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The History of the Development of the Department of Technology  
at East Tennessee State University (1911-2002)

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A thesis  
presented to  
the faculty of the Department of Technology and Geomatics  
East Tennessee State University

In partial fulfillment  
of the requirements for the degree  
Master of Science in Technology

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by  
Vincent Edward Banks  
May 2006

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Dr. John Vaglia, Chair  
Dr. Carroll Hyder  
Dr. Keith Johnson

Keywords: History of, Department of Technology, East Tennessee State University

## ABSTRACT

The History of the Development of the Department of Technology

at East Tennessee State University (1911-2002)

by

Vincent Edward Banks

The purpose of this study was to produce a written account of the history of the development of the Department of Technology at East Tennessee State University, from 1911 to 2002.

Information about the department's history was gathered from various sources and was then organized into a manuscript format. Throughout the document, emphasis remained on four main topic areas; significant name changes, academic/curriculum modifications, faculty changes, and other notable changes/events. This research was unique because in the department's ninety-plus years of existence, no consolidated, written account of its history had ever been created.

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## CHAPTER 1

### INTRODUCTION

Historiography is defined as “the writing of history based on the critical examination of sources, the selection of particulars from the authentic materials in those sources, and the synthesis of those particulars into a narrative that will stand the test of critical methods” (Encyclopedia Britannica, 2005, p. 1). This type of historical research is important because the “process of learning and understanding the background and growth of a chosen field of study or profession can offer insight into organizational culture, current trends, and future possibilities” (The Historical Approach to Research, n.d., p. 1). For this research, authentic materials were gathered, and a written account of events was created concerning the development of the current Department of Technology and Geomatics at East Tennessee State University. It is the belief of the researcher that this particular historical document offers the abovementioned insights, as well as a thorough understanding about the department’s development and progression from its establishment in 1911 through the year of 2002.

#### Statement and Significance of the Problem

The problem of this study was to create a historical account of the development of the Department of Technology at East Tennessee State University from 1911 to 2002. This research was unique because in the department’s 90-plus years of existence, no consolidated, written account of its history had been ever been created.

#### Definition of Terms

*Construction Technology*: The study of basic engineering and principle skills necessary to help engineers and other professionals supervise the constructions of buildings and other structures (CollegeBoard.com, n.d.).



*Digital Media:* A program of study designed to “prepare students for the professional challenges of the 21st century in careers in 3-D visualization, animation, interactive design, web media, product design, communication design, and digital video” (ETSU Department of Technology and Geomatics, 2005a., p. 2).

*Domestic Science(Home Economics):* “The terminology used to describe the theory and practice of homemaking” (Marian-Webster Online Dictionary, 2005a.).

*Engineering Design Graphics Technology (Engineering Graphics and Design Technology):* Technology that emphasizes the use of computer-aided design, computer-aided engineering, and computer-aided manufacturing in the analysis and documentation of parts and assemblies for manufactured products (Western Michigan University College of Engineering and Applied Sciences, 2006).

*Engineering Technology:* The application of engineering principles and modern technology to help solve or prevent technical problems (Northeastern University College of Engineering, n.d., p. 4).

*Electronic Technology/Electronics Engineering Technology:* Curriculum that prepares individuals to become technicians who design, build, install, test, troubleshoot, repair and modify developmental and production electronic components, equipment, and systems (Electronics Technology Engineering, n.d.).

*Industrial Arts:* The field of study in which the student is provided an opportunity to acquire an understanding of tools, materials, processes, products, and other aspects of industry (Bulletin, 1972).

*Industrial Education:* Term used to describe various types of education of an industrial nature in public and private schools including vocational education, industrial arts, technical education,

and apprenticeship training (Bulletin, 1965a).

*Industrial Technology:* A field of study designed to prepare technical oriented professionals for employment in business, industry, education, and government (National Association of Industrial Technology, n.d.).

*Manual Arts Therapy:* Term to describe the treatment of physically and/or mentally ill patients through the application of the concepts, principles, and practices of industrial arts education through hands-on activities (U.S. Office of Personnel Management, 2004).

*Manual Training:* A course of training to develop skill in a hands-on practical art such as woodworking or metalworking (Marian-Webster Online Dictionary, 2005b).

