laying the groundwork was done. The harder work of organizing a college was about to begin. The new college had eight months to get ready to meet students.

ENDNOTES FOR PART ONE: LAYING THE GROUNDWORK: 1959-1964 ■

1. Letter from Dale P. Parnell to author, Salem, OR, February 14, 1992.
2. Donald E. Tope and Keith Goldhammer, "A Study of the Needs for a Community College in Lane County and Adjoining School Districts," Eugene, OR, University of Oregon Bureau of Educational Research, October 1963, p. 29. Estimate based on a reported enrollment at ETVS in 1962 of 344 students in 14 one- and two-year vocational programs.
3. David Butler, *Fourth and Madison: A History of Eugene Vocational School 1938-65*. (Eugene, OR: LCC Press, 1976), pp. iii, 13, 44, 73, 99.
4. Dale P. Parnell, interview by the author, Office of Community College Services, Salem, OR, March 19, 1992. Quotations of remarks by Parnell in this chapter came from that meeting.
5. Founding dates were taken from catalogs of each of the colleges. Several of these dates are at variance with dates on which the Oregon Board of Education officially proclaimed district formations, specifically Treasure Valley, 1961; Central Oregon, 1962; and Clatsop, 1962. Portland is mentioned only as a future possibility in "Oregon Community Colleges Annual Report 1965-66," Salem, OR, State Department of Education, p. 1.
6. "Is There a Need for a Community College in the Lane County Area?" Eugene- Springfield Metropolitan Civic Club, Don Wilson, chairman, September 16, 1964, p. 1.
7. Dale P. Parnell, *The Neglected Majority*. (Washington, DC: The Community College Press, AACJC, 1985).
8. Dale P. Parnell, "Lane Community College: A Practical Approach for Implementing and Operating a Community College in Lane County, Oregon," unpublished paper, September 1963, pp. 4-6.
9. Parnell, "A Practical Approach....," p. 6.
10. Ibid., p. 7.
11. Leon Minear, "Community Colleges for Oregon, A Plan for the Sixties." Salem, OR: Oregon Department of Education publication, 1960.
12. Tope, "Study of the Needs....," pp. ii, iii, iv, v.
13. Ibid., pp. 50, 51, 52.
14. Ibid., p. 45.
15. Parnell, "Lane Community College: A Practical Approach...."
16. Lane County Community College Study Committee special meeting with newly elected board, minutes, Eugene, OR, October 22, 1964, p. 1.
17. Bert Dotson, LCC 20th anniversary interviews, interviewer unidentified, Eugene, OR, 1985, p. 9. The author contacted and telephoned dozens of people and asked a thousand people for help through the LCC *Daily* employee publication in an attempt to learn who conducted the interviews and even who typed them. The interviewees remember only that it was a woman, possibly two, who did the interviews.
18. Larry Romine, "Expediter hired to plan for community college," *Eugene Register-Guard*, February 26, 1964.
19. Bert Dotson, telephone interview by the author, Eugene, OR, March 31, 1992.
20. Larry Romine, "Expediter...."
21. Bert Dotson, "LCC 20th....," p. 8.
22. "Is There a Need....," p. 15.
23. Bert Dotson, interview by the author, Eugene, OR, May 4, 1992.
24. Ibid.
25. Eugene- Springfield Metropolitan Civic Club, "Is There a Need for a Community College in the Lane County Area?," September 16, 1964.
26. "Is There a Need....," p. 13.
27. Ibid., pp. 2-6.
28. Ibid., p. 7.
29. Bert Dotson, "Progress Report," Eugene, OR, March 25, 1964, p. 3.
30. Thomas E. Jaques, telephone interview by the author, Eugene, OR, February 12, 1992.
31. Alton F. Baker, Jr., telephone interview by the author, Borego Springs, CA, February 13, 1992.
32. John Doyle, telephone interview by the author, Eugene, OR, February 13, 1992.
33. Larry Romine, "Voters okay college 5 to 1," *Eugene Register-Guard*, October 20, 1964, p. 1A.
34. Bill Cox, interview by the author, Eugene, OR, first week of February, 1970.



Part Two:
**THE PARNELL
PRESIDENCY**
■ 1965-1968



The enormity of creating a new college from scratch in a matter of months was not lost on the editorial staff of the *Eugene Register-Guard*. “Lane Community College will open operations next fall. That doesn’t leave too much time for dillydallying,” read one editorial.¹

Another editorial got more specific: “...So much remains to be accomplished in such a short time! So many decisions must still be made by the college board, simply on the basis of its best judgment, without foolproof guidelines!”² The headline on that editorial read, “The faint-hearted would turn and run.”

What the new board of directors had to do, *in part*, in the first eight months was to get acquainted with each other; name the college; hire a president after a national search (they almost didn’t get their first choice); then work with the president to organize programs and courses in time for the material to be printed in a catalog to go to prospective students; hire staff; find temporary facilities to accommodate 1,000 full-time equivalent (FTE) students (they actually enrolled almost 30,000 individuals in the years before they got a campus); establish tuition; see that a schedule of classes was prepared; approve an admissions-registration process; arrange for temporary funding until state support might arrive (it wasn’t assured) after July 1, 1965; fight to get the college eligible for state funding; convince voters to approve local property tax support for operations and construction; create a budget; find a permanent campus site and start building on it; create policies to govern operation of the college; and head off destructive student activism then rampant on other campuses.

The impossible challenge didn’t seem to faze board members. They saw the challenge as a rare opportunity, to be approached with



enthusiasm and energy. “All of us were so imbued with enthusiasm that we just were not going to be defeated,” recalls board member Lyle Swetland. “It was a honeymoon. We thought there were no obstacles

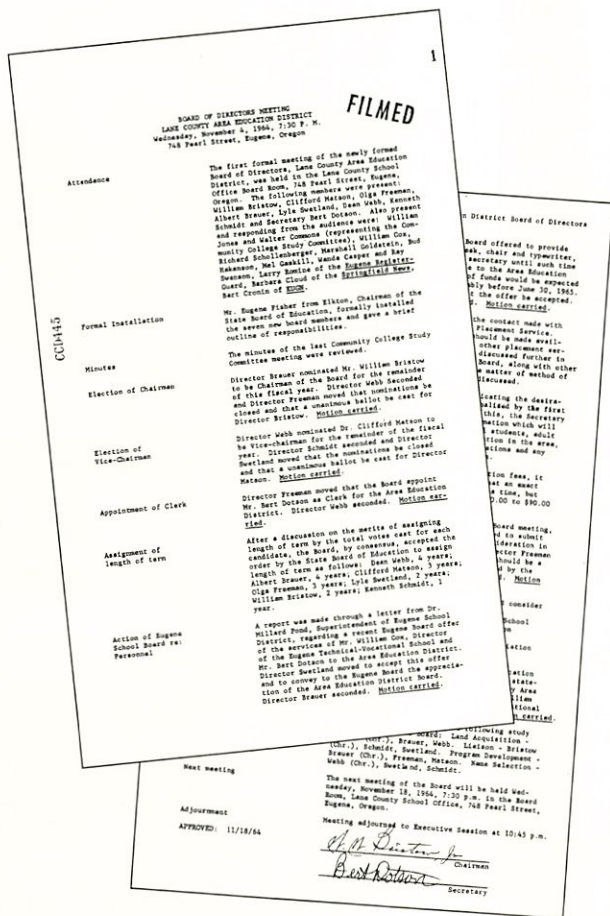
that we couldn’t overcome. We just plowed ahead. We really didn’t spend time worrying about those things that seemed impossible. We thought we could do them and we were going to have the finest college in the world. And there was nothing too great for us to tackle.”³

So ready were they to begin that they scheduled a meeting with the Lane County Community College Study Committee for October 22, 1964, just three days following the election at which voters approved formation of the college. The State Board of Education hadn’t accepted the election results yet, therefore nothing they did that night was official.⁴

The state board did its duty on October 30, and the college board held its first official meeting on November 4, 1964, at the Intermediate Education District offices at 748 Pearl St., Eugene. William “Bill” Bristow, Jr., Eugene jeweler, was elected chairman for the second time in two weeks. Dentist Clifford Matson of Junction City was chosen as vice chairman. That the board wanted Bert Dotson to continue work on behalf of the college was made clear. He was appointed district clerk and told to get a presidential search underway.⁵ His salary continued from Eugene and Springfield School Districts.

Based on total votes received by each win-

Above: Lyle Swetland, member Lane Community College Board of Education, 1964-1969.



Above: Minutes from first official meeting of Lane Community College Board of Directors, November 4, 1964.

Right: Lane Community College Charter Board of Directors, 1964. Left to right, standing: Ken Schmidt, Bill Bristow, Cliff Matson, Al Brauer; sitting: Lyle Swetland, Olga Freeman, Dean Webb.

ner in the board election, terms of office were established by the state board. Dentist Dean Webb of Cottage Grove and physician Albert Brauer of Florence got four-year terms. Matson and retiree Olga Freeman of Eugene received three-year terms. Printer Lyle Swetland of Eugene and Bristow got two-year terms. Trailer manufacturer Kenneth Schmidt of Springfield got the short term of one year (actually eight months) and had to stand for re-election in six and a half months.⁶ In the subsequent May election, he lost the seat to Springfield attorney Robert Ackerman, 28, who served from 1965 to 1973.

Members didn't dillydally; they appointed subcommittees to get things moving on acquiring land for a campus, negotiating for the absorption of Eugene Technical-Vocational School into the college, curricular development, and a name for the college.

They set themselves a hectic pace, meeting twice monthly and usually staying more than half the night. In between they did subcommittee work.

"Oh, awful hours," recalls board member Albert Brauer. "I can remember meetings that I never got home until four o'clock in the morning. It was tiring."⁷ Later, Bert Dotson would save the Florence physician hours on the road by flying him back and forth to meetings. "It's only a 15-minute hop to get over there," says Dotson, "and I think only once did we get weathered out due to fog."⁸



FINDING A COLLEGE NAME

A call went out to the public for suggestions for a college name. Back came 11 possibilities, most of them from students at Eugene Technical-Vocational School (ETVS). The board rejected "Emerald Valley," "Rivers View," "Green Mountain," "Upper Willamette," and "Tri-Rivers." It retained for consideration "Emerald," "Lane," "Timberland," "White Water," "Emerald Empire," and "Whiteaker."

On January 20, 1965, it came down to an added entry, "Joseph Lane" from board member Lyle Swetland, "Lane," and "Emerald." On the board's first ballot, "Joseph Lane" and "Lane" tied, and "Emerald" got a single vote. On the second ballot, "Lane Community College" was the winner.⁹ Use of "community" as a middle name worked out well, because a couple of months later the legislature passed SB 40 to require all public community colleges to use the word.¹⁰

A seal, school colors and a mascot were to follow.

ETVS students were invited to suggest a design for a seal. David L. Spriggs of Cottage Grove found out about the invitation 20½ hours before the deadline. He had done some design work in the Navy and had the necessary background. He started with a hand "because workers use their hands; added a 30-degree triangle to represent drafting, engineering, mathematics, science, surveying; put in a gear wheel to represent machinists, mechanics and others; included a hammer to represent carpentry and cabinet makers; a symbol for the atom to represent electronics and science; a spark for radio; the book of knowledge for college-transfer stu-

dents; and a lamp of knowledge for nursing."¹¹ The board adopted his design March 17, 1965.¹² Spriggs was to become student body president in 1969-70.

ETVS students the next month appeared before the board to request that their school colors, blue and white, be adopted for the new college. The vote was 6-0.¹³

A mascot wasn't to come until the first student body election in fall 1965.

Students voted for the Titan, a Greek mythological figure. It got 114 votes, and the Titan missile 31 votes.¹⁴ The student newspaper was named *The Torch* at the same election. Rejected names included *Playboy II*.¹⁵



Above: Lane Community College seal designed by David Spriggs, student, 1965.

Right: Titan, Lane Community College mascot, 1965.

The Torch, student newspaper, 1966.



Some 20 applicants responded to the board's national search, including people from Florida, Michigan, Illinois, Guam, Washington, and Oregon.¹⁶ Five were interviewed. Candidates from Illinois, Seattle and Guam traveled to Eugene and Eugene School District 4J Superintendent Millard Z. Pond and Intermediate Education District Superintendent Dale Paul Parnell were in Eugene.¹⁷

The local candidates had the advantage of knowing pertinent county and state people, laws and procedures. From the start the board had invited district superintendents and school board members to offer opinions.¹⁸ They did, and it was in favor of a homegrown man to lead the new college.

