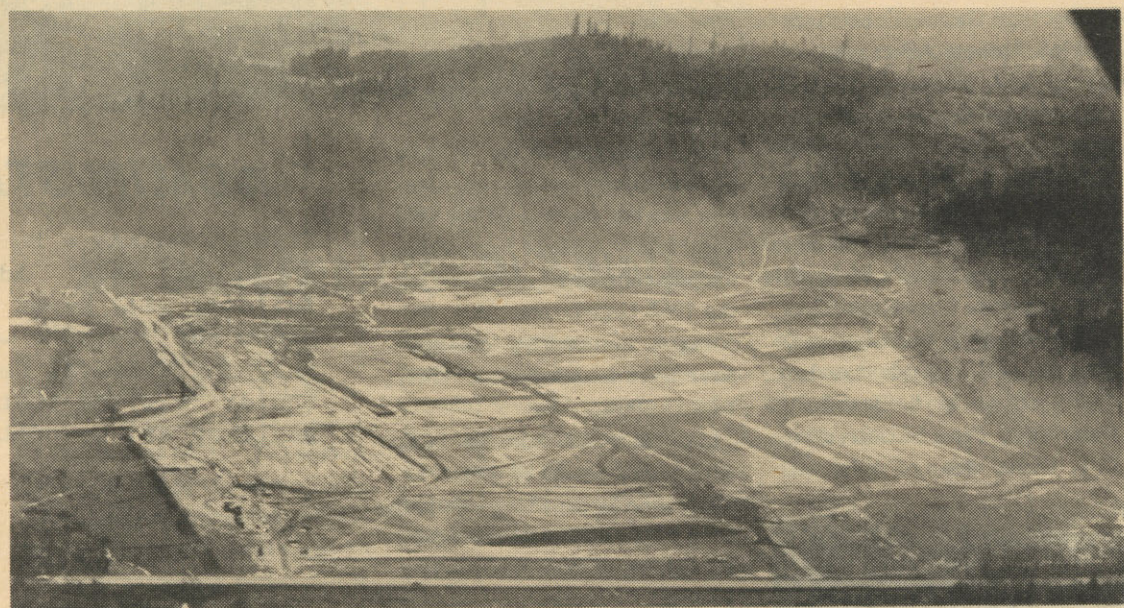


## GROUNDBREAKING FRIDAY AT 2



### Rain, Rain, Go Away

01' Sol sparkled off rain puddles last week at new campus site. View is toward the south with 30th Avenue in the foreground. College fathers are hoping for dry day at groundbreaking Friday.

### Campus Plan 'Well Along'

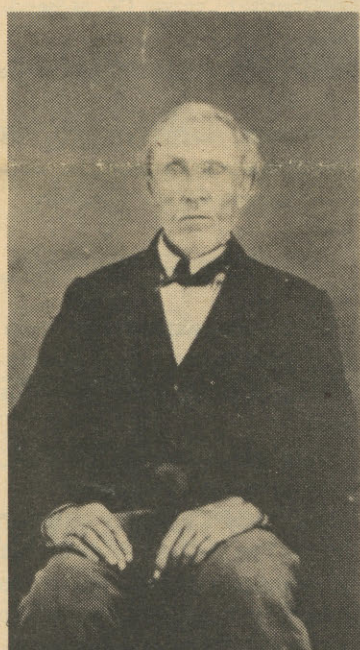
Designer of the new campus is the Eugene architectural firm of Balzhiser, Seder and Rhodes.

The firm was retained by the Board of Education on Sept. 1, 1965, following a review of 15 applications and the interviewing of the five finalists.

"I think the Board chose them because they came in with particularly creative ideas and designs," said LCC President Dale Parnell. "And they flatly guaranteed that they would be able to get all the work done on this large a project."

In the 15 months since their hiring, they have developed an overall campus design and are well along on designing the first 14 buildings. "They're right on schedule," Dr. Parnell said.