*Mechanical Technology/Mechanical Engineering Technology:* The discipline that emphasizes “the generation, transmission, and utilization of mechanical and fluid energy and the design and production of tools, machines, and their products” (Purdue University College of Technology, 2005, p. 1).

*Manufacturing Engineering:* Engineering discipline that focuses on the design of products and how to build a product after design specifications have been determined (Commonly Asked Questions about Manufacturing Engineering, n.d.).

*Normal School:* A term used to describe a two-year school for training elementary school teachers (Marian-Webster Online Dictionary, 2005c).

*Surveying and Mapping Science:* The discipline, also known as Geomatic Engineering, that focuses on spatial information i.e. locational information and includes the disciplines of land boundary lines (cadastres), precision of positioning on Earth (geodesy), high precision from photographs and other imagery (photogrammetry), remote sensing, mapping, geographic and

land information systems, spatial computing, computer vision, and surveying business (ETSU Department of Technology and Geomatics. (2005b).

*Technology Education:* A program of study that teaches students about the development and applications of technology through hands-on activities, and the effects technology has on individuals, society, and the environment (Tennessee Department of Education, n.d.).

*Vocational Rehabilitation:* Program designed to provide training in a trade with the aim of gaining employment (Dictionary.com, 2003).

### Assumptions

The following assumptions were made about this study:

- The information available to the researcher was accurate.
- The information available to the researcher was complete.
- The dates of occurrences and changes were properly noted in the material that was available.
- There was a need for this type of study to be completed.

### Limitations

There were a few limitations in this study. In some respects, the type of information available on the topic was a limitation. Much of the earlier information was obtained from bulletins/catalogs. Unfortunately, bulletins were not available for each year. Also, it must be noted that as the years progressed, bulletins provided more information on the programs and classes that were offered and less historical information. As a result, the explanations as to why a program or certification was added or dropped were not as available.

The lack of a previously written historical document of the changes that occurred within the department was also a limitation in this study. There was no firm base for this research;

therefore, there were no concrete explanations as to why things developed as they did, leaving some room for speculation.

### Procedure

The topic of this study was selected based on the researcher's belief that such a document would be of value to anyone seeking historical information about the history of the Department of Technology at East Tennessee State University. In an effort to produce such a resourceful document, the following steps were followed:

1. Research was done to determine whether or not literature was available on the topic.
2. Once it was determined that information was available, the researcher contacted the Charles C. Sherrod Library at East Tennessee State University to determine how the information could be obtained.
3. Information was obtained from the academic bulletins and from other materials available in the Sherrod Library by way of photocopy.
4. All gathered information was organized in chronological order and then analyzed.
5. As attainable information from the Sherrod Library was obtained and analyzed, documentation began, and continued.
6. To enhance the quality and accuracy of the research, local retired faculty members who were relevant to the study were contacted to review the document for clarification.
7. Observations were recorded and recommendations were made.

## CHAPTER 2

### THE BEGINNING

#### Establishment of East Tennessee State Normal School

The East Tennessee State Normal School (ETSNS) was one of four Normal Schools authorized by Chapter 264 of the Acts of 1909. This legislation, often referred to as the General Education Bill of 1909, mandated that 25% of state revenue be appropriated for public educational initiatives. To use this funding, the state of Tennessee authorized that four Normal Schools be chartered; one each in West, Middle, and East Tennessee, and an Agricultural and Industrial Normal School for Negroes. Thirteen percent (\$105,000) of the initial 25% of state revenue was divided among the Normal Schools. The West, Middle, and East Normal schools each were to annually receive approximately \$30,000, and the Agricultural and Industrial Normal School for Negroes was to annually receive the remaining \$15,000. This money was to only be used to cover operational costs for the schools (Bulletin, 1911).

The State Board of Education was charged with the responsibility of managing and controlling the Normal Schools. Under their authority, the East Tennessee State Normal School was placed in Johnson City, the Middle Tennessee State Normal School was placed in Murfreesboro, and the West Tennessee State Normal School was placed in Memphis. These three locations were selected based on the appropriations each county-city combination could offer. The five counties and cities that sought to secure the location for the East Tennessee State Normal School were Rhea County with the city of Dayton, Bradley County with the city of Cleveland, McMinn County with the city of Athens, Monroe County with the city of Sweetwater, and Washington County with the city of Johnson City (Bulletin, 1911).