"Most of the superintendents thought it ought to be somebody in the county who understood the county, the needs of the county, and there was a lot of pressure," recalls former Fern Ridge School District Superintendent Nile Williams. "I know there were several superintendents who made some real extra effort to get in all the plugs they could to help him (Dale Parnell) get the presidency." Dotson says Richard Shollenberger, superintendent of Siuslaw School District and a member of the study committee, overtly lobbied for Parnell.²⁰

"I know that Parnell excited me in a lot of my thinking," board member Albert Brauer remembers. "He really had a vision that made sense. Nearly all the school districts gave him support. You've got to have a good working relationship with the districts; that's where your roots are."

"He knew the area, he was an Oregonian, and that's special. It really is. People from you-know-where come in and it never pans out because they just aren't into what Oregonians think and feel and smell and taste. They just never get into it. That's a very important thing."²¹

University of Oregon officials outwardly remained aloof from the impending selection. Board Chairman Bill Bristow was to say later, however, that the choice for president "represented the thinking of university people and area superintendents as well as the board."²²

At a special meeting on February 24, 1965, the board voted five for Parnell, none against, with two abstentions.²³ Parnell was eventually to win compliments from both non-voters, Olga Freeman and Lyle Swetland, for his work as president.

Parnell proved himself a seer in making his acceptance remarks. He quoted Father Serra, Spanish missionary who established missions on the West Coast: "See to it that the new missionaries come well provided with patience, charity, and good temper, for they may find themselves rich in tribulations." Parnell added, "I intend to labor diligently for you and our community."²⁵ Two decades later at the college's 20th anniversary celebration, he was to look back on his time at Lane and recall that "I never worked so hard in my whole life."

But, he almost didn't take the job. He was in Atlantic City at a meeting of superintendents when a wee-hours telephone call from Dotson awakened him. "What the board had done," Dotson remembers, "was to offer him the same salary he was getting as county school superintendent, and he didn't know as he really wanted it. But, he did call me back a few hours later and he said, 'Yes, tell them I will accept.'"²⁴

The board had almost shot itself in the foot because of a desire to hire a chief executive on the cheap. It was to become accepted practice through the years, resulting sometimes in a limited hiring pool and some questionable choices.

The *Eugene Register-Guard* applauded the appointment. In separate editorials, it called the

Parnell Chosen Lane Community College Chief



DALE PARNELL
Voted to Top Post

By LARRY ROMINE
of the Eugene-Gazette
"He's the type of person who will roll up his sleeves and get this school off the ground."
William Bristow of Eugene, Lane Community College board chairman, offered that description Wednesday night of Dale Parnell, shortly after the board named Parnell as the institution's first president.
Parnell, 26, presently superintendent of the Lane County Intermediate Education District (IED), will bring a "vigorous, progressive approach to the college's problems," Bristow said.
The board elected Parnell by majority vote at a special meeting in the offices of the Lane

County Board of Education in Eugene. Five directors voted for Parnell and two abstained in secret balloting.
The new president ordinarily would take office July 1, but the board asked him to discuss with IED directors the possibility of his using vacation time to report a month earlier.
Bristow said Parnell's salary will be discussed at a later meeting. No figure was mentioned but the proposed college budget lists \$20,000 for the president. Parnell was to receive \$14,000 next school year from the IED.
"Although a local man was selected, this was no snap or

hasty decision," Bristow said. "We chose him after exhaustive and intensive screening."
He was selected from a field of approximately 20 applicants. The screening represented the thinking of university people and area superintendents as well as the board.
"The board felt there was considerable urgency to have a man completely familiar with the area, its educators and laws," Bristow said. "Parnell has considerable experience in the area considered essential."
Parnell received a bachelor's degree from Willamette University at Salem in 1961, a master's degree in education from

the University of Oregon in 1956 and a doctorate in education from the UO in 1964.
He was raised in the home of an electrical contractor and was apprenticed in that trade. He taught at Salem Academy in 1952-53, at Springfield High School from 1953-54, became the same school's vice principal in 1954 and its principal in 1956. In 1960 he was named IED superintendent.
He teaches school law evenings at the UO and is a member of the Oregon Committee on School Finance. He has been on the Oregon Certification Review Committee, a member of the Oregon Education Ass'n's Teach-

er Education and Professional Standards Committee, is chairman of the School Relations Committee of the Oregon Congress of Parents and Teachers, is a director of the Central Lane YM-YWCA, a director of the Lane County Mental Health Assn., and has been active in United Appeal and other organizations.
Parnell and his wife, Beverly, and five children reside at 2350 Fifth St., Springfield. The Parnells have two daughters and three sons, ranging in age from 9 to 17.
Lane Community College is to begin classes next September in the present Eugene Tech-

nical-Vocational School, 200 N. Monroe St. The college has arranged to lease the facility from Eugene School District 4 for up to three years.
Approximately 1,200 students are expected for the school's initial year. Course offerings at the beginning will be mostly occupational with a sprinkling of college transfer, general education and cultural courses.
Financing to underwrite about \$600,000 of the school's first year costs will be sought at an election May 3. Remaining monies needed for an expected \$1.17 million budget would come from tuition, fees and state and federal contributions.

Voters approved establishment of the college and elected its first board last Oct. 19 by 5,944 to 1,283. Directors named the school after Joseph Lane, former Oregon territorial governor and U.S. senator.
The college district includes all of Lane County's school districts, the Harborsburg Union High School District in Linn County and the Monroe Elementary District in Benton County. Three additional Benton County elementary districts—Alpine, Bellfontaine and Irish Bend—also reportedly are considering petitions for inclusion in the district.
(See Story, Page 1B)

'No One-Man Effort'

New President Seeking Help

Lane Community College's newly appointed president says he hopes to receive widespread community help in developing the fledgling institution.

"This is no one-man effort," said Dale Parnell. "It's not my college, it's our community college."

To assist himself and the elected college board, Parnell said he wants to develop, "as soon as we can," advisory groups representing business, industry and labor. He said he will seek close liaison with elementary and secondary schools in the district and will "ask the community for ideas for all kinds of occupational programs."

"We will stress occupational education," Parnell said. "I believe that's why the people voted to establish the college."

"We can't overlook the college transfer program. This will be a second chance institution for some and a trial institution for others not sure what they want to do."

But he said he hopes the school will avoid the pitfall of some community colleges which "miss the purpose of their creation by trying themselves too closely to higher education."

Initial course offerings "will be severely limited until we can get a campus," Parnell said. "But we must get classes started as best we can, where we can."

Only about ten per cent of the 700 U.S. community colleges have truly comprehensive curricula, he said. "My goal is to get Lane Community College into that ten per cent category, to meet as many needs of the area and its individuals as possible."

He says he echoes the directors' previously expressed wish that the school have an "open door" that it have programs within the financial and educational reach of all citizens. "Not everyone takes every program, however," he said.

"As a practical matter the college can expect to serve primarily the middle 50 per cent of the population, intellectually," Parnell said.

Flexibility of course lengths, rather than straining to make coursework fit the traditional academic terms, will be sought. "This may be a two-month institution for some students or a three-year institution for others."

Parnell said he would like a faculty of "people known as truly outstanding teachers. I hope the board will select them primarily on this basis."

Counseling and guidance will be given particular attention. "A library is the heart of instruction but counseling is the heart of the institution," he said. "We will try to develop an individual program for every individual, whether 18 or 60."

"I hope guidance and counseling will develop goal-oriented students. There's a good bit of education wasted by people who are goalless in their educational pursuits. We want to help students choose goals and then have programs to help them meet those goals."

Parnell sees a bright future ahead for the college. "I think this institution will be one of the two or three largest community colleges in the state from the day it opens its doors. I will be surprised if we don't have 1,200 students this fall if we can develop adequate course offerings."

He said he hopes the school can have the start of a campus in three or four years. "If we have a campus, we ought to have 2,000 students in five years."

Parnell said board members have told him they want to develop out of the finest community colleges in the country. "I share in this goal," he said.



new president "one of Oregon's brightest young educators,"²⁶ and "a vigorous and imaginative educator and administrator."²⁷ The words were evidence that the

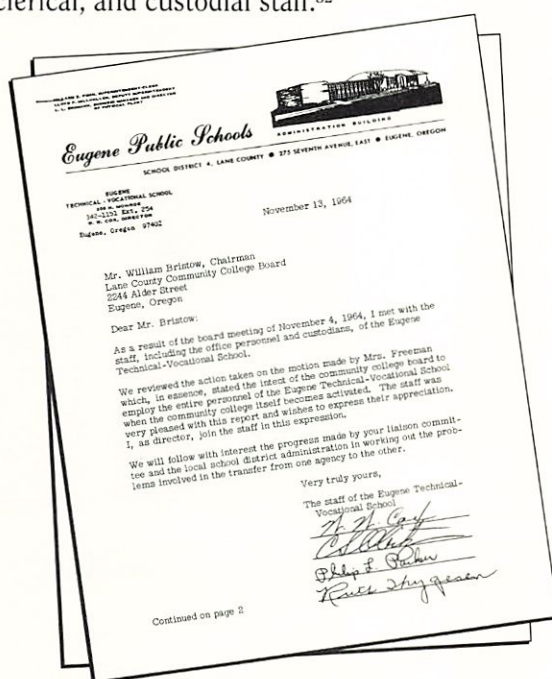
college was in strong hands, but also a hint that even greater opportunities lay ahead for him. Lane wouldn't have him long.

The new president was urgently requested to report as soon as possible. True to his style, he worked both jobs until taking the month of June as vacation from the IED and reporting to Lane June 1, 1965, as president.²⁸ He became the first person on the college payroll and still has a framed payroll check dated July 1 and numbered 001 on his office wall.
Parnell made no bones about where he planned to take the new college. The day after his appointment, he told a newspaper reporter, "only about 10 percent of U.S. community colleges [about 70 colleges at that time] have truly comprehensive curricula. My goal is to get Lane Community College into that 10 percent category."²⁹ When board members told him they wanted to develop one of the finest community colleges in the country, he said, "I share this goal."³⁰

Above: Eugene Register-Guard, February 25, 1965.

Right: Second Board of Directors, 1965. From left: Robert Ackerman, Olga Freeman, Dean Webb, William Bristow, Lyle Swetland, Clifford Matson, Albert Brauer, Dale Parnell.

The plan called for the new college to organize around the existing Eugene Technical-Vocational School. The board made it official at its first two meetings, voting to retain ETVS administrative, and teaching,³¹ clerical, and custodial staff.³²



Above: Letter from Eugene Technical-Vocational School faculty and staff, November 13, 1964.

Right and following page: Lane Community College programs: law enforcement, nursing, dental hygiene, aviation mechanics, Manpower Development Training Act (business), radio communications (KLCC), history.

Lane immediately had programs in 16 technical-vocational areas, courses in seven liberal arts and pre-professional fields, eight evening adult programs,³³ and Manpower Development Training Act (MDTA) courses in 10 areas.³⁴

Tech-voc programs included airframe and powerplant, major appliance repair, small appliance repair, auto body and fender, automotive mechanics, business education, cabinetmaking, carpentry, civil and structural engineering, diesel mechanics, electronic engineering, machine shop, practical nursing, radio communications, radio and television repair, and technical drafting.

MDTA programs included dental assisting,

forestry aide, basic education, electrical appliance repair, fry cook, gas engine repair, general office clerk, sales person, and clerk stenographer.

Courses in liberal arts and pre-professional areas included mathematics, science, social science, humanities (including language arts), physical education, business administration, and general engineering.

Adult evening offerings included general education classes, apprenticeship classes, distributive education classes, home economics classes, avocational classes, occupational extension classes, high school completion classes, business education classes, and industrial supervisory training.

Credit class sections listed in the fall term 1965 schedule of classes numbered 295,³⁵ and 32 non-credit adult class sections were offered at

14 locations throughout the district.³⁶ Both areas were to grow by leaps and bounds in the next few years as enrollment surpassed expectations and county school districts asked the college to take over high school completion and adult evening programs.

In the credit area alone, there were 689 class sections offered in the fall 1968 schedule of classes.³⁷



Accreditation of the fledgling institution went smoothly. The absorption of ETVS brought its solid reputation, and the Oregon State System of Higher Education lent credibility by overseeing the hiring of those who taught college transfer courses.