### FIRST SETTLERS



WILLIAM MOORE



ELEANOR MOORE

Official commencement of construction on LCC's new campus will be observed Friday, Jan. 6 with a noon luncheon at the Eugene Hotel and a 2 p.m. groundbreaking at the 30th Avenue campus site.

Students and staff have been invited to attend both functions. Lunch tickets will be sold at the hotel for \$2 a person. Tickets are not needed for the groundbreaking ceremony.

Dean of Instruction William Hein said instructors may cancel classes at their discretion from 1 to 3 p.m. Classified staff may be released to attend the groundbreaking at the discretion of their supervisors, said President Dale Parnell.

"There is not a lot of parking at the site," Dr. Parnell said, "so those attending are requested to pool cars, where possible."

A host of dignitaries is to participate in the observances.

U.S. Sen. Wayne Morse will speak at the luncheon. Delivering greetings will Dr. Leon P. Minear, Oregon superintendent of public instruction, and Dr. Roy Lieuallen, chancellor of the state system of higher education.

Board of Education Chairman Lyle Swetland is to introduce Morse and Dr. Parnell is to make other introductions. The invocation is to be delivered by Rev. Earl Gibbs, pastor of the Springfield Christian Church and president of the Springfield Ministerial Association.

At the groundbreaking, Dr. Arthur Flemming, president of the University of Oregon, will speak. Swetland is to respond.

Other speakers will be W.H. Gonyea, donor of the site; Eleanor Turrell of Springfield, great granddaughter of the couple who homesteaded the property more than a century ago; and Richard Rhodes of the architectural firm of Balzhiser, Seder and Rhodes. Dr. Parnell is to handle introductions.

Scheduled to turn shovels of dirt are Sen. Morse, President Flemming, Board of Education members, President Robert Wimberly of the LCC student body, Gerald Rasmussen, president of the LCC Staff Association, and Mayor Edwin Cone of Eugene.

The groundbreaking ceremony will take place on the northeast corner of the building site.

## Moore's Homesteaded Campus Site A Century Ago

Comparatively little is known about the early settlers on the land where LCC's new campus is being located.

Lane County Court House records indicate that most of the LCC acreage was included in a Donation Land Claim filed about 113 years ago by William Moore and his wife, Eleanor Limeric Moore. Part may also have been in a claim filed about the same time by George M. Coryell, of whom nothing has been learned.

Details about the Moores, who arrived via ox team from Brown County, Ohio, on or before Sept. 24, 1853, are set forth in a 1963 mimeographed pamphlet prepared by their great granddaughter, Fay Hampton Robertson of Eugene. She is one of three descendants in the area, the

others being Mrs. Ray (Eleanor) Turrell of Springfield, a great-granddaughter, and her brother, Alfred Boone Smith of Eugene.

The Moores were both 54 and had been married more than three decades when they arrived with their family in 1853. Mrs. Robertson's pamphlet suggests that their son, Jonathan, had filed on the land a year earlier when in the Oregon Territory as a trail boss and cattle driver. Court House records, in any event show the claim in William's name.

Probably each of the Moores received 160 acres, since the Donation Land Act provided only half the original 320-acre grants to settlers arriving after 1850.

The Act required that they

reside on and cultivate the land. Mrs. Turrell says she believes they had a log cabin and barn at about the present sites of the W.H. Gonyea house and barn and that they had cows, a garden and harvested trees on the property for firewood.

"Both were born in Ireland or at least were of Irish descent," Mrs. Robertson writes. "I recall hearing my mother say that great grandmother Moore spoke an Irish dialect and always during her lifetime spoke with a decided Irish brogue and all her children used many Irish terms and inflections in their manner of speech."

"I feel that my great grandfather, William Moore, was a very noble-minded, good, kindly man, for my father often spoke of him with the deepest

respect."

Like two thirds of those who filed land claims, the Moores held their property only a few years, then sold it--apparently in a number of parcels.

What they did after selling is unknown. William died at 73 and Eleanor at 77 while residing with a daughter, Mary E. Hampton, on adjoining property to the south of their former land. Both are buried at the Masonic Cemetery beside the University of Oregon campus.