The Board of Education considered all of the advantages and disadvantages of each location. After investigating how much each location was willing to invest, the Board selected Johnson City as the site of the East Tennessee State Normal School. Of the \$100,000 bond limit that could be appropriated by each county, Washington County appropriated \$75,000 in bonds. In addition to the bonds, the city of Johnson City committed to provide free lighting, water, and walkways to the campus. Also, George L. Carter, a wealthy industrial developer, donated 120 acres of land west of the town center to the state for the school's site. This land was valued at approximately \$60,000. Lastly, the Street Railway Company offered to extend their lines to and by the campus to simplify transportation to and from campus (Bulletin, 1911).

The East Tennessee State Normal School opened its doors to students on October 2, 1911 under the direction of its first President, Sidney G. Gilbreath. The General Education Bill of 1909 had clearly stated that the purpose of the school was to educate and train teachers for the public schools of the state (Bulletin, 1911).

Admission into the ETSNS was based on several conditions. According to the law establishing the school, acceptance was only given to white males and females who resided in the State of Tennessee. No one under the age of 16 could apply, and he/she must have completed at least the elementary school course, which was the lowest level of public education. It was also stipulated that no person could be admitted without signing a pledge to teach in the public or private schools of the state of Tennessee, within the next 6 years after leaving the school (Bulletin, 1911).

The remaining requirements for admission had to do with moral character, health, fees, and scholarship. To meet the moral character requirement, applicants had to present a certificate of good moral character from a responsible person. As far as health, applicants had to be

physically strong and free from chronic defects that would hinder their ability to do satisfactory work as a student. Financially, students had to be able to provide the two dollars needed for each term, and the one dollar needed for the summer term. Lastly, on the issue of scholarship, in order to be admitted for the Academic Course, applicants had to have completed at least the elementary course, and for admittance into the Normal Course, applicants had to have graduated from a first class (four-year) high school, or must have had achieved an equivalent level of education (Bulletin, 1911).

ETSNS originally operated on a four-term system, consisting of fall, winter, spring, and summer academic terms. As far as courses of study, there were two; the Academic Course and the Normal Course. The completion of either qualified graduates to teach at some level in the public school systems of the state (Bulletin, 1911).

The Academic Course was four years long and was designed to prepare teachers to teach in the elementary schools. Upon completing this course of study, students would receive a State Certificate which would permit them to teach in any elementary public school in the state, and would qualify them to be admitted into the Normal Course (Bulletin, 1911).

The Normal Course was a two-year-long program designed to prepare teachers to teach in any of the public schools in the state. Upon completing the Normal Course, students received a Diploma, which was considered a life certificate of teacher qualification (Bulletin, 1911).

#### Establishment of the Department of Industrial Arts (1911-1915)

The East Tennessee State Normal School was originally comprised of eight academic departments; the departments of Education, English, History, Observation & Practice School, Languages, Science & Agriculture, Mathematics, and Industrial Arts. The initial goal of these

departments was to provide the appropriate education and professional training for future public school teachers of the state of Tennessee (Bulletin, 1911).

All of the academic departments were housed in the Main Building; an academic structure, built three stories high, 260 feet long, and 98 feet deep. This building later was named Gilbreath Hall. The Department of Industrial Arts, also referred to as Industrial Training in its first year, was headed by Walter C. Wilson. This department occupied more than 4,000 square feet of the Main Building. In addition to space, the department provided all equipment and supplies needed for the Industrial Arts classes (Bulletin, 1911).

The Department of Industrial Arts was dedicated to providing elective classes throughout all four academic terms of the ETSNS, and for the Academic and Normal courses of study. Through two subdivisions within the department, Manual Training and Domestic Science, multiple classes were offered. Originally, Wilson and Alexandra A. Arrants worked together to teach all these classes, but more faculty, including some from other departments, soon joined in to assist (see Table 1). In the years of 1912 and 1913, assistance came from individuals such as Ada Hornsby (Bulletin, 1912), Nettie Armstrong, Elizabeth Solocumb, Nellie Cooper, and Ethel Susong. Mostly, these faculty members taught courses within the Domestic Science area while Wilson primarily covered all Manual Training topics (Bulletin, 1913).