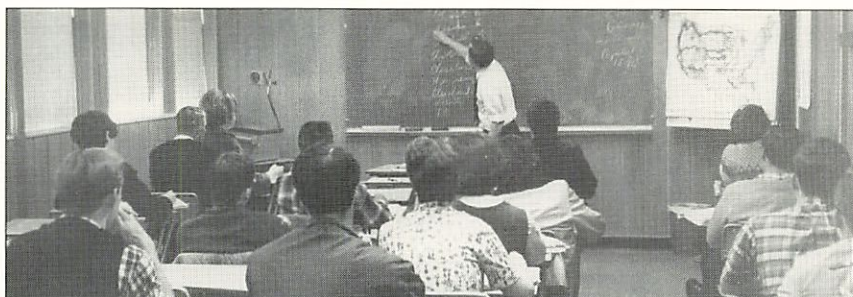
On December 15, 1965, President Parnell offered a preliminary report and application for consideration as a candidate for membership to the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools.³⁸ The association sent a team to visit the campus on March 16, 1966. This was followed by an association letter dated December 7, 1966, in which the college was notified that its candidacy for membership was accepted.³⁹

"Candidacy indicates that a new institution is being established on a sound base and is making appropriate progress," wrote Executive Director James F. Bemis. The faculty was described as "well qualified" and full accreditation could be granted when the college was established on its new campus in late 1968.

In preparation for accreditation, some 133 staff and a handful of students in 12 committees worked to prepare an institutional self-study. James Snow, Mathematics, chaired the steering committee. Its members included Melvin Gaskill, Mechanics; Carrol deBroekert, Social Science; Delpha Daggett, Physical

Education; Leland Halberg, Mathematics; and Irene Parent, Counseling.⁴⁰

The self-study was completed by June 1968. An Association committee of 15 visited the college October 21 through 23 and left a 48-page report of mostly positive comments and suggestions.⁴¹ On December 8, the association met in Reno, Nevada, and voted Lane a three-year term of accreditation.⁴²



HIRING A STAFF

Dale Parnell was the first person the board paid to work for Lane, but the first person the board hired was Bert Dotson. He was named clerk on October 22, 1964, the unofficial first board meeting, and then hired again November 4, 1964, at the first official meeting. He remained on the Eugene 4J payroll, partly subsidized by Springfield School District, through June 30, 1965.⁴³

Building the college around ETVS brought 41 people, including four administrators, 21 credit faculty, 11 noncredit Manpower Development Training Act (MDTA) instructors, two custodians, and three clerical staff.⁴⁴ A number of part-time adult evening instructors also moved to the new college from ETVS.

A total of 157 full-time and part-time employees were hired that first year; the total number of staff grew to 247 in the second year.⁴⁵

President Parnell worked with administrators he inherited, plus a few new hires, in the beginning. Bill Cox was both dean of instruction and dean of administrative services. The latter job was sufficiently demanding that Parnell had to be his own instructional dean in 1965-66. G.R. Bloomquist from ETVS was administrative assistant to the dean of instruction. C.S. Obitz, formerly assistant director of ETVS, became dean of adult education and extension services. I.S. "Bud" Hakanson left Springfield School District to become dean of student services. (He was later to become president of Clark College at Vancouver, Washington, and Umpqua Community College at Roseburg, Oregon.)



Right: I.S. "Bud" Hakanson, dean of Student Services, 1965-1969.

Above: Eugene Register-Guard, February 26, 1964.

Expediter Hired to Plan For Community College

By LARRY ROMINE

A Springfield School District administrator, Bert Dotson, 41, has been assigned the task of expediting an effort to establish a community college in Eugene.

The hiring of Dotson was formally approved Monday night by directors of Eugene School District 4. Dotson will be assigned as an administrative assistant at Eugene Technical-Vocational School, though he will be responsible to the Lane County Community College Planning Committee.

By adding Dotson to the technical-vocational staff, the district qualifies for reimbursement of 75 per cent of his salary from the state. Remaining costs are expected to be met by a five-cent-per-student assessment being asked of the county's 18 school districts.

District 4 directors approved \$882.88 as Eugene's share of the five-cent-per-student assessment. The total is about 40 per cent of the \$2,500 expected to be raised in the county.

William Jones, assistant superintendent of the Bethel School District and chairman of the Community College Planning Committee, said Dotson will develop an actual plan for the proposed college. So far, the community college idea has been "mostly just talk," he said.

Dotson will seek definite commitments for support of the college from Lane County school districts, several districts in Linn County, and Monroe in Benton County.

He will study costs, building needs, and transition problems which could arise if Eugene Technical-Vocational School were to become the nucleus of the proposed college.

Jones said the organizational effort could take seven or eight months. It is hoped that it will culminate in a vote to decide whether the college should be established.

Dotson, during the period, will be on leave from his job as Springfield's director of research and publications.

In the education field for the past 12 years, Dotson holds bachelor's and master's degrees in education from the University of Oregon. He has been curriculum supervisor and a dean of boys in the Springfield system.

In other business Monday night, the Eugene School Board

• Appointed four persons to the Advisory Committee for the Work Experience Demonstration Project, including Robert Radcliffe of Sears, Roebuck & Co.; Frank McCully of Minute Man Car Wash; Douglas Cline of the Oregon Employment Office, and Margaret Dowling, a PTA member.

• Authorized the administration to initiate an experimental plan to test the wisdom of installing central kitchens for the serving of school lunches.

• Approved a revised contract, clarifying responsibilities,

with the Springfield architectural firm of Lutes & Amundson for the design of the fourth senior high school.

• Agreed to withhold \$9,847 from Alcan Pacific, the firm which built Sheldon High School, pending completion of landscaping and payment of a lien against the project. The money is twice what it would cost to clear the liabilities.

• Heard a report from District Judge William Beckett, chairman of the Public Understanding Committee. He said public information fairs used to publicize the budget have been successful and he recommends their use in subsequent years.

• Agreed that contractors seeking future building jobs be allowed to bid on projects no higher than the amount they are bonded.

College Fund Given Boost

LOWELL—Funds to develop a Lane County college were approved Monday night.

Supt. Robert Butler, who is in charge of the county college study, said that other districts also will contribute five per cent.

• Heard a report from the Public Understanding Committee, which is working to get the public interested in the college project.

• Approved a revised contract, clarifying responsibilities,



BERT DOTSON
Community College Planner

Dotson was named administrative assistant to the president.⁴⁶

Some shakeout occurred in the early years. Obitz' contract was not renewed in 1967.⁴⁷ Bloomquist moved to Clackamas Community College. The first director of the Learning Resource Center lasted only the 1965-66 year. Dean of Instruction William Hein, hired from the Stanford Educational Facilities Laboratory in 1966, left for Mills College a year later.⁴⁸ President Parnell told staff, "It is a small comfort to realize that one of the elite women's colleges in this country is turning to Lane for leadership."⁴⁹

By 1967, the administration had a new look.⁵⁰ Lewis Case, a speech instructor in 1965 and assistant dean in 1966, became dean of instruction. Gerald Rasmussen, Social Science chairman, became assistant and then associate dean. Ray LaGrandeur from Washington was hired as associate dean, W.R. Morris and Nile Williams were in charge of adult education. Robert E. Hamill became director of institutional research and Joseph Malik was administrative intern to the president. (LaGrandeur, Hamill, and Malik were later to be community college presidents in Washington. LaGrandeur also held a presidency in California.)



Top left:
Lewis Case, dean
of Instruction,
1968-1974.

Top right: Gerald
Rasmussen, assis-
tant dean and dean
of Instruction,
1968-1986.

Right: Lane
Community College
administrators
who became presi-
dents at other com-
munity colleges:
Joseph Malik,
Robert Hamill, Ray
LaGrandeur,
I.S. "Bud"
Hakanson, 1966.



tants, division heads, and others who could talk knowledgeably about students, curricula, physical plant, finance, or whatever. In that group were Dena Malliris, office manager and clerk; Robert Marshall, Manpower Development Training Act director; James Simmons, Learning Resource Center director; Melvin



Gaskill, chairman of the Mechanics Division; Cecil Hodges, chairman of the Health and Physical Education Division; Carl Blood, chairman of the Construction Division; Roger Houglum, chairman of the Electronics Division; John

Howard, chairman of the Communications Division; John Jacobs, chairman of the Mathematics and Science Division; Gerald Rasmussen, chairman of the Social Science Division; and Ruth Thygesen, chairman of the Business Division. It was

part of the openness and emphasis on communication which characterized the Parnell years at Lane.

National searches to fill both administrative and faculty positions were routine from the beginning. Oregonians from high schools, community colleges and a few universities were well represented among the early employees, but the mix included people from

around the nation as well. A scan of board agenda analyses from the early years shows strong representation from Washington and California. There was a sprinkling from Minnesota, Texas, West Virginia, and other states.

Hiring was done rapidly, but carefully.

"There were no [hiring] procedures in writing at the start," recalls Gerald Rasmussen, college instructional administrator, who retired in 1986. "The president just simply made the decisions, and, fortunately, Dale Parnell was the kind of person who mostly made the right decisions."⁵²

In the hiring of lower division collegiate instructors, he got strong backup from a State System of Higher Education (SSHE) review committee. "This was in the community college legislation," recalls Miles C. Romney, SSHE vice chancellor for academic affairs from 1963 to 1980.⁵³

"SSHE had a major role in oversight of standards; we could approve or disapprove hires. I formed a committee of top people, eight or nine, from the University of Oregon and Oregon State University. As chairman I made sure they were all people who were supportive of community colleges."

"We helped the community colleges by evaluating the training of faculty. We weren't trying to control; we were trying to help. Our review gave them a good solid base when they applied for accreditation. We did that until they were accredited," he says. "One year we screened over 400 sets of credentials."

Besides strengthening colleges for accreditation, the reviews made it easier for students to transfer credits. "The community colleges were delighted to have us do it," Romney says.

Other tests were applied to applicants as well.

Rasmussen says the aim was to find teachers who had knowledge of their discipline, a

love for teaching, and teaching skills. Beyond that, balance was sought.

"We tried to hire a variety of people, and that was a conscious decision early on. If we had one person who was a former high school teacher and who was young, then the next person in that department would be older and maybe a college teacher," Rasmussen says.

"If we had a person who tended to lecture, then the next person would be a teacher who tended to use discussion techniques. There would be no excuse for a student to say, 'They don't teach the way I like,' because there would be another teacher using a different style."⁵⁴

"First of all," Parnell remembers, "I wanted hard workers. Then I wanted a sense of optimism and creativity. Character traits were important. My policy was to hire good people, trust them and turn them loose."⁵⁵

"He scoured the country for exceptional teachers, found quite a few, and gave them their heads," recalls political science instructor Paul Malm. "I know

whatever innovative things I was allowed to try were during his administration."⁵⁶

"I think they [teachers] had a lot of unilateral power," in the early years, says Catherine M. Lauris, board member from 1970 to 1982.

"They were isolated from one another. Each had his or her own little empire. They didn't become so structured."⁵⁷ Faculty office space was minimal; some used the trunks of their cars



Paul Malm, political
science instructor,
1966-1982.



Left: Catherine Lauris, Lane Community College Board of Education, 1970-1982.

Right: Karen Lansdowne, Staff Personnel Policies Committee chairperson, 1967; English instructor, 1965-1982.

as offices. Teaching locations were scattered and there was no central lounge or eating area which large groups frequented.

Since those years, says Lauris, "they have moved into a structured kind of an institution that sort of

stops the free flow of ideas and has added a lot of paperwork and a lot of rules and regulations that are a nuisance."⁵⁸

Prior to fall term 1965, salary schedules were created for classified staff, faculty and managers.⁵⁹ A staff handbook was prepared,⁶⁰ and plans made for formal staff input into administrative decision making.

On December 1, 1965, employees elected the first Staff Personnel Policies Committee (SPPC). Its members included Patrick Grant and Roy Rushing from occupational education; Carrol deBroekert and Frances Howard, college transfer; Dena Malliris and Harry Roberts, classified; and C.S. Obitz, administration.⁶¹

Parnell, in effect, had an in-house union. "If you don't do that," he says, "you're asking for more formal relations, as in collective bargaining."⁶²

By the second year a staff association had been formed and the SPPC became its representative in matters of pay and benefits. Staff association officers included Gerald Rasmussen, Social Science, president; Mel Gaskill, Mechanics, vice president; Pauline Dixon, Counseling, secretary; and Gordon Wehner, Business, treasurer.⁶³ The board formally recognized the Staff Association as the official repre-

sentative of employees. It was a friendly, cooperative relationship for a few years.