Use of the one-time Moore property for educational purposes would have delighted their daughter, Sarah Ann, for she is believed to have been the first school teacher in the Eugene vicinity. Using a few books brought from Ohio, she taught

for perhaps a year or two at The Point of the Hills School, which was located at what is now the northeast corner of the Masonic Cemetery.

Tracing ownership of the fragmented Moore property through the last century would require an extensive records search, advises Jack Stanley of the Pioneer Title Co. of Eugene.

A cursory look, however, reveals such names, Stanley says, as "David Copenhaver" in 1909, "Mains" in the 1920s and later "Chambers" and "Willis D. Link."

Wilford H. Gonyea, who gave the property to LCC, recalls acquiring it in a number of parcels starting about the 1940s. "It was re-log land when I got it," he says.



ONE OF ELEVEN

# LCC 2nd Largest In Oregon

LCC is one of 11 community colleges holding classes this year in Oregon. Its 2,200 full-time students make it second in enrollment to Portland Community College, which has 4,800 students.

Long-range enrollment projections show LCC remaining second in size to PCC, with 6,500 full-time students by the early 1970s. PCC by that time could have 7,500 or more students.

Number of individuals (full and part-time) enrolled at LCC is expected to reach 9,450 by the conclusion of this school year.

Administrators and faculty number 110. There is a part-time faculty of 68 and a classified staff of 50.

The college district encompasses 5,000 square miles and in-

cludes all school districts in Lane County, the Monroe Elementary District in Benton County, and the Harrisburg Union High District in Linn County. Estimated population of the district is 200,000.

Assessed valuation of the district for 1966-67 (one-fourth of true cash value) is \$337,458,913. The present tax rate, in mills, is 2.9. This includes 1.7 mills for operating expenses and 1.2 mills for a building serial levy. A family with property worth a true cash value of \$14,000 contributes \$10.50 toward support of LCC.

Classes presently are being held in 47 geographical locations. Major campuses are at 200 N. Monroe and 1000 Bethel Drive in Eugene and at 305 So. 4th St., Springfield.

A seven-member elected Board of Education has responsibility under the law for establishing policies to guide LCC's administration.

Its members are: Chairman Lyle Swetland of Eugene, printer, elected At-Large, term expires 1970; Vice Chairman Dean Webb of Cottage Grove, dentist, Zone 4, 1968; Robert Ackerman of Springfield, attorney, Zone 3, 1969; Albert Brauer of Florence, physician, Zone 1, 1968; William Bristow Jr. jeweler, Zone 5, 1970; Olga Freeman of Eugene, retired public official, At-Large, 1967; Clifford Matson of Junction City, dentist, Zone 2, 1967.

Administrators include: Dr. Dale Parnell, president and executive officer of the Board; William Hein, dean of instruction; C. S. Obitz, dean of adult ed-

ucation; William Cox, dean of administration; I. S. Hakanson, dean of students; William Mansell, clerk-controller.

Overall supervision of LCC, as part of the community college system, is maintained by the State Board of Education.

Operating expenses are derived from tuition, about one fourth; local funds, about one third; and the remainder from federal and state funds.

Major impetus to the growth of community college in Oregon was the passage of the 1961 community college legislation and amendments effected by the 1963 Legislature. All the Oregon community colleges have been founded since 1961, LCC in 1964.

Like the other schools, LCC admits any person 18 years or older who is capable of profiting from instruction, thus maintaining an "open-door" admissions policy.

Classes are being held this year at these Oregon schools, besides LCC and PCC:

--Mt. Hood CC at Gresham, 751 full time-students.

--Southwestern Oregon CC at Coos Bay, 731.

--Treasure Valley CC at Ontario, 705.

--Central Oregon CC at Bend, 699.

--Blue Mountain CC at Pendleton, 688.

--Salem, Tech-Voc. CC, 550.