In 1913, a change was implemented that affected the type and quality of degrees and certificates offered by ETSNS, which affected the Department of Industrial Arts. The school's original certificates and diplomas earned by completing the Academic Course and Normal Course stayed in place, but new Specialty Certificates were added to give students some additional preparation to teach specialty areas in public schools. Specialty Certificates were offered in the areas of Domestic Science, Manual Training, and Agriculture. Pursuit of these



certificates provided more specialized education in a specific topic area. Because of these new additions, more attention was given to these areas, including the Department of Manual Training (Bulletin, 1913).

The year of 1914 was a year of departmental structural change for the Department of Industrial Arts. After only 3 years together, Domestic Science and Industrial Arts were split apart. As a result, two separate departments were created; the Department of Domestic Science & Arts and the new Department of Industrial Arts. This split left Wilson as the only faculty member of his department, but he was able to continue to teach all classes relevant to the school's courses of study. The following class topics were taught by Wilson: The Paper Industry, Elementary Woodwork, Elementary Mechanical Drawing, Advanced Woodwork, Public School Industrial Arts for the Academic Course, and Advanced Woodwork & Mechanical Drawing and Public School Manual Training for the Normal Course (Bulletin, 1914).

Wilson was able to receive some faculty assistance for the 1915 academic year from Slocumb and Cooper in order to enhance the quality of the Public School Industrial Arts class. This class dealt with the elements of the construction of paper, textiles, and clay and was especially valuable to future primary grade teachers. Cooper taught the Paper & Cardboard Work and Weaving sections of the class, while Slocumb taught the Basketry section (Bulletin, 1915).

The Department of Industrial Arts, like the other departments at the Normal School, was still in its beginning stages in 1915. Wilson, with the help of others, had maintained a steady offering of classes despite the split that occurred within the department. The department of Industrial Arts would continue to provide quality education, despite many other obstacles that occurred in its early years of existence.

Table 1.

*Department of Industrial Arts Faculty (1911-1915)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Alexandra A. Arrants	1911-1912
Walter C. Wilson	1911-1915
Ada L. Earnest (Hornsby)	1912-1913
Nettie B. Armstrong	1913-1914
Ethel J. Susong	1913-1914
Elizabeth E. Slocumb	1913-1915
Nellie Cooper	1913-1915

## CHAPTER 3

### THE EARLIER YEARS

#### Department of Mechanic Arts/Manual Training (1916-1924)

The period of time between 1916 and 1924 was eventful in many ways for the Department of Industrial Arts and for the ETSNS. The institution, approaching its fifth year of existence, faced new changes and developments.

#### Significant Name Changes

The Department of Industrial Arts underwent two name changes between 1916 and 1924. In 1916, the name of the department changed to the Department of Mechanic Arts (Bulletin, 1916). One year later, the name was changed again to the Department of Manual Training. The second name change was more significant because it was the result of restructuring within the department. Since 1916, with assistance from Slocumb and Cooper, the Public School Industrial Arts class was taught within the department. In 1917, Slocumb was appointed the head of the newly established Department of Drawing and Cooper began to focus more attention on being the instructor of Primary Methods and a critic teacher at the Observation School. Because of this, the Public School Industrial Arts class was no longer offered. Without Solcumb and Cooper, Wilson, as in 1914, was left alone to teach all the other classes offered by the Department of Manual Training. This departmental reorganization led to the name change (Bulletin, 1917).

#### Academic/Curriculum Modifications

ETSNS made some changes between 1916 and 1924 in relation to academic curriculum, courses of study, diploma requirements, and the general terminology to be used in defining the

academic calendar. These changes reflected the school's constant effort to fine tune the quality of education it offered to students.

The first change to the curriculum during this period of time became evident in the fall of 1917. During this year, ETSNS implemented a requirement that all diploma seeking students had to declare two majors. The result of this requirement by the institution was that the departments had to establish majors. This led to the establishment of the first major in Manual Training (Bulletin, 1917).

The second academically related change also became evident in 1917. ETSNS added two new certificates, the Academic Certificate and the Industrial Academic Certificate. These two certificates were created to offer a shorter teacher licensure program for students who graduated from first class high schools (Bulletin, 1917). Unfortunately, by 1919, both of these certificates ceased to exist (Bulletin, 1919).