In February 1967, the board agreed to a proposal that the staff would receive college-paid health and accident insurance for 1967-68 at the rate of \$108 per year for each employee.⁶⁴ Willingness of the board to meet and discuss such staff pro-

posals was further evidenced at an October 4, 1967, work session. SPPC Chairperson

Karen Lansdowne and others outlined proposed changes to wage

scales, job classifications and related issues. The discussion continued at board meetings in November and culminated in the staff getting many of the changes it wanted.⁶⁵ It was a collaborative effort and it probably worked because both sides were willing to discuss issues openly and directly, and to compromise.

That cohesiveness began to dissolve after the early years as the staff grew larger in numbers, its needs and requests expanded in the face of tighter funding, and it found the board and administration less able to be accommodating. Collective bargaining was a few years away.



FINDING TEMPORARY FACILITIES

Through the courtesy of Eugene School District 4J, the college was able to lease the ETVS facilities at 200 N. Monroe Street in Eugene for three years at a cost of \$295,199.⁶⁶ That took care of most tech-voc instructional needs until a campus could be built, and provided a headquarters for the college and a suite of administrative offices.

Ten classrooms and nine office spaces to accommodate the teaching of college transfer courses were provided through a three-year lease of the vacant Georgia-Pacific Corporation building at Fourth and South D Streets in Springfield. The rate was \$1,200 a month plus property taxes.⁶⁷

Students in 1965 found the G-P building less than optimal in terms of parking, its location

near train tracks and its mud. "The students soon learned that the trains would rush by every time the teacher was making an important point," said a reporter for the student newspaper. *The Torch* also reported that "The Springfield campus is

located on a small knoll that is composed of the best mud in Lane County."⁶⁸

In its second year, the college added more classrooms by leasing the condemned and vacant Bethel Elementary School at 1000 Bethel Drive in Eugene. Cost was \$650 a month plus \$100 a month for an adjacent lot for parking.⁶⁹

Students and staff accepted the limitations of the temporary facilities in good humor. Stories about parking tickets at the Springfield campus and miniature-scale bathroom plumbing and hallway drinking fountains at Bethel became the stuff of legend as the years passed.

A vacant house at 662 Cheshire Street near ETVS was rented for \$100 a month to serve as a Study Skills Center.⁷⁰ Howard Bird, hired from Minnesota in 1966 to direct the center, says he was told to "go find a building for yourself."⁷¹ He walked around the neighborhood until he located the vacant house and its owner.

During the three years before the college occupied its main campus, it rented or leased nearly four dozen locations in which to hold classes. One of the more interesting was the Noti Tavern, where space was used during mornings before the building was opened to its regular clientele.

Top: Howard Bird, director of Study Skills Center, 1966-1973.



Right: Lane Community College facilities (outlined in white) located in the former Georgia Pacific Corporation building at Fourth and South D Streets in Springfield. Inset: Car parked in front of Eugene Technical-Vocational School facilities at 200 N. Monroe Street, Eugene.



Far right: Eugene Register-Guard, October 24, 1965.



STUDENTS BY THE THOUSANDS

The college budget committee projected an enrollment for 1965-66 of 1,020 students and budgeted accordingly.⁷² It seemed an appropriate number in that ETVS had enrolled 418 men and 80 women fall term 1964⁷³ and “well over 600 full-time equivalent students” in 1964-65.⁷⁴

When the doors opened, however, there were 1,622.4 full-time equivalent students (FTE)⁷⁵ the first year and a headcount of 7,694.⁷⁶ (Most were part-timers; therefore an FTE often represented several individuals.) In 1966-67, the FTE was 2,424.3⁷⁷ and included 9,844 individuals.⁷⁸ For 1967-68, the FTE was 2,885.9⁷⁹ and the headcount was estimated to be over 12,000.⁸⁰

The appeal of President Parnell’s “within reach” philosophy couldn’t be clearer.

The college must be within reach geographically, financially, psychologically, and academically, he said.⁸¹ “Our new campus is located so that 90 percent of our potential student body is within 30 minutes driving time. Furthermore, our large adult evening program takes both credit and noncredit classes out to some 40 different locations, taking the courses and programs to the people.

“Financially, we have the lowest tuition of any college in the Northwest and a very busy full-time financial aid director. It can be said today that no one will be turned away at Lane due to lack of finances.

“Psychologically, a student-centered emphasis is both a philosophy and a fact. The most important assignment given to the Lane counselors is to help people set goals for themselves (short-term as well as long-range) and then help them in every possible way to reach these goals.

“Academically, we have programs for a wide diversity of human needs and aspirations. Note, I did not say everyone in every program,

but a program to meet most of the human educational needs.”

First to reach out to Lane were 23 practical nursing students who enrolled on Monday, July 5, 1965.⁸² All but one graduated a year later. They were Nancy Catherine Bailey, Wilda Wave Birch, Jennie Ilene Boyer, Ethel Mae Bridge, Lorraine W. Burgess, Carole Jean Cutler, Jessie Fletcher, Jan Alice Hamilton, Barbara Ann Hayner, Jean Marie Henderson, Glenda Louise Hutchens, Loni Lee Jacobs, Karen Kay Loch, Bonnie Lou Miller, Cara Virginia Musser, Sandra Ruth Pattee, Kathleen Mary Smith, Joanne Ruth Taber, Beverly Sue Toohey, A. Patricia Tuttle, Donna Kathleen Walz, and Patricia Louise Walz.⁸³ Supervising those students was the job of Ellene Goldsmith, chairman of Nursing and Home Economics.⁸⁴ There may also have been some MDTA students enrolled, but records of that summer apparently have been lost.



First to enroll in fall term 1965 credit classes was 23-year-old ex-Marine John A. Taylor. “He planned to be the first one to register,”

First graduating class, nursing students in front rows, 1966.

recalled Melvin Gaskill, chairman of the Mechanics Division.⁸⁵ "He hung around three days waiting" to enroll in airframe and power-plant. He earned an associate of science degree in 1967 and left for either Clinton or Fredon, Maine. The college hasn't been able to locate him since.

A profile of credit students in spring term 1966 indicated that 74 percent were male. The age range was 17 to 57 with 58 percent in the 18- to 20-year-old category. Some 34 percent were born in Oregon, the remainder in 45 other states and eight foreign countries.

Some 56 percent resided in Eugene, 26 percent in Springfield, 3.33 percent in Cottage Grove and 1.7 percent each in Junction City and Creswell. The others commuted from 27 other communities.

College transfer courses attracted 67 percent (many of those courses were part of tech-voc programs); the rest were in occupational programs. Some 92 percent had high school diplomas, 5 percent had high school equivalency certificates, and 3 percent had neither.

About 35 percent had attended college before coming to Lane, nine percent had prior occupational training, and 1 percent had been enrolled in apprenticeship programs.

Some 16 percent were veterans. About 52 percent worked while attending school. Some 59 percent were financially self-dependent. Most, 67 percent, were single; 3 percent were widowed or divorced; 30 percent were married and the parents of 252 children.⁸⁶

For the most part, these were not people likely to join campus rioters of the time, though Lane was born in an age of global student activism. Eastern university campuses such as Princeton, Brown and Yale had riots in 1963.⁸⁷ University of California at Berkeley had riots in 1964. Community colleges were

quiet by comparison, but there were demonstrations at such California colleges as Merritt, San Mateo, Compton and Laney and at Seattle in Washington.⁸⁸

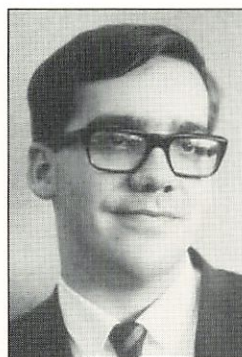
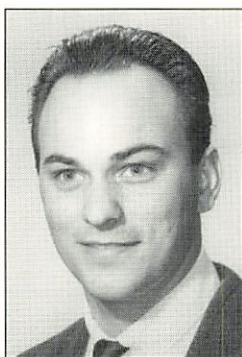
Opposition to the Vietnam war was seen by some students as an excuse for any kind of behavior. They wanted change: participation in decision making on campus, and something done about everything from politics to civil rights to pollution to improved teaching.

University of Oregon President Arthur Flemming hired a black student, Bobby Warfield, as part-time advisor. Parnell simply borrowed Warfield's services from time to time. "Because of his advice, we got ahead of that stuff," Parnell recalls.⁸⁹

When Martin Luther King, Jr., was shot in 1968, Parnell immediately ordered the flag at 200 N. Monroe Street lowered to half-staff. It was a sensitivity that impressed most students and staff, but riled some citizens. Parnell ignored the few protests and ordered custodians to keep the flag at half-staff, no matter what happened.

Lane students were calm and rational compared to those at colleges experiencing challenges. From the first, President Parnell had the student body president sit at the board of education table during meetings, with a right to speak though not to vote. Students were invited to serve on college committees, and the president's door was always open to them. They knew they could be heard on any topic and often could get what they considered a reasonable response.

Students, along with staff, also were invited from the beginning to be part of state and national community college groups. Leon Lindsay, Associated Student Body president in 1967-68, may have been the first student officer to attend the American Association of



Community and Junior Colleges (AACJC) national convention.

Mel Gaskill recalls: "Leon and I went together to Boston. He was the only student representing a student body, and I was the only staff person representing instructors in that whole convention. They didn't have a place for us; we didn't exist. [When it came to the participation] they were a bunch of old fuddyduddies."⁹⁰

Students and staff also helped in the hiring process. "On the way [to Boston] Leon and I interviewed people who had applied for staff positions. We interviewed some in San

Francisco and several people in St. Louis."⁹¹

Student body presidents, all of whom were seen as constructive leaders during the Parnell years, included: Charles Solomon in 1965-66, Robert Wimberly in 1966-67, Leon Lindsay in 1967-68, and Marshall Johnson in 1968-69. Lane student Gary McNabb was president of the Oregon Community College Student Association in 1967-68.

Top from left: Robert Wimberly, student council president, 1966-1967; Leon Lindsay, student council president, 1967-1968; Marshall Johnson, student council president, 1968-1969; Gary McNabb, president of Oregon Community College Student Association, 1967-1968.

Right: Student council officers, from left: Pam Shurtliff, Kathy Downing, Charles Solomon (president), Gigi Gamble, Dennis Ryan, Darrol Gesh, 1965-1966.



BUILDING A CAMPUS

Within a few weeks of inviting the public to suggest or offer possible sites for the new college, the board subcommittee on land acquisition had four offers. A site at the intersection of Interstate 5 and Interstate 105 was small, only about 25 acres, and had a power line through the middle of the property. About 25 acres next to a junior high school in Cottage Grove was offered as a gift, but it was 18 miles from the county's population center. A site on the east shore of Fern Ridge Lake at the end of Royal Avenue had limited access, though it offered 50 to 100 acres. A 40-acre parcel directly east of Eugene Airport was rejected as too close to airport noise and a little far from the population center.⁹²

A fifth possibility emerged early in 1965. Eugene lumberman-industrialist Wilfred Gonyea owned about 900 acres on the south side of Eugene's 30th Avenue along the west side of Interstate 5. He offered Lane 100 free acres plus the opportunity to purchase another 100 acres at \$1,000 an acre, half the appraised value.⁹³



Wilfred Gonyea, donor of property for Lane Community College campus on 30th Avenue, 1967.

Aerial view of site of Lane Community College campus on 30th Avenue, 1965.

The board jumped at the offer. The location had access to primary roads, was geographically central, and the price was right. The college accepted the free acres on March 17, 1965, took an option on 48.81 acres south and west of the donated land at \$1,000 an acre the following July,⁹⁴ then bought the acreage on August 16, 1967.⁹⁵

Eugene property developer Oscar Spliid announced that he would be buying up to 800 acres from Gonyea around the campus "to make a beautiful development of it."⁹⁶ A village-type residential and commercial development was discussed.

Other adjacent landowners hinted about locating a hospital, public school, public park, private church college, golf course, and other facilities in the area.