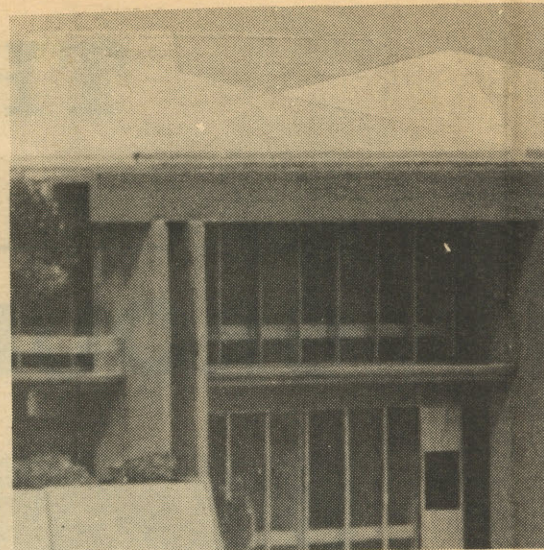
--Clatsop CC at Astoria, 466.

--Umpqua CC at Roseburg, 443.

--Clackamas CC at Oregon City, 55.

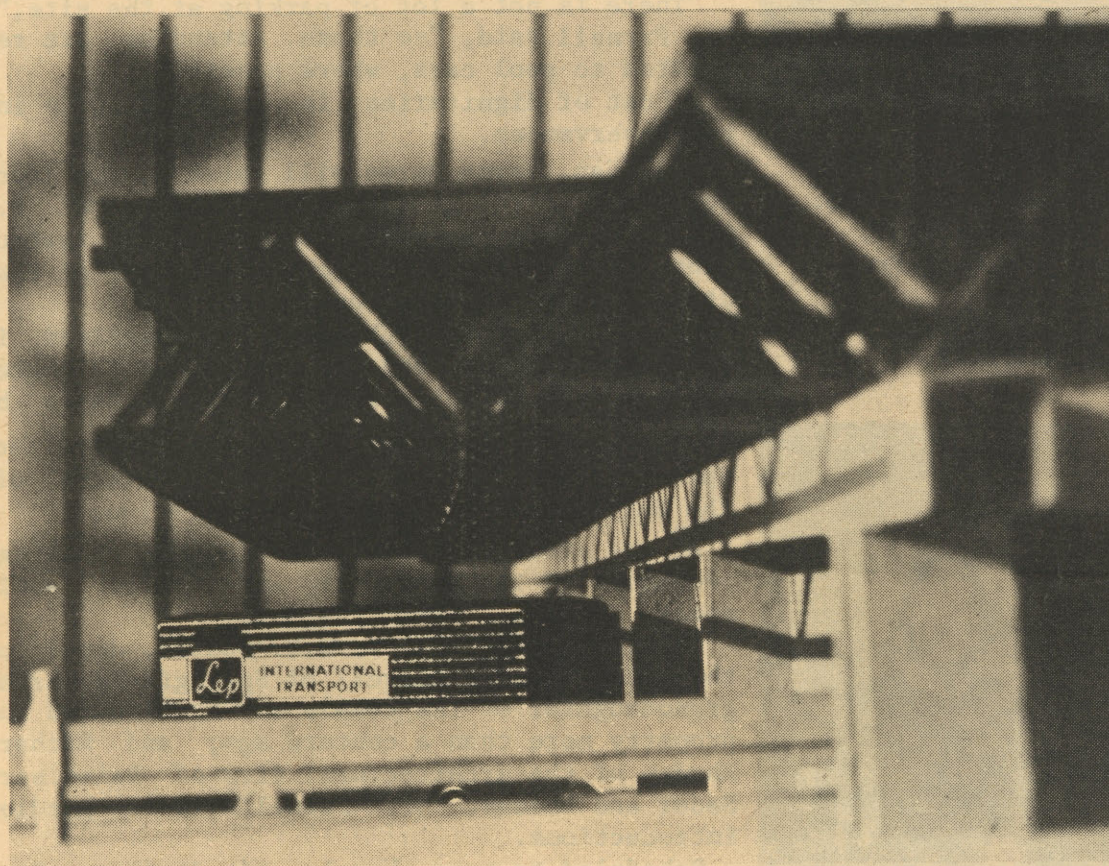
Classes are expected to begin in September at a Linn-Benton college in the Albany-Corvallis area.