The next academic/curriculum change that occurred was related to the requirements for obtaining a diploma. In 1922, Gilbreath's administration required that students elect a major and a minor, rather than two majors to complete the requirements for a diploma. To adjust, the academic departments had to develop minors. Thus, the Department of Manual Training developed the Manual Training minor (Bulletin, 1922).

By 1924, ETSNS had established 4 courses of study; the High School Course, the Academic Certificate Course, the Middle Year Certificate Course, and the Diploma Course. The High School Course was made up of a review of basic high school knowledge topics that students were required to master in order to pursue teacher certification. Incoming students who did not graduate from first class high schools began in this course. The completion of the High School Course entitled students to begin the Academic Certification Course. The new Academic

Certification Course was designed for students who wanted to obtain a first class elementary teacher license. Such a license permitted them to teach in any elementary school in the state. The Middle Year Certificate Course provided classes for students to obtain a high school teacher license. The licensure obtained through this course limited teachers to only teach in non-first class high schools. Lastly, the Diploma Course led to a Normal School Diploma. This was the highest level of teacher certification at the time. Completers of this course obtained a license in a specific area and were permitted to teach that area in all high schools (Bulletin, 1924).

The Gilbreath administration made a minor change to the terminology used to define the yearly academic sessions prior to the 1921-1922 academic year. The sessions were changed from “terms” to “quarters” (Bulletin, 1921). This was simply a change in the institution’s terminology, which did not affect the courses of study.

Departmental Faculty Changes

The Department of Manual Training experienced one major change in the faculty between 1916 and 1924 (see Table 2). As mentioned above, in 1917, Solcumb and Cooper left the department, leaving Wilson as the sole faculty member. It would be another 20 years before Wilson received any faculty assistance in the department.

Table 2.

*Department of Mechanic Arts/Manual Training Faculty (1916-1924)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Nellie Cooper	1916-1917
Elizabeth E. Slocumb	1916-1917
Walter C. Wilson	1916-1924

### Other Notable Developments/Events

There were other notable events that took place in the Department of Manual Training between 1916 and 1924. One of these events occurred in 1923, when the department moved from the Main Building to the newly renovated old cafeteria. The old cafeteria, located near the site of the current Power Plant (Charles C. Sherrod Collection, 1921), was 100 feet long and 40 feet wide. Once renovated and converted into the Industrial Arts building, it provided twice the amount of workspace than was available in the Main Building (Bulletin, 1923).

### Summary (1916-1924)

The Department of Manual Training, ending the year of 1924, had developed into a department that was very willing and capable of adjusting to the institution's curricula and degree changes. The department had proven to be accommodating to the ETSNS's ever-changing courses of study, new degree requirements, and to newly established certificate programs. At the same time, the institution had maintained its focus of providing quality education for the training of future teachers. Under the sole direction of Wilson, the Department of Industrial Arts, in its newly renovated facility, did its part to provide quality education for potential teachers.

### Department of Industrial Arts (1925-1939)

The East Tennessee State Normal School experienced more changes between the years of 1925 and 1939. The institution and the Department of Manual Training both underwent name changes, a new president succeeded Gilbreath, more academic/curriculum changes took place, and changes occurred concerning departmental faculty. By the end of the year of 1939, the institution was more defined and more structured, institutionally and departmentally.

### Significant Name Changes

The Department of Manual Training and the East Tennessee State Normal School both started the 1925 academic year with new titles. The Department of Manual Training reinstated its former title, Department of Industrial Arts (Bulletin, 1925). There was no information as to why this change took place, and the change did not signify a change in courses offered in the department.

ETSNS's name changed to the East Tennessee State Teacher's College (ETSTC). This name change was due to the General Assembly's action to convert all normal schools to Teacher's Colleges by allowing them to provide 4-year Bachelor of Science degrees in teaching (Bulletin, 1925). This was an accomplishment for ETSTC as well as the other normal schools in the state.

One other institutional name change occurred prior to the fall of 1930. The East Tennessee State Teacher's College changed to the State Teacher's College, Johnson City. The purpose of this name change was to develop a sense of unity for the State Teacher Colleges in the state by giving them the same name (Bulletin, 1930).

### Academic/Curriculum Modifications

The ETSTC administration began the fall quarter of 1925 with a new curriculum structure. Established were three curriculums; the Two-Year Curriculum, the Continuation Curriculum, and the Four-Year Curriculum. The Two-Year Curriculum provided special curricula to train teachers for primary and grammar school. Completers of this curriculum were granted a diploma which entitled them to a permanent elementary teacher's license. The Continuation Curriculum was a continuation of the Two-year curriculum and granted graduates the Bachelor of Science degree and the license and certification to teach in elementary schools.