But, there was an "if" to the proposals. Eugene Water and Electric Board would bring water to the relatively undeveloped area, but a sewer line wasn't in the picture.



Gonyea offered to donate three more acres as part of a seven-acre sewage lagoon in exchange for sewer use for 80 houses. The board accepted the offer in June 1966,⁹⁷ then voided it in August⁹⁸ to agree that three-sevenths of the lagoon capacity would go to John Warren, Frances W. Warren, Charles Warren, and Richard B. Keller in exchange for the three acres.

Nothing was to come of immediate development hopes for the area, and Lane eventually

was to buy back the sewage capacity. Development of Eugene moved north and west instead of southward.

Facing an urgent need to have a campus ready by fall 1968, when leases expired on temporary facilities, the board got planning underway in fall 1965. The Eugene architectural firm of Balzhiser, Seder & Rhodes was hired in September to plan the campus.⁹⁹ (The firm two years later changed its name to Balzhiser, Rhodes, Smith & Morgan.)¹⁰⁰ The University of Oregon Bureau of Educational Research (BER), which earlier did the study establishing a need for the college, was hired, along with Odell-MacConnell Associates of Palo Alto, California, to prepare educational specifications for campus buildings.¹⁰¹

The professionals got some unexpected help. "I asked Marty Ravellette, our custodian without arms, to advise the architects," Parnell



says. "I wanted this college to serve disabled people too. Marty did, and he was like a bulldog, insisting on ramps, etc. This was way before anybody thought about such things. I give Marty credit."¹⁰²

President Parnell suggested that tours be arranged of other colleges to identify strengths that might be incorporated into the Lane campus design. The idea was enthusiastically received. It was a follow-up to the trip Bert Dotson took in 1964.

Nine people visited five community colleges and two school construction agencies in northern California the first week of October 1965.¹⁰³ They returned with a 14-page report on construction details and ideas which might work for Lane's campus. Balzhiser, Seder & Rhodes arranged and financed most of the tour.

In the group were Alan Seder, Richard Rhodes, Darrell Smith, and Christopher Morgan of the architectural firm; Hugh Mitchell of Mitchell & McArthur landscape architects and site planners; James Rose of the University of Oregon Bureau of Educational Research; Lane board members Lyle Swetland and Robert Ackerman; and William Cox, the college's dean of administrative services.

Dotson arranged a second tour, to southern California, in mid-January 1966 to acquaint board members and staff with campus design ideas.

"It was a very significant trip," he recalls. "We had just started our dream of building a campus. Dale [Parnell] was tireless in thinking how we could do it the best way. Dale said, 'Let's find exemplary programs and visit them to see first-hand. Let's ask what's working and what they'd change, what they'd do differently if they had a chance to start again.'"¹⁰⁴

Out of that trip came such ideas as mixing the tech-voc and college transfer buildings so that status was not assigned according to location or style of building, locating the Learning Resource Center and student center in the middle of the cluster of buildings because they serve all students, locating administration and business buildings close so they could share computer facilities, locating sports facilities close to the campus entrance and parking, and creating non-structural walls to allow easy remodeling as educational needs change.¹⁰⁵

Parnell developed an idea to enhance attendance and participation at board meetings and communication between board members. He had the board table built in a wide-open U-shape to enhance eye contact between board members and between members and the audience. He had the audience sit in tiers elevated above the board table level to avoid having the board look down on the audience.¹⁰⁶

Marty Ravellette,
Lane Community
College custodian,
1968.

These were democratic and participatory ideas for the time.

Participants in the mid-January tour included board members William Bristow, Jr., Dean Webb, Robert Ackerman, Albert Brauer, Olga Freeman, Clifford Matson, and Lyle Swetland. Staff included Dale Parnell, I.S. Hakanson, James Simmons, Dena Malliris, Bert Dotson, Carl Blood, Roger Houglum, John Howard, John Jacobs, Robert Marshall, Gerald Rasmussen, and Ruth Thygesen. Campus planners were James Balshiser, Hugh Mitchell, Chris Morgan, Richard Rhodes, James Rose, and Alan Seder. Accompanying the group was reporter Dan Wyant of the *Eugene Register-Guard*.

They visited 26 educational institutions and logged nearly 50,000 air miles and more than 3,000 car miles between January 8 and 15, 1966. The college's portion of the cost was about \$3,500.¹⁰⁷

Back in Eugene, board members rejected a suggestion that the new campus be built a building at a time, as needed. Lyle Swetland urged that as many buildings as could be afforded be erected in the first stage. Al Brauer agreed, arguing that money would be cheaper to borrow immediately rather than later, and that construction costs were rising.¹⁰⁸ Members voted to build 11 structures in the first stage, then later increased that to 13.

By August 3, 1966, the board and the architects were ready to move dirt. C&H Durbin Co. of Eugene was hired to do campus grading and site preparation at a cost of \$245,300.¹⁰⁹ They were on the job the next day.

Morse Brothers of Harrisburg won a \$97,225 contract in November to supply con-

crete beams and columns.¹¹⁰ To assure remodeling flexibility later, architects designed 40-foot by 40-foot modules in most buildings to avoid having weight-bearing walls.

U.S. Senator Wayne Morse made a special trip from Washington to turn over the first shovelful of soil at the college's official groundbreaking on



January 6, 1967. About 100 spectators watched the ceremony in chilly, overcast 40-degree weather. It was preceded by a luncheon at the Eugene Hotel which attracted 300 people.¹¹¹

Other participants included Roy Lieuallen, chancellor of the Oregon State System of Higher Education; Leon Minear, State Superintendent of Public Instruction;

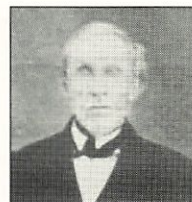
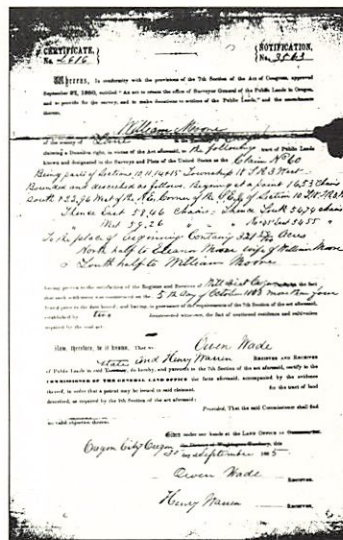


Top: Dale Parnell at groundbreaking, January 6, 1967.

Above right: U.S. Senator Wayne Morse at groundbreaking, January 6, 1967.

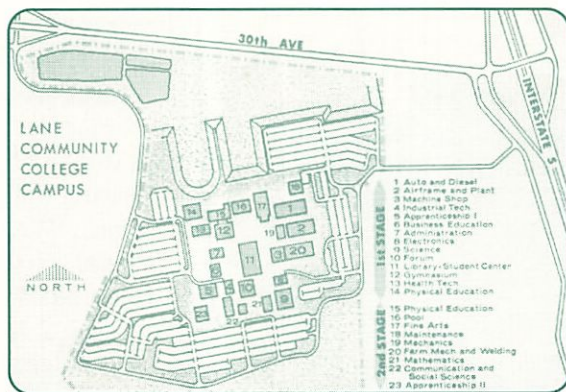
Right: William and Eleanor Moore, first settlers and holders of donation land claims on the site that would become Lane Community College.

Donation land claim certificate of William Moore, first settler on Lane Community College site.



1853





President Arthur Flemming of the University of Oregon; W.H. Gonyea, donor of part of the campus acreage; Mrs. Ray Turrell of Springfield, great-great granddaughter of William and Eleanor Moore who homesteaded the property in 1853; Richard Rhodes, architect; Lane board members, and representatives of district cities and school boards.

As if spurred by the ceremony, board members in the next eight months awarded contracts for construction of 13 buildings.

In February, V.A. Harding Construction Co. of Eugene won a \$2 million contract to erect Auto-Diesel Technology, Air Technology and Machine Technology buildings.¹¹² In March, Robert D. Morrow of Salem got a \$2 million contract to put up the Industrial Technology, Apprenticeship, Business, and Administration buildings.¹¹³

S.F. Wilson Construction Co. of Eugene received a \$1.9 million contract in June to construct the Science, Electronics, and Forum buildings.¹¹⁴ In July, Vik Construction Co. of Eugene was hired for \$2.1 million to construct

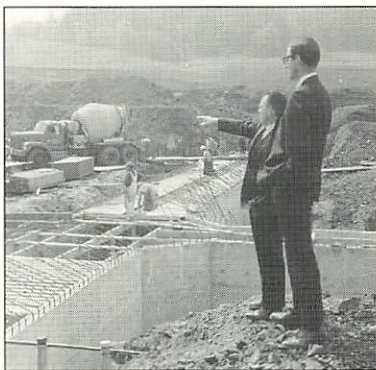
the Health Technology and Physical Education buildings.¹¹⁵ A structure to cover tennis courts was dropped so that the money could be applied toward \$386,253 worth of extra rock removal around campus. A number of test holes had been drilled around the acreage prior to beginning construction. They apparently were sunk between massive boulders rather than into them, giving the false impression that site preparation would be easy. One of the excavation benefits was a find of fossilized shells from the time that the site was part of an inland sea.

A small problem developed around the proposed wood shake roof on the Health Technology building. Federal monies were being sought to help finance it and the U.S. Public Health Service wanted the wood roof changed to steel.¹¹⁶ They saw wood as a fire hazard. Lane's architects designed wood roofs for most buildings; they didn't want one building to be different.

Richard O. "Dick" Eymann, the college's governmental affairs specialist, went to Washington, D.C. to talk to the official who was concerned. After arguing fruitlessly, he walked the streets until he got an idea he thought might work.

Back in the official's office, he pointed out that the health building was actually two one-story structures, one on top of the other. One-story buildings, Eymann knew, could have wood roofs.

The lower building, Eymann explained, had a concrete "roof" which also was the floor for the upper building. In case of fire, students in the lower building could exit at ground level in several directions.



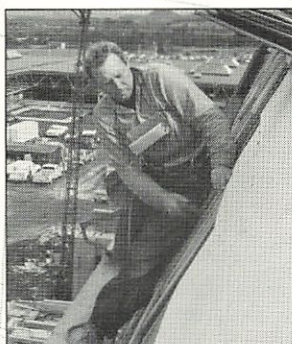
Above: Eugene Register-Guard, February 19, 1967.

Right: Dale Parnell and William Hein, dean of Instruction, viewing construction, 1966-1967.

The upper one-story building, the one with a wood roof, also had exits for students at ground level in two directions since the campus was being constructed on a gradually sloping hillside. The hazard to students was negligible.

"You're right," Eymann remembers the official as saying. "He initialed the plans right then and there."¹¹⁷ Later, a letter arrived from

largest of the projects, about the size of a football field with three floors, a mezzanine and a half basement. Only it and the Forum were not ready for occupancy when classes began in September 1968. Both were completed in 1969.



Robert Mommsen of the Department of Health, Education and Welfare, indicating acceptance of a wood roof for the Health Technology building."¹¹⁸ The Associate Degree Nursing portion of the

health facility brought a federal grant of \$413,607, which was two-thirds of its cost and "\$21 more than we requested!"¹¹⁹

In September 1967, Waldo Hardie & Sons Construction Co. of Eugene won a \$3.7 million contract to build the Center (also called Learning Resource Center-Student Center).¹²⁰ It was the



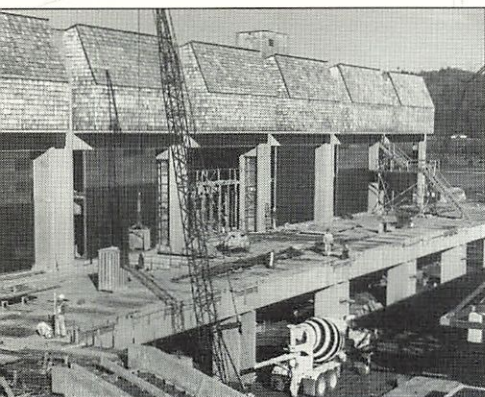
The last contract went to Wildish Construction Co. of Eugene in April 1968 for \$1.03 million for landscaping, paving and lighting.¹²¹ By July, the move to the new campus had begun.¹²² When students arrived in September, they had to contend with workers putting the finishing touches on most buildings, and later with sawdust paths through mud where sidewalks had yet to be poured. But, the mood was upbeat as they moved among the first 13 buildings costing \$16.3 million.¹²³

Above:
Construction of
Center Building,
c. 1967.