Other areas studying possible establishment of a college include: Mid-Columbia at Hood River-The Dalles, South Central at Ashland-Medford, Washington County at Beaverton-Hillsboro, and Klamath-Lake Counties.



## ADMINISTRATION

Primary entrance to new campus will be on west side. Administration Building will be at the entrance handy for visitors with questions. Learning Resource Center-Student Center will be just behind the Building at the center of the campus.



## MECHANICS BUILDING

Roof beams of three mechanics buildings will be exposed in unusual space frame. Besides being architecturally dramatic, the framing makes possible the spanning of large shop areas without numerous supports. The frames will be made of wood.

## THE TORCH

Published Thursdays during the school year, except on holidays and during vacation periods and exam weeks, by the students of Lane Community College, 200 N. Monroe St., Eugene, Ore. 97402. Views expressed are those of the writers and not necessarily those of the LCC Board of Education, administration or faculty.

Co-Editors  
Debbie Jo Briggs  
Vicki Merrill

## Property Donated By Gonyea Affords Maximum Accessibility

More than two-thirds of the new campus will be located on property donated to the college by Eugene lumberman and industrialist Wilford H. Gonyea.

Board of Education members were searching for prospective sites in early 1965 when the Gonyea offer of 100 acres came March 17, 1965. With it went the right to buy an additional 50 acres at half its appraised value.

The Board formally accepted the donation of what turned out, on examination, to be 105.81

acres on June 2, 1965. Value of the property was estimated at \$318,000.

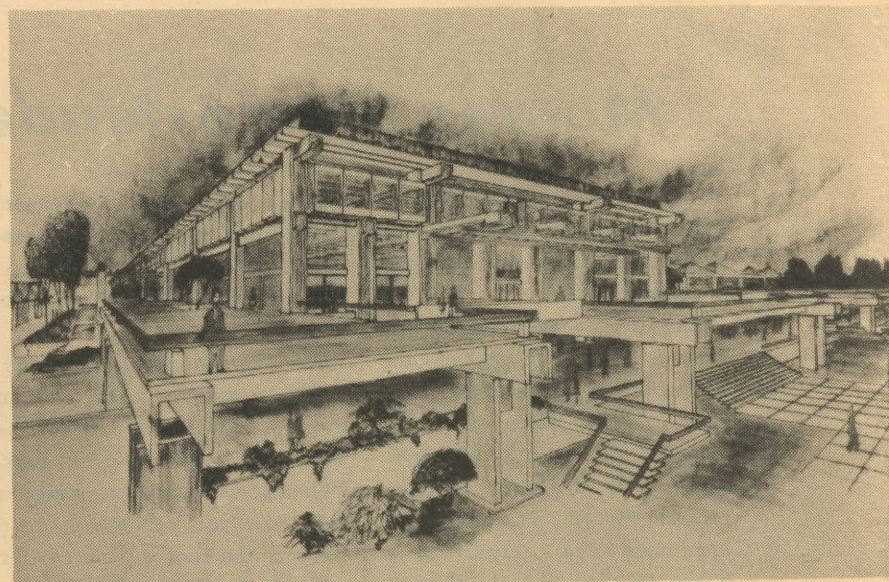
An additional 50 acres was purchased for \$50,000.

Gonyea reportedly donated the property because of his interest in the community college movement and vocational-technical education and his desire to have the college in the geographical area of his residence and other land holdings.

Located southwest of the inter-

section of Interstate 5 and 30th Avenue, the property has about 1,800 feet fronting along 30th. When acquired, the site was already cleared with most of it under cultivation to grain crops.

A prime factor in choice of the site was its accessibility to the freeway and the county's two largest cities. "Ninety per cent of the potential student body will be within 30 minutes driving time," says LCC President Dale Parnell.