The Four-Year curriculum granted the Bachelor of Science degree and teacher certification and licensure to teach in high schools (Bulletin, 1925).

There were eight Teacher Certificates that were first issued by ETSTC in 1925 in addition to the Bachelor of Science degree, They were as follows: 1) permanent professional certificates in administration for applicants for county superintendent positions , 2) permanent professional certificates for high school teachers, 3) permanent and professional certificates for applicants for school supervisor positions, 4) permanent and professional certificates for high school teachers, 5) professional certificates for high school teachers, valid for four years, 6) professional certificates for elementary school teachers, valid for four years, 7) limited training certificates for elementary school teachers, valid for 1 year, and 8) limited training certificates for elementary school teachers, valid for 1 year only in the county from which the student graduated high school. Each certificate required specific levels of work experience and/or education (Bulletin, 1925).

The years between 1926 and 1939 were again filled with curriculum and degree/certification changes and other modifications at ETSTC. By 1939, the institution had eliminated the old curriculum structure, and established new curriculums. Curriculum A was for the preparation of elementary teachers, leading to a teaching diploma. Curriculum B was for the preparation of elementary teachers, supervisors, and principals, leading to a Bachelor of Science degree. Curriculum C was for the preparation of high school teachers, principals, supervisors, and county superintendents, leading to a Bachelor of Science degree. As far as the eight teacher certificates, only the four categorized as permanent and professional remained, and the other four were removed (Bulletin, 1937).



More changes were made to the academic schedule during this period of time. To replace the four academic quarters system, a system of three quarters (Fall, Winter, and Spring) was established, and the Mid-Spring and Mid-Summer Terms were added in 1933 (Bulletin, 1933). This was a short-lived structure because the system changed again, five years later, to the former four-quarter system, as was established in 1921 (Bulletin, 1938).

Departmental Faculty Changes

Wilson, after 20 years of teaching in his department alone, finally received some faculty support in the department in 1936 (see Table 3). This is when William R. Baker (Bulletin, 1937) and James I. Mooney (Irwin & Speer, 1999) joined the department. Prior to Baker’s arrival, Wilson had been teaching 11 class topics over the course of an academic year. These course topics included the following: General Woodworking, General Shop, Mechanical Drawing, Farm & Shop Carpentry, Vocational Drawing, Special Woodworking, Sheet Metal, Art Metal, Organization & Method of the Industrial Arts, Advanced Vocational Drawing, and House Painting (Bulletin, 1936).

Table 3.

*Department of Industrial Arts Faculty (1925-1939)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Walter C. Wilson	1925-1939
William R. Baker	1936-1939
James I. Mooney	1939-1939

Other Notable Developments/Events

The only other notable development that occurred between 1925 and 1939 was the inauguration of the institution’s second president. Charles C. Sherrod succeeded Gilbreath in 1925. Gilbreath had served as president for 14 years (Bulletin, 1925).

### Summary (1925-1939)

The period of time between 1925 and 1939 was again filled great changes. Academically, ETSNS had advanced to become the State Teacher's College, Johnson City, offering its first BS degree and several teacher certificates. Sherrod started his presidency with new implementations made to the curriculum. The new Department of Industrial Arts and other academic departments had adjusted to the changes. By the end of 1939, the 28-year-old institution had gone through drastic changes since 1911, but there were still more changes to come in the future. Wilson, along with two new faculty members, prepared to face the coming years.

### Department of Fine & Industrial Arts/Department of Arts (1940-1954)

The Department of Industrial Arts, between 1940 and 1954, continued to adjust to multiple changes to the curriculum, faculty, and administration. Name changes occurred again for both the department and the institution during this period of time, and academic growth was evident with new programs, degrees, and course offerings.

### Significant Name Changes

The Department of Industrial Arts and the State Teacher's College, Johnson City, both underwent name changes between 1940 and 1954. The Department of Industrial Arts experienced two name changes, and the State Teacher's college experienced one name change.