Center: Workman
putting up wooden
shingles on the
Center Building,
c. 1967.

Right: Aerial view
of 30th Avenue
campus,
November 1968.

Bottom right: First
day of classes
on 30th Avenue
campus,
September, 1968.



T

here was one thing lacking at the October 19, 1964, election at which establishment of a college was approved and seven board members elected to set policies governing it. No operating money was authorized to get the new college on its feet. A bill to permit that to happen as community colleges were established wasn't passed until 1965. Bert Dotson brought that to the lawmakers' attention in time for Mt. Hood Community College to include funding authorization in its organizational election.¹²⁴

The Lane board went looking for somebody to loan it money. That probably wasn't illegal, but neither was it authorized by statute, Dotson remembers. Therefore, after some initial openness, the whole issue went underground.

Eugene Chamber of Commerce publicly indicated willingness to find 20 citizens who would co-sign a \$20,000 loan which would be repaid after the college received its first state support money in July 1965.¹²⁵ No records seem to exist now to verify whether or not the chamber offer was pursued.

The college did get a bank account, however, which it named the Citizens Fund, and which it used over at least six months to meet operating expenses.¹²⁶ The loan was repaid, though it doesn't seem to show specifically in any single accounting line item in budget records of the time. Board member Olga Freeman is remembered as the person who kept a sharp watch on budget matters. "That's the first I've heard of that [the loan]," she said nearly 30 years later.¹²⁷ Board member Lyle Swetland does recall that there was a loan but doesn't remember details.¹²⁸

"I co-signed for a thousand dollars," says Dale Parnell, "and so did Bill Cox."¹²⁹ He says the loan might have been arranged by David Williams, then assistant manager of Eugene

Main Branch of First National Bank. Interest charged totaled \$53.11 on \$10,149.66 over six or more months.¹³⁰

It was a small loan but, without it, the college might not have been able to get organized nearly as quickly as it did. Names of citizens who put their signatures on the line for the college are mostly unreported and, therefore, unremembered.

A college budget committee was named within a month of the founding election.¹³¹ Board members each appointed a citizen to



join them on the committee. Appointees included Charles E. Stewart, Eugene accountant, who was elected chairman; Wanda Faa Casper, Junction City theater operator; Johan Mehlum, Mapleton banker; Robert Agger of Eugene, University of Oregon political science professor; Richard C. Williams of Eugene, University of Oregon fund raising administrator; Roger Detering, Harrisburg farmer; and Larry Chapman, Cottage Grove lumberman.

Dotson was budget officer. During early 1965, the committee reviewed and approved a

general fund (operating) budget of \$1.2 million for the 1965-66 fiscal year.¹³² State support, tuition, and local property taxes were to underwrite the budget, if voters approved the latter.

The board agreed to put two measures before voters on May 3, 1965: a \$640,106 operating budget property tax levy¹³³ and a five-year, \$400,000 per year serial levy to help pay for constructing a new campus.¹³⁴

Meanwhile, they looked at tuition and decided it would be the lowest of any institution of higher education in the Northwest. It was set at \$55 a term for in-district students. At the urging of several school superintendents, a mileage offset was added. Students commuting over 50 miles paid tuition of \$25 a term; 40-50 miles, \$30; and 30-39 miles, \$40.¹³⁵

Spring and May 3 arrived and voters were still in a honeymoon mood. They approved the operating levy 9,016 to 4,716 and the \$2 million serial levy 8,490 to 4,610.¹³⁶

Needed local money was assured, but the college still hadn't qualified for state support. The legislature had approved funds for community colleges organized by December 31, 1962, but hadn't provided for those started later. Arguments that Lane qualified because ETVS had been around since 1938 fell on deaf ears.

Some lawmakers were nervous about the rapid growth of two-year schools and the funding obligations that the state faced.¹³⁷ They were interested in community college development and convinced that they were needed, reported Representative Viola Wilmot of the Lane County delegation. But, "they back down when you get to the dollars," she said.¹³⁸

Various bills were introduced, one by the Lane delegation to move the cutoff date from 1962 to 1964, thus including Lane.¹³⁹ An amendment by the Senate Education Committee eliminated mention of a deadline.¹⁴⁰

President Parnell took another approach. He talked to Governor Mark Hatfield, a strong supporter of community colleges. The result was money in the governor's state budget proposal to fund Lane and other new colleges.¹⁴¹ "He gave me his word that he'd find it. He's one of my heroes," says Parnell.¹⁴²

That made it easy for the legislature to pass a bill lifting the moratorium on funding. All colleges operating at the time qualified for funding on an equal basis with every other college.¹⁴³ The bill passed both the senate and house without a dissenting vote. Lane got about half a million dollars from the state toward operating costs in its first year.

To finance the college's second year, 1966-67, the board budget committee, president and staff came up with a \$2.4 million operating budget. President Parnell noted that, while the budget was up about \$1 million, the cost per student decreased and the requested local property tax levy of \$573,509 was \$66,597



below the 1965 levy.¹⁴⁴ Voters went for the bargain on May 2, 1966, 8,150 to 4,695.¹⁴⁵

Given the voter mindset, this was no time to be timid. Money was still needed to build the

new campus. A \$9.9 million construction bond issue was placed on the September 20, 1966, ballot. Some thought it was needed but too large an amount to get approved. Board member Al Brauer argued persuasively for the larger amount. “He was always saying, ‘we’re not thinking big enough,’ ” Parnell recalls. “He was probably the greatest board member I’ve ever known.”¹⁴⁶

A citizens committee was formed to promote passage of the bond issue. David Williams, banker, chaired the committee and found business leaders who donated \$1,400 to pay for an information campaign.¹⁴⁷

On election day, the vote was 4,938 yes and 1,406 no—almost 78 percent in favor.¹⁴⁸ Subsequently, \$6 million in bonds were sold at 3.8 percent interest¹⁴⁹ and \$3.9 million at 4.3 percent interest.¹⁵⁰

In seeking funding for the operating budget for 1967-68, the college got a surprise. Enrollment was up, and yet the requested budget and property tax levies were about the same as the prior year. It looked like a bargain and readily acceptable at the polls. But, on May 1, 1967, voters said no to Lane for the first time. The proposed levy of \$553,828 was defeated 9,423 to 10,773.¹⁵¹ Al Brauer pointed out with delight that his zone, West Lane County, had voted *for* the measure, three yes votes for every no vote.

The board went back to voters June 1 with a \$490,000 proposal and got it approved 5,980 to

5,048.¹⁵² Reducing the request and resubmitting it was to become a standard approach to college elections in the 1970s and 1980s, though it sometimes took several elections to get a win.

Seeking greater financial stability, the board on May 28, 1968, put a tax base request before voters. They asked for a continuing \$1.5 million a year into the future, plus a 6 percent annual increase.¹⁵³ It was a big win, 39,518, to 23,295,¹⁵⁴ and it made possible a \$3.4 million operating budget for 1968-69.

The college also had great success tapping the abundance of state and federal funding available in those years. President Parnell told the board early on that “rich rewards” were possible and he wanted a governmental affairs specialist to go after them. Former state legislator Richard O. Eymann of Mohawk got the assignment.¹⁵⁵ It was a profitable partnership through the late 1960s and early 1970s. For construction alone, state and federal grants totaled \$5.6 million by 1969.¹⁵⁶



Dale Parnell and Eugene Mayor Leslie Cone in parade to support bond measure to fund higher education, May 24, 1968.

Lane had experienced success after success in its early efforts; it appeared that nothing could stop its momentum. Something was about to happen, however, to slow it down. It was about to lose the man behind the momentum. In Salem, on May 10, 1968, Governor Tom McCall announced that he was appointing Dale Parnell as Oregon Superintendent of Public Instruction, effective July 1.



Things were going well as the end of the 1967-68 year approached. "We were really riding high with Parnell running the show, and the school was really moving," recalls board member Al Brauer.¹⁵⁷

Community support was outstanding. "Such a combination of things came together in that several-year period," says board member Lyle Swetland. "The support of so many people was amazing. You couldn't have written a more positive script for starting an institution. There was never one prominent voice of criticism at any time in those first few years."¹⁵⁸ A survey of citizen attitudes by Northwest Ballot Box was presented to the board in May 1968. It showed generally favorable impressions of college programs, faculty, administration, new campus, and even taxes for the college.¹⁵⁹

Staff morale and commitment were never higher. "Oh, we were so filled with enthusiasm," said Mechanics Division head Mel Gaskill. "I used to defy anybody to come to the college and just walk the campus with me and not become enthusiastic. The enthusiasm was just catching."¹⁶⁰

"I began teaching in the Home Economics Department the same year that the new campus made its debut," recalls Jeanne Armstrong (at Lane 1968-86). "I remember spending a long evening before the first day of classes preparing the classroom for the first entourage of students. Preparing meant more than putting out paper, arranging chairs, or getting audio-visuals ready. I swept up construction debris, mopped the floor, cleaned all the tables, shelves, and blackboard, and finally placed bouquets of fresh flowers on each section of the U-shaped table arrangement. It was like having a party."¹⁶¹

The college was in excellent financial shape. A new campus was about ready for occupancy. Enrollment was growing. The college was achieving its mission.

"I think our school was unique in its philosophy," says board member Brauer. "We didn't just talk about concern for vocational technical

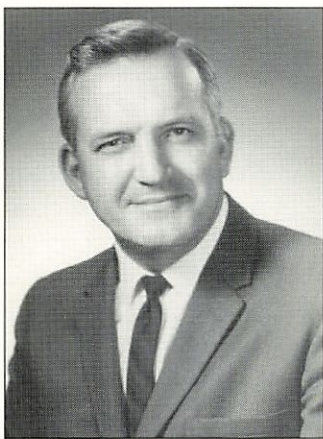
education, we did it. We worked toward really helping that student who was the down and outer, the dropout, the person who messed up and wanted to come back. We really did a lot to try to help that person get back into the stream of life.”¹⁶²

“We were clear on our promises and we delivered on our promises,” says Dale Parnell.¹⁶³

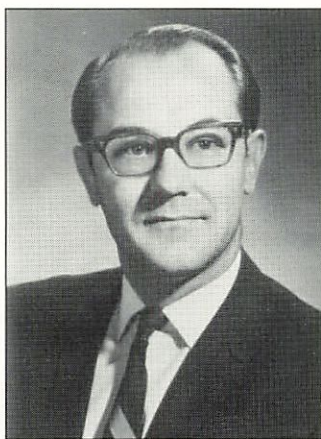
Parnell didn’t resign from Lane until November 1968.¹⁶⁴ “He was torn; he really didn’t want to leave,” Bert Dotson remembers.¹⁶⁵ The man who was ahead of his time also was given a wrist watch by board members.

“I fully intended to go back to Lane,” Parnell says. “Then I got interested in state opportunities and needs.”¹⁶⁶

Board members were miffed at McCall for stealing their man away, but named Robert E. Hamill, Lane’s director of Institutional Research, as acting president for 1968-69,¹⁶⁷ and began a national search for their second president.



Left: Robert Hamill, acting president of Lane Community College, 1968-1969.



Right: Robert L. Pickering, Lane Community College president, 1969-1970.

Things were humming. It was probably as good a time as any for a president to leave. He succeeded Leon Minear, who left to become director of vocational education for the U.S. Office of Education in Washington, D.C. Parnell’s responsibility included K-12 programs

plus the 12 community colleges then existing.

Governor McCall was Parnell’s political mentor and believed he was the person to defeat the well-financed campaign of conservative Walter Blake, whom Minear had edged out for the post in 1966. Parnell did win in November 1968 and was seen thereafter in some circles as a possible successor to McCall. Though interested in what could be accomplished at the state level, he never really took to politics and campaigning.¹⁶⁸

Parnell returned to the community college movement in 1974 as chancellor of the San Diego Community College, became president of San Joaquin Delta Community College in 1976, moved to the presidency of the American Association of Community and Junior Colleges 1981-91, and then came home to Oregon as Commissioner of the Office of Community College Services in 1991. In fall 1992 he became a professor of education in the Oregon State University School of Education and helped establish a new program in community college leadership training. He retired in June 1997 and continues part-time involvement in the Western Center for Community College Development at OSU.