## STUDENT CENTER

Learning Resource Center-Student Center Building will rise at center of campus, since it will be the sole structure serving students in all programs. It will be dominant physical reference of campus and will link the upper and lower levels of the sloping campus site.



# College Busy Place During Past 2 Years

In the two years preceding Friday's groundbreaking, LCC has been the community college "on-the-go-go."

A veritable whirlwind of activities by the Board of Education, administration, staff, campus planners and other has brought the school to its present comparatively advanced state.

In this short period, college officials have conducted successful elections, hired 230 staff members, developed a curriculum for 4,200 full and part-time students, located 47 geographical locations at which to conduct classes, found a permanent campus and completed much of the planning for its first 14 buildings.

The diary includes these entries:

\* The committee hired the University Bureau of Educational Research to discover if a college was needed. The Bureau said "yes" in a report published in October 1963.

\* In February 1964 the committee employed Bert Dotson as

full-time executive secretary. His job was to build a legal framework for establishing a college and inform voters of the need for a college.

\* On Oct. 19, 1964, voters approved establishment of a college by a 5-1 margin and elected its first seven-member board. The State Board of Education recognized the Board on Nov. 2, 1964.

\* The Board accepted a donation of 105.81 acres of land for a campus from Wilford Gonyea, businessman, and agreed to purchase an additional 50 acres.

\* Voters on May 3, 1965, approved a \$2.5 budget for the 1965-66 school year and a five-year \$400,000 serial levy for campus construction.

\* After nationwide recruiting, Dr. Parnell was hired as president. He reported June 1, 1965.

\* On July 1, 1965, LCC officially became a college. That week 27 women enrolled in a practical nursing course and became the new school's first class. The staff of Eugene-Vocational-Technical School was absorbed by LCC.

\* In September 1965 the staff totaled 138 as the first year of classes got underway with 1,400 students.

\* On May 2, 1966, voters okayed a budget for \$4.5 for the 1966-67 school year.

\* There was a 77.8 per cent "yes" vote on Sept. 20, 1966 as voters okayed a \$9.9 million bond issue to be applied toward the first 14 buildings on the new campus.

\* The staff has grown to 230 as LCC's second year of classes began in September. The new staffers were selected from among more than 1,000 applicants for four dozen positions. Student enrollment climbed to 2,200

full time and 2,000 part time. Major campuses were added at Bethel and Springfield.

Other activities during the two years included these:

\* Development of a 10-year master plan for the new campus relating to facilities, programs, and enrollment.

\* Development of educational specifications (kinds of spaces needed and their sizes) for the first 14 buildings on the new campus.

\* Development of a staff handbook and its adoption by the Board.

\* Development of a Board policy handbook.

\* Three hundred hours of Board meetings.

\* Organization of a study skills center to offer individual help to persons wishing to strengthen such skills as reading and math.

\* Organization of a staff personnel policies committee to act as a link between Board and staff.

\* Organization of a staff association.

\* Appointment of students to standing faculty committees, a democratic procedure unheard of on most campuses.

\* Elaborate planning for an instructional material center, with considerable emphasis on development on audio visual resources.

\* Planning for an FM radio station and a UHF tv station.

\* Development of a strong counseling service, with a counselor for each 250 students.

\* Extensive emphasis on occupational education.

\* Development of short-term occupational programs that sequence in with long-term programs, for those who start in job entry programs and decide later to extend their training.

## 23 BUILDINGS PLANNED

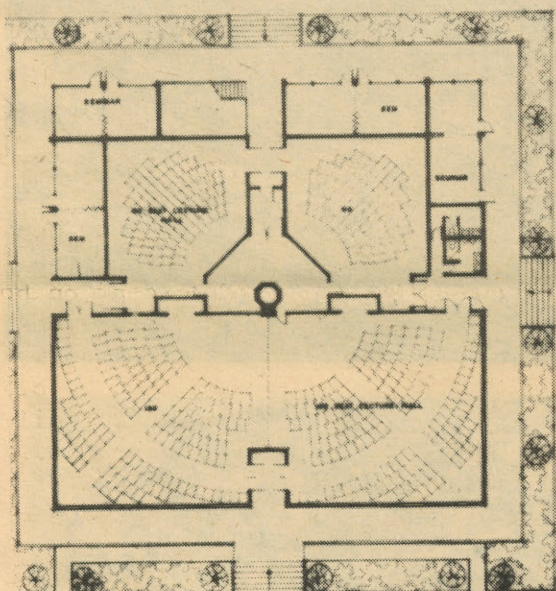
The 23 buildings to be erected on the new campus are to be built in two stages. Fourteen are to be completed in Stage I by the fall of 1968. The remainder are to rise by the early 1970s.