The first departmental name change that occurred happened prior to the fall quarter of 1940 and was the result of a merger between the Department of Industrial Arts and the Department of Fine Arts. Created from this merger was the new Department of Fine and Industrial Arts, which was made up of two divisions, Public School Art and Industrial Arts

(Bulletin, 1940). Although together in the same department, each division maintained its own identity, offering the same classes as before the merger.

The second departmental name change that occurred between 1940 and 1954 happened in 1953. The Department of Fine & Industrial Arts changed to the Department of Arts (Bulletin, 1953). There was no information available to why this change took place, and there was no record that the change impacted the curriculum of either division.

The State Teacher's College, Johnson City, underwent its third institutional name change. It was renamed the East Tennessee State College (ETSC) prior to the fall of 1943. This change was the result of the expansion of programs offered at the institution. Although the institution was originally established to train teachers, the demand by high school graduates in the area to obtain a higher level of education was on the increase. New non-teaching programs were created, expanding the educational opportunities available. The State Board of Education saw fit that a new name be implemented to reflect this expansion (Bulletin, 1943).

#### Academic/Curriculum Modifications

The years between 1940 and 1954 were eventful for the institution and the department in terms of academics. The State Teacher's College, Johnson City, and the Department of Fine & Industrial Arts experienced changes relating to the academic schedule, departmental structure, the addition of new programs, curriculum adjustments, and the creation of new degrees. This period in history was perhaps the most eventful of all previous periods for the institution in terms of academics.

The first notable academically based change occurred in 1944. This is when the institution switched to a four-quarter system (Fall, Winter, Spring, and Summer), with the

summer quarter divided into two terms (Bulletin, 1944). As before, this did not change the quality of courses offered, it just created a different structure for the academic schedule.

The next academic event that took place occurred in 1947. During this year, enough courses were offered to establish four significant topic areas under the Industrial Arts division of the Department of Fine & Industrial Arts. These areas included the following: Drawing, Woodworking, Metalwork, and Miscellaneous. The Miscellaneous area included a combination of topics such as Electrical Wiring, General Shop Crafts, General Shop, Organization & Methods of Industrial Arts, and Survey of Industrial Education. The addition of these topic areas indicated the department was steadily growing in the number of classes it offered, and at the same time, the division began to gain recognition by announcing its efforts to not only provide the training for future Industrial Arts teachers, but for the education of students who wanted to start their own businesses or enter industry (Bulletin, 1947).

The Industrial Arts division, in addition to all of the before mentioned topic areas, began to sponsor a new curriculum in 1947 entitled Veterans Vocational Auto Service & Repair. This curriculum was one to two years long and was offered to prepare veterans for automotive work (Bulletin, 1947). This program was short-lived and discontinued by 1948 (Bulletin, 1948).

ETSC, after 1948 and prior to 1952 had more notable events to take place related to academics. In 1949, a curriculum change occurred with the addition of a new curriculum titled Curriculum D. Since 1937, Curriculums A, B, and C had been in place for students who wanted to earn elementary school diplomas, B.S degrees in elementary school education and administration, and high school education and administration. The addition of Curriculum D granted students a Bachelor of Science degree but no teacher certification (Bulletin, 1949).

The year of 1949 was also the year that the Tennessee Board of Education accepted ETSC's request to provide a Master of Arts degree in teaching, thus establishing a graduate school. This degree addition was proposed to satisfy the demand for graduate work by teachers of the state of Tennessee. The only graduate major field of study was Education. Under Education was a newly established Industrial Arts graduate minor along with other graduate minors which were established by the Departments of Biological Science, Economics & Sociology, English, History, Geography, and Physical Science (Bulletin, 1950a).

East Tennessee State College, in addition to a new curriculum, and the new Master's degree, added yet another new degree in 1951, the Bachelor of Arts degree. This was another non-teaching degree (Bulletin, 1951). This degree, along with the new Curriculum D, opened the opportunity for students to major in Industrial Arts or any other major without having to pursue careers in teacher education. Prior to these developments, students who had an interest in Industrial Arts, or other topic areas, but did not want to teach, could get quality training in that subject but obtained no type of degree or certification.

ETSC, approaching 1955, was granting Elementary School Certificates, Bachelor of Science and Master of Science degrees in Education, and Non-Teaching Bachelor of Science and Bachelor of Arts degrees based on the completion of the before-mentioned curriculums A, B, C, and D. In addition to these curriculums, ETSC expanded again in 1954, to offer two more curriculums; Curriculum E and Curriculum S. The completion of both of these led to Bachelor of Science degrees with teacher certification; E was for elementary school teacher certification, and S was for secondary school teacher certification (Bulletin, 1954).