Looking back, board members, staff and community leaders knew they'd had unusually effective leadership for three years and a month. Some knew the leadership actually started about six years before Parnell went on the payroll.

Fewer realized that his influence would live on through the college's early decades, and probably a lot longer. Succeeding presidents have had to live with and either adapt to "The Parnell Precedent" or fail. Those who ignored it didn't stay long.

What he'd done was empower and energize people by inviting them to become partners in building an institution to which they could give unreserved commitment. And he showed the way by living the vision and values he advocated to others. In a time when organizations of all kinds were routinely run as autocracies, he opened people's eyes to an alternative.

A lot of management theory about participative style surfaced in the 1970s and 1980s. But, Parnell was doing his version of it in the 1960s and earlier.

"I don't know where I got that," he says. "I've been participative all my life. It just seemed like the right thing to do. I wanted to treat other people the way I wanted to be treated. Psychologists call it 'accurate empathy.' We've lost a lot of that in collective bargaining."¹⁶⁹

The Parnell version of shared governance or participative decisionmaking was part accountability and part democracy. The proportion of each was seen differently from person to person, depending on how each was touched by his style. He was under pressure to produce in a hurry, and he did; yet he somehow found the time and will to assure that those who wanted to be part of the action had the opportunity (and felt the obligation) to partner with him.

Some might call it a "loose-tight approach." He was open to suggestions and compromise. "But he was no piece of cake; he was no pushover," recalls Gerald Rasmussen, whom Parnell hired as social science instructor and department head and then promoted to assistant dean.¹⁷⁰ "Dale was seen by some as authoritarian, but he was not that so much as a powerful personality."¹⁷¹

He left no question about where he stood on getting the job done.

"I don't know that you could classify my style," Parnell says. "I'm authoritarian in the sense of the mission or vision. I want to be very clear about what we're trying to accomplish, what we're promising to do. We make sure all in the family understand that. Then we hold all our feet to the fire to assure we do that. We don't let people off the hook.

"There are people with special interests, but who worries about the whole institution? The president. My role was to turn the knob to clarify focus, to keep the picture clear.

"Too many people in the modern community college don't share the same vision for the institution. It's like building a house off several sets of blueprints. Let's get the family back together and worry about the whole institution."¹⁷²

Parnell has a desk weight which reads, "Do not confuse effort with results." "We must agree what the results will be," he says. This is not to say that debate on mission or goals is proscribed. He might very well encourage a continuing debate. But, meanwhile, goals get accomplished.

If he was rigid about getting the job done, he was equally flexible about giving people freedom to perform. "You got an assignment and then he'd leave you alone to do it," says Dotson.¹⁷³

"Dale got the tradition started of decentralizing, so that a lot of decisions really are made

out in the departments,” recalls Gerald Rasmussen.¹⁷⁴ “On one occasion I was working long hours and reduced my teaching load by one class. I told Dale I had done it and asked whether I should continue. His response was, ‘Well, you’re the department head.’ That’s establishing the tradition that decisions ought to be made at the level where the decision has a consequence.”¹⁷⁵

Parnell saw the organization as a means to an end, not an end in itself. “If he felt he could achieve a goal by coming from a different direction, he would reorganize,” says Dotson.¹⁷⁶ “I call it ad hoc-racy, meet each Tuesday morning and reorganize,” Parnell says. “I’ve never liked line-staff organization.”¹⁷⁷

From the day he was hired, Parnell gave the enterprise a sense of legitimacy. He never stopped telling people inside and outside the college how important and useful the work was. Insiders responded with excitement and commitment; outsiders supported the institution verbally and fiscally and referred students to it. Addressing the needs of “the forgotten 80 percent” of the population played well, in part, because Parnell really believed what he was saying and put his career on the line for it.

That kind of leadership, which went far beyond merely managing, was what got “the family” (a term he still uses) to buy into the idea of creating one of the best community colleges in the country. It was a goal which most staff, amazingly, agreed was achievable

and about which many became enthusiastic. Parnell the risk taker was willing to gamble that they simply would do their jobs with added zest, commitment and creativity and that college leaders would open doors to help them do it.

Parnell borrowed a slogan from a poster of the day, “To Do a Common Thing Uncommonly Well,” and used it as a low-key rallying call. (He still has that saying hanging on his office wall.) People believed and did

offer students what Parnell years later was to describe as “opportunity with excellence.”

This kind of challenge to staff and the community required an accompanying demonstration by college leaders of total openness, in-depth communication and genuine opportunities for participation.

Parnell was comfortable with what some other presidents of the time might have described as democracy running amok.

He invited participation from inside and outside the college. Overnight there were citizen committees representing business, industry and labor to share ideas on college directions and to lend a hand at such things as funding elections. Dozens of program advisory committees with hundreds of members made curricular suggestions.

Inside the college, he wanted as many as possible to know what was going on. He organized a president’s cabinet and a division council and held large group meetings at which people could share what they were doing. He



invited staff to elect representatives to a committee to talk with him and the board about salaries and working conditions. A staff association was soon organized and recognized by the board as officially speaking for employees.

A weekly staff newsletter and lots of fliers regularly showed up in staff mail boxes to keep them posted. Staff and students were encouraged to attend



board meetings, surely an innovation for the time. Student and staff officers were invited to sit at the board table and to participate in discussions on behalf of their constituents. Audience members were invited to comment.

"I just wanted to get people involved," Parnell recalls.¹⁷⁸

No small part of his success was due to the Parnell persona.

"He was a very real human being in the sense that when you talked to him and looked deeply into his eyes, you discovered he was really there," recalls instructional administrator Gerald Rasmussen.¹⁷⁹ "He was a person who was open and above board, who had ideas, who would work for those ideas, and with whom one could debate the issues.

"One could argue with him," says Rasmussen. "And he wasn't afraid to disagree

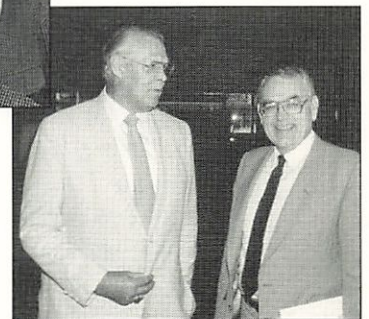
and argue with the subordinate and make his point, and accept the arguments as made in good faith, and not be vindictive, not remember that someone had disagreed about some issue, but go right on to the next issue and start afresh."

Rasmussen says Parnell and Eldon G. Schafer (Lane president 1970-85) "are very much a part of the Western tradition of individualism and of opportunity. They're comfortable in dealing with other people who are willing to express themselves and to disagree and debate. They're problem-oriented people and

they deal with human beings at a very, very comfortable basis of equality, no matter what position, or what station in life the people who are talking to



them hold. "It's this knowledge of self that's key, this comfort of self," says Rasmussen.



"I took a man into Dale's office once and said (name withheld) is really concerned about this issue, and he feels you haven't heard him, and he's literally afraid to talk to you.

"And Dale says, 'Afraid to talk to me? I'm the easiest person there is in the world to talk to, what's the matter with you? Anybody can talk to me.' And then he kind of paused realizing that he hadn't been terribly easy, and said, 'Well, at least I am after I sit back down.' And

Above: Mastheads, Roundup, staff newsletter 1965-1969.

Right: Eldon G. Schafer, Lane Community College president, 1970-1985.

Far right: Eldon Schafer and Dale Parnell.

that's a degree of self-knowledge that you don't find in most people. We arrived at a compromise decision very quickly."¹⁸⁰

People also saw his down-to-earth side.

"In the early years we were a small enough institution that we were like a large family, and we had Christmas parties," recalls Florence Hedden, an Office of Instruction secretary who in the 1980s became secretary to the president before retiring. "The first Santa Claus was Dr. Parnell, complete with a beautiful suit. That was really something."¹⁸¹

Hedden remembers him also as a person who would lend a hand as needed. "When it came to board mailing day, everyone pitched in on assembling, we call it collating, all of the board mailing. We'd line it up on this long counter outside the main office and we'd take turns running down around, and he'd be right there with us, collating and stapling, getting it ready for the mail. He was like that. He's an unusual person."¹⁸²

Most remember him as a person who had ideas and who welcomed others' ideas.

"Dale is a guy who has an idea a mile a minute," says retired adult education administrator Nile Williams. "I used to say he was like a fish laying eggs. Everyday you walk in and he's got 14 new ideas and some of them are so good they have to live."¹⁸³

He had no patience with the NIH (not invented here) prejudice. He greatly preferred SWPFTB (swiped with pride from the best) and encouraged staff and board members to visit other colleges to see exemplary practices that Lane might adapt and adopt.

Risk didn't seem to slow him down.

"He was willing to take the risk of doing something," Williams says. "It was a new concept and there were a lot of questions at times."¹⁸⁴ Bert Dotson recalls Parnell saying,

"This has never been done before, so we can't make a mistake. Everything is new, there's no tradition, we can try anything."¹⁸⁵

He worked people hard, but worked himself harder.

"Oh, he'd work you to death, and you knew that he was doing it, and you still liked him for it," recalled Mechanics Chairman Mel Gaskill. "And, of course, with Dale pushing everybody, why a lot got done. We didn't know anything about short hours."¹⁸⁶

"I was almost a single man. I seldom got home," says Dotson. "Usually, we had Sundays off—unless there was a workshop."¹⁸⁷

As for Parnell, "he was tireless," Dotson says. "He'd work around the clock if there was something to do. He stayed at it until it was done. He'd always worked this way, even back when he was a teacher and coach. It was always go, go, go."¹⁸⁸

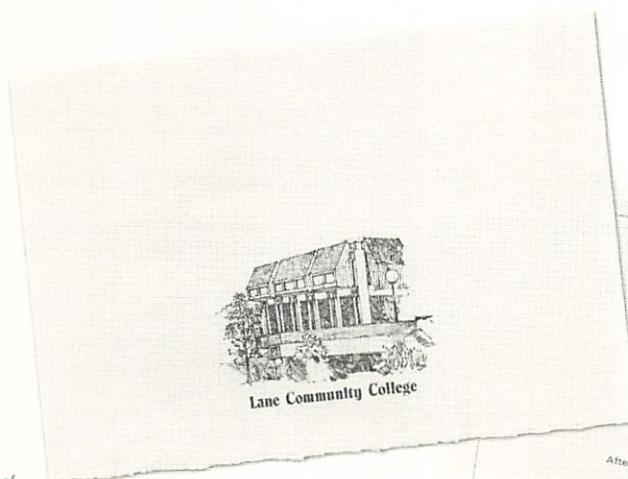
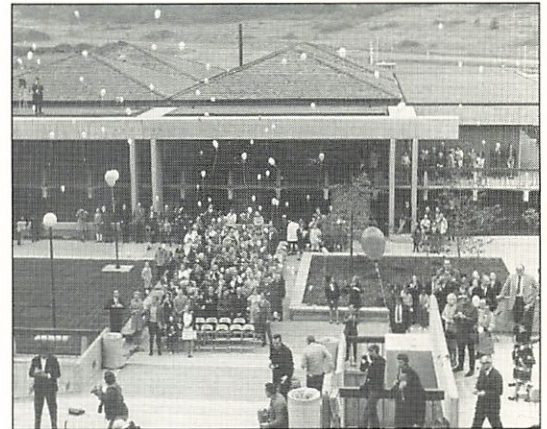
"When I had a task I'd work all night to get something done," Parnell says. "I was always pretty tough on myself in wanting to get it right."¹⁸⁹

The Parnell administration had succeeded in building what Dean of Students I.S. "Bud" Hakanson (at Lane 1965-70) called "an atmosphere."¹⁹⁰ He remembers it as based on trust that most people were interested in the good of the institution, on people giving honest opinions rather than what they thought someone higher up wanted to hear, on faith that people had the best interests of the students and the college as top priority, and on the absence of fear of recrimination or retaliation.

It was a spirit, a notion of how students and staff should be valued. And how they could unite in creating something of genuine importance. The die was cast; as long as some of the people who had seen and experienced a different vision were still around or shared the story,



the culture would be participative. The unparalleled productivity of the Parnell years would be remembered, but even that giant accomplishment would be seen as secondary to the establishment of participative governance. There was no retreat from the Parnell precedent.



Dedication of 30th Avenue campus, Governor Tom McCall used a chain saw to cut a log, replacing the traditional ribbon-cutting ceremony, October 11, 1969.