Total cost of completing buildings, grounds and equipment for the total campus is estimated to be \$23 million. About \$14 million of this is to be expended in the first stage.

Stage I buildings are to go up in five groups: 1) three me-

chanics buildings; 2) administration, business education, industrial technology and trades; 3) learning resource center, student center; 4) P.E. and health, covered tennis courts; 5) forum, electronics, science.

Stage II buildings, which are still to be planned, include a pool, fine arts, expansion of the mechanics building, math, language arts, apprentice, and a P.E. expansion.



## FORUM BUILDING

Upper floor of Forum Building will include two 150-seat lecture halls, two 90-seat halls, and several conference rooms. Lower floor will be tv studio.

## Six Main Principles Used In Planning

"Six main principles guided us in designing the campus," says architect Richard Rhodes.

"They were arrived at through many meetings with the Board of Education, administrative discussions and a trip to California to see other two-year college campuses."

The principles:

"1--The college should have a strong sense of community-- a sense of place and identity. Its occupants should have a sense of belonging and possession.

"2--There should be a mix of the various educational disciplines. Status should not be assigned to any particular program according to location or style of building.

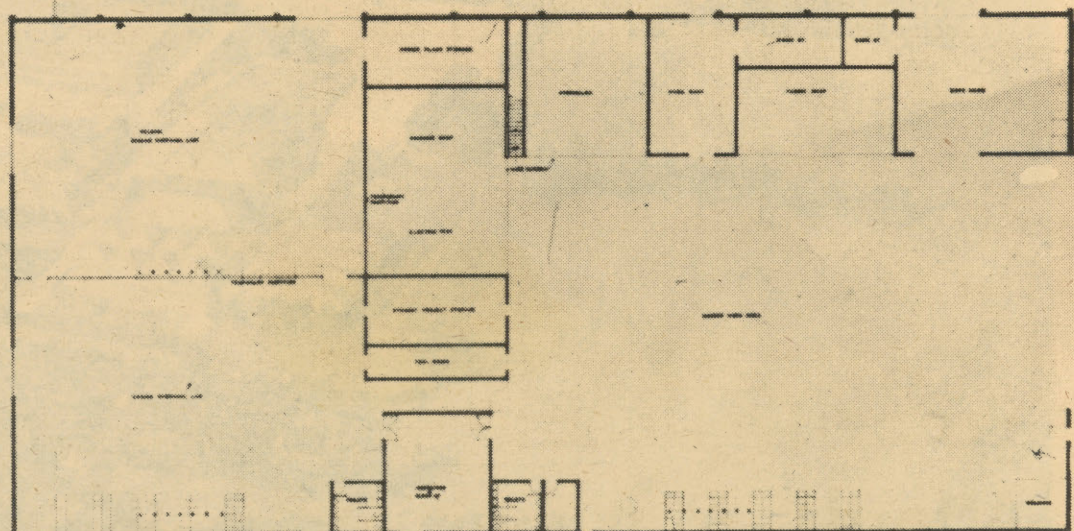
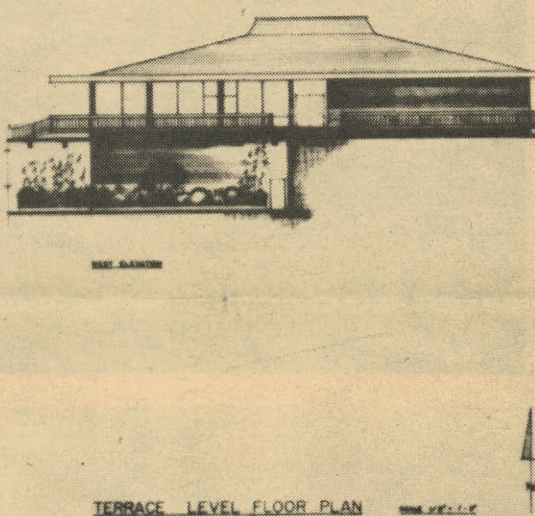
"3--A reasonable density of buildings and people should be maintained to give a real sense