You are cordially invited to attend the dedication of the Lane Community College campus at 11 o'clock, Saturday, October 11, 1969
Lane Community College
Gonyea Terrace
4000 East 30th Avenue
Eugene, Oregon

Afternoon guided tours on October 10, 11, and 12.
Evening guided tours October 10 and 11.



ENDNOTES FOR PART TWO: THE PARNELL PRESIDENCY: 1965-1968

1. "Good Choice," *Eugene Register-Guard*, February 25, 1965.
2. "The faint-hearted would turn and run," *Eugene Register-Guard*, March 21, 1965.
3. Lyle Swetland, LCC 20th anniversary interviews, pp. 12-13.
4. Lane County Community College Study Committee special meeting with newly elected board, minutes, Eugene, OR, October 22, 1964.
5. Board of Directors meeting, Lane County Area Education District, minutes, November 4, 1964.
6. Ibid.
7. Albert Brauer, LCC 20th anniversary interviews, p. 14.
8. Bert Dotson, LCC 20th anniversary interviews, p. 31.
9. Board of Directors meeting, Lane County Area Education District, minutes, January 20, 1965.
10. Board of Directors meeting, Lane County Area Education District, minutes, March 3, 1965.
11. David L. Spriggs, "The Lane Community College Seal," unpublished paper, written in LCC instructor Karen Lansdowne's composition class, December 4, 1967, p. 2. See also: Debbie Jo Briggs, "Evolution of a Titan," 1967 LCC Yearbook, pp. 88, 89.
12. Board of Directors meeting, Lane County Area Education District, minutes, March 3, 1965.
13. Board of Directors meeting, Lane Community College, minutes, April 21, 1965.
14. "Student government set up for college," *The Torch*, 1:2, December 6, 1965, p. 1.
15. "Staff seeks paper title," *Name The Newspaper*, 1:1, November 1, 1965, p. 1.
16. Bert Dotson, LCC 20th anniversary interviews, p. 31.
17. Bert Dotson, interview by the author, Eugene, OR, April 2, 1992.
18. Lane County Community College Study Committee, special meeting.... See also: "Name added to list," *Eugene Register-Guard*, November 10, 1964.
19. Nile Williams, LCC 20th anniversary interviews, pp. 3, 15.
20. Bert Dotson, interview by the author, Eugene, OR, April 2, 1992.
21. Albert Brauer, LCC 20th anniversary interviews, p. 12.
22. Larry Romine, "Parnell chosen Lane Community College chief," *Eugene Register-Guard*, February 25, 1965, p. 1A.
23. "Board of Directors meeting, Lane County Area Education District," minutes, February 24, 1965.
24. Bert Dotson, LCC 20th anniversary interviews, p. 32.
25. Ibid.
26. "Good choice," *Eugene Register-Guard*.
27. "The faint-hearted...." *Eugene Register-Guard*.
28. Board of Directors meeting, Lane Community College, minutes, April 7, 1965.
29. "New president seeking help," *Eugene Register-Guard*, February 25, 1965, p. 1A.
30. Larry Romine, "Parnell Chosen...."
31. Board of Directors meeting, Lane County Area Education District, minutes, November 4, 1964.
32. "Board of Directors Meeting, Lane County Area Education District," Minutes, November 18, 1964.
33. LCC 1965-66 Catalog, Eugene, OR, April 1965, p. 2.
34. LCC Titan Yearbook, "What is MDTA?" 1966, p. 47.
35. LCC Schedule of Classes, Fall Term 1965-66. See also: Board of Directors meeting, Lane Community College, minutes, October 6, 1965. It was reported that 245 credit class sections were being offered that date.
36. LCC Adult Education Schedule of Classes, Fall Term 1965.
37. LCC Fall Term Time Schedule 1968.
38. Candidate for Membership Visitation Report, Lane Community College, Eugene, Oregon. Undated and unsigned but apparently prepared by Commission on Higher Schools staff in December 1966.
39. James F. Bemis, Northwest Association of Secondary and Higher Schools, letter to Dale Parnell, December 7, 1966.
40. Self Study Accreditation Report, LCC, June 1968, p. ii.
41. LCC Evaluation Committee Report, October 21-23, 1968.
42. Board of Education Meeting, minutes, December 18, 1968.
43. Lane County Community College Study Committee.... See Also: Board of Directors meeting, Lane County Area Education District, minutes, November 4, 1964.
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45. Michael Ridderbusch, *ibid*.
46. Board of Directors meeting, Lane County Area Education District, minutes, March 17, 1965.
47. LCC Board of Education meeting, minutes, March 6, 1967.
48. LCC Board of Education meeting, minutes, September 20, 1967. See also: LCC Board of Education meeting, minutes, May 3, 1967.
49. Dale Parnell, memorandum to staff members, LCC, September 21, 1965.
50. LCC Board of Education meeting, minutes, October 18, 1967.
51. "Council keeps machinery running," *The Torch*, 1:1, November 1, 1965, p. 6.
52. Gerald Rasmussen, LCC 20th anniversary interviews, p. 78.
53. Miles C. Romney, telephone interview by the author, Eugene, Oregon, February 11, 1992.
54. Gerald Rasmussen, p.20.
55. Dale Parnell, interview by the author, Salem, OR, March 19, 1992.
56. Paul Malm, letter to the author, February 26, 1992.
57. Catherine M. Lauris, LCC 20th anniversary interviews, pp. 6-7.
58. *Ibid.*, p. 7.
59. LCC Board of Directors meeting, minutes, June 16, 1965.
60. LCC Board of Directors meeting, minutes, July 7, 1965.
61. LCC Board of Directors meeting, minutes, December 1, 1965.
62. Dale Parnell, telephone interview by the author, May 15, 1992.
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 Manley, William; Math and Science; Instructor, Physical Science
 Mansell, William; Office of the Dean of Administrative Services;
 Clerk-Controller
 Maris van Blaaderen, A.; Social Science; Instructor, Sociology
 Marshall, Patricia; Office of the Dean of Instruction; Library
 Assistant
 Marshall, Robert; Manpower Development Training Act Program;
 Chairman
 Mast, George; Mechanics; Instructor, Diesel Mechanics
 Mattson, William L.; Industrial Technology; Instructor
 Maxwell, Robert; Mechanics, Instructor, Mechanics
 McCarroll, Darwin; Electronics; Instructor, Radio and Television
 Repair
 McGovern James; Language Arts; Instructor, English
 McNew Carl; Law Enforcement; Instructor
 Merrill, Jed; Industrial Technology; Instructor, Construction
 Merrill, Mary; Manpower Development Training Act Program;
 Instructor, Basic Education
 Meyer, Roland O.; Mechanics; Instructor
 Miller, Gretchyn; Office of the Dean of Adult Education; PBX
 Operator
 Miller, Penelope; Office of the Dean of Administrative Services;
 Bookkeeper
 Millit, Elvira; Office of the Dean of Students; Assistant Clerk,
 Registrar's Office
 Mitchell, Ronald; Social Science; Instructor, Psychology
 Morgan, Boyd; Health and Physical Education; Instructor
 Morgan, Marston; Fine and Applied Arts; Instructor
 Morris, W. R.; Office of the Dean of Adult Education; Assistant
 Dean of Adult Education
 Moss, Gerald; Math and Science; Instructor
 Nammour, Valerie; Social Science; Instructor, Anthropology
 Newton, E. Ann; Nursing and Home Economics; Instructor, Nursing
 Norman, Robert; Fine and Applied Arts; Instructor, Music
 Nott, Ray; Electronics; Instructor, Appliance Repair
 Obitz, C. S.; Office of the Dean of Adult Education; Dean of Adult
 Education

Olin, Timothy A.; Courier
 Olsen, Loraine; Office of the Dean of Administrative Services; Payroll Clerk
 Olson, Richard; Social Science; Instructor, History
 Parent, Irene; Office of the Dean of Students; Counselor
 Parnell, Dale; Office of the President; President
 Parro, Eugene; Industrial Technology; Instructor, Carpentry
 Patrick, Paul; Mechanics; Instructor, Farm Mechanics
 Peterson, Muriel; Nursing and Home Economics; Instructor, Dental Assistant
 Phillips, John; Industrial Technology; Instructor, Forestry
 Pirtle, Cora; Manpower Development Training Act Program; Instructor, Basic Education
 Platt, William; Custodian
 Porter, Gilbert; Language Arts; Instructor, English
 Pruett, Herbert; Mechanics; Instructor, Machine Shop and Diesel
 Ramirez, Walter; Social Science; Instructor, Psychology
 Rasmussen, Gerald; Social Science; Chairman and Instructor, American History
 Reid, Bruce; Language Arts; Instructor, English
 Reschke, Claus; Language Arts; Instructor, German
 Rholl, Gary; Business Education; Instructor
 Roberts, Harry; Head Custodian
 Robinson, Antoinette; Language Arts; Instructor, English
 Robinson, Mary Jane; Office of the Dean of Adult Education; Secretary
 Romine Larry; Language Arts; Instructor
 Ruitter, William; Industrial Technology; Instructor, Drafting
 Rushing, Roy; Mechanics; Instructor, Welding
 Ryan, Boyd; Math and Science; Instructor
 Sanderson, Delta; Language Arts; Instructor
 Sandine, Gayle; Language Arts; Instructor
 Scales, Jack; Math and Science; Instructor, Physics
 Schaefer, Arthur; Social Science; Instructor, Economics
 Schlaadt, Richard; Health and Physical Education; Instructor
 Schwin, Vernon D.; Math and Science; Instructor
 Sherman, Peter R.; Math and Science; Instructor
 Shorey, Sharon; Secretary
 Smith, Hazel; Math and Science; Instructor, Mathematics
 Smith, William; Law Enforcement; Instructor
 Snow, James; Math and Science; Instructor, Mathematics
 Sorenson, Lloyd; Social Science; Instructor
 Specht, Jean; Office of the Dean of Adult Education; Secretary to Dean of Adult Education
 Speth, Edward; Social Science; Instructor, Psychology
 Stephenson, Hazel; Manpower Development Training Act Program; Instructor, Business
 Stewart, Carol Ann; Fine and Applied Arts; Instructor

Stinnett, Ray D.; Social Science; Instructor, Psychology
 Stopa, Ruth; Office of the Dean of Instruction; Instructor, Study Skills Center
 Taylor, Cherry; Language Arts; Instructor
 Taylor, Ruth; Nursing and Home Economics; Instructor, Nursing
 Tennis, Evelyn; Secretary
 Thygesen, Ruth; Business Education; Acting Chairman and Instructor
 Tonning, Vera; Office of the Dean of Administrative Services; Cashier
 Towleron, Dorothy; Office of the Dean of Administrative Services; Secretary to Dean of Administrative Services
 Trippett, Lee; Electronics; Instructor, Electrical Engineering
 Tyner, Gale; Office of the Dean of Administrative Services; Accounts Clerk
 Una, Eva Mae; Nursing and Home Economics; Instructor, Practical Nursing
 Underhill, Arlene; Nursing and Home Economics; Instructor, Practical Nursing
 Vaaler, Adrian; Industrial Technology; Instructor, Civil Engineering
 Van Rysselberghe, Pierre; Law Enforcement; Instructor
 Venieris, John; Social Science; Instructor
 Walters, Ed; Custodian
 Watkins, Susan; Office of the Dean of Instruction; Secretary to Director of Library-Learning Resource Center
 Wehner, Gordon; Social Science; Instructor; and Business Education; Instructor, Economics
 Weitzel, Floyd; Math and Science; Instructor
 Whittle, Aldin V.; Manpower Development Training Act Program; Instructor, Basic Education
 Wiedrich, Clara; Office of the President; Secretary to Administrative Intern
 Wilburn, Charles A.; Custodian
 Williams, Nile; Office of the Dean of Adult Education; Coordinator of General Education
 Wilson, Pat; Office of the Dean of Administrative Services; Clerk Typist
 Winger, Marvin; Mechanics; Instructor, Automotive
 Woods, Arden; Language Arts; Instructor, Spanish
 Wright, William; Office of the Dean of Students; Coordinator of Admissions and Registrar
 Wurster, Austie; Social Science; Instructor, History
 Young, John; Math and Science; Instructor, Mathematics
 Young, Thomas; Health and Physical Education; Instructor
 Zink, Howard; Math and Science; Instructor, Mathematics
 Zinser, Ada; Office of the Dean of Administrative Services; Bookstore Manager