of vitality and activity.

"4--Buildings should be situated functionally. The learning resource center-student center should be central because it serves all students. Administration and business education structures should be adjacent to enhance joint use of a computer center. The physical education complex should be close to the campus entrance.

"5--Design of individual buildings should incorporate maximum flexibility and capability for change. Non-structural partitions will allow the buildings to be changed readily when the educational programs change; otherwise the buildings will soon be obsolete.

"6--The total environment should produce a satisfactory aesthetic response."



## AIR TECHNOLOGY

Engine overhaul labs are at left and hanger work area at right in drawing of Air Technology building. Other rooms are for tools, storage, machine and electrical fixit shops, wood shop, fabric shop, etc. Building will be one of first three to be erected.



# Campus Will Be 'Visual Experience'

Though utilitarian in design, LCC's new campus will also provide what architect Richard Rhodes calls "a pleasant sequence of visual experiences."

The campus will "not only fulfill a physical function but also an emotional function," he says. "The total effect should 'feel good' to its occupants."

The 155.81 acre site lends itself to this kind of thinking. Located southwest of the intersection of Interstate 5 and 30th Avenue, it slopes topographically five to seven per cent from its high point on the south to its border 200 feet lower on the northeast.

Primary access is expected to be from a proposed four-lane interchange on 30th Avenue approximately 500 feet west of

the northwest corner of the site. Secondary access will be from the east and from the frontage road paralleling Interstate 5.

From 30th Avenue, the campus will be visible high on the hill with the green of 30 acres of playfields in the foreground.

Most of those making the expected 17,000 daily trips to the campus will guide their vehicles off 30th and around a landscaped nine-acre storage lagoon along the western boundary of the campus. Viewing the campus to the southwest, they might choose to turn left (east) into parking at the main entrance.

They should have no trouble finding car space, for there will be 45 acres of parking encircling the cluster of building at campus center. More than 4,800 vehicles

will be accommodated in lots landscaped "to avoid," Rhodes says, "making the central campus appear to be an oasis in a desert of asphalt."

At the main entrance will be the administration building and behind it, at the center of the campus, will rise the dominating and unifying physical reference—the four-story learning resource center-student center building.

The campus, says Rhodes, "is conceived as two levels joined together by the central LRC-SC building—the one structure common to all campus activities." Around the LRC-SC, inside the parking circle, will be a tight, 25-acre cluster of 23 classroom

and related structures.

Their arrangement reflects, Rhodes says, "a conscious attempt to mix the technical and academic disciplines." This promotes the "one-college concept" and does not assign status to any particular program or student group according to location or style of building, he says.

To the north of the LRC-SC and administration buildings will be health and physical education, medical-dental, and fine arts buildings. On the east are mechanics and electronics; at the south are science, math, forum, language arts-social science, construction and business education buildings.

In spite of the tight design, there will be "numerous spaces between buildings," Rhodes assures. With minor exceptions, there will be covered access between buildings throughout the campus.

It is expected that 15 to 20 acres at the south boundary of the campus, beyond the parking ring, will be left largely as it is. Fir trees form a band of forest 300-400 feet deep. This is the steep portion of the property, with grades of 15 to 20 per cent.

Development of a five acre lake in the southwest corner has been considered for recreation use and for water storage.

## *Today...*

Both aerial views look toward the east, with the primary west access road in foreground and physical education playing fields at the left, the north end of campus.

## *...Tomorrow*