### Departmental Faculty Changes

The years between 1940 and 1954 experienced many faculty member changes for the department (see Table 4). The departmental merger of 1940, which created the Department of Fine & Industrial Arts, reunited some faculty members who had worked together in the first Department of Industrial Arts of 1911. The faculty of this new department included Wilson, Elizabeth Slocumb, William Baker, and the addition of James I. Mooney. Wilson chaired the department, which was made up of the divisions of Public School Art and Industrial Arts (Bulletin, 1940).

The years that followed the 1940 merger, experienced more faculty changes. In 1942, Wilson, after 30 years of service as a faculty member and department chair, retired from the State Teacher's College, Johnson City. Wilson was succeeded by Solcumb as the new chair of the department, and the Industrial Arts teaching responsibilities were passed to Baker and Mooney (Bulletin, 1942).

The years between 1943 and 1954 were more years of faculty growth for the department. New members included Alfred H. Moore (Bulletin, 1946), James H. Davis (Bulletin, 1947), Herman L. Bibb, Benjamin C. Tinnell (Bulletin, 1948), L. D. Wallis, Glen C. Jordan (Bulletin, 1950b), Eleanor Heinz, Raymond A. Paul, Harry Marshall, (Bulletin, 1951) and Ruth E. Harris (Bulletin, 1953). In the latter part of 1953, Crystal Theodore was hired, and succeeded Slocumb as the new chair of the department (Bulletin, 1954). New faculty members, Reuben Mehling and Ruth E. Harris (Bulletin, 1953) were the last members to join the department prior to 1955 (Bulletin, 1954).

Table 4.

*Department of Fine & Industrial Arts/Department of Arts Faculty (1940-1954)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Eleanor McMillan	1940-1941
Walter C. Wilson	1940-1942
William R. Baker	1940-1943
Elizabeth Slocumb	1940-1953
James I. Mooney	1940-1954
Alfred H. Moore	1945-1948
James H. Davis	1946-1948
Herman L. Bibb	1947-1948
Benjamin C. Tinnell	1947-1954
L. Dewey Wallis	1948-1954
Glenn C. Jordan	1948-1954
Eleanor Heinz	1949-1952
Raymond A. Paul	1950-1952
Harry Marshall	1950-1952
Ruth Harris	1952-1954
Crystal Theodore	1953-1954
Reuben Mehling	1953-1954

Other Notable Developments/Events

ETSC and the Department of Fine and Industrial Arts experienced a couple other notable events from 1940 through 1954. The first one occurred in 1941 with the completion of the construction of the Industrial Arts Shops building (Bulletin, 1941). This building, constructed on the west side of campus, near the current site of Sam Wilson Hall (Bulletin, 1952), provided new space for woodworking and metal working machinery and would later provide space for building trades, drafting, and auto service. In addition, locker rooms, showers, and supply rooms were provided for the department's use (Bulletin, 1946). Aside from the new construction, the

second notable event of this period happened in 1949 with the inauguration of the institution's third president, Burgin E. Dossett (East Tennessee State University, n.d.b).

#### Summary (1940-1954)

The institution and the department experienced great expansion and development between 1940 and 1954. New degrees and curriculums were approved, more institutional and departmental name changes took place, and the construction of a new facility allowed the department to physically expand. The growth of the number of classes taught within the department led to a need for more faculty members. The growth in the departmental faculty membership of this period was greater than any of the previous periods, partly due to the merger of 1940, and the position of departmental chair was filled by a few different individuals. The department, approaching 1956, had adjusted well to the multiple institutional changes that had taken place and would continue to do the same in the future years.

#### Department of Industrial Arts (1955-1962)

The period of 1955-1962 was full of events for ETSC and the Department of Arts. Dossett's administration implemented a major structural change for the college, made more adjustments to the academic calendar, and modified the type of curriculums and degrees offered by ETSC. As for the Department of Arts, this period was a time for more restructuring, as well as a time for the implementation of new programs, certifications, and concentrations at both undergraduate and graduate levels. Indeed, this was a period of great academic growth for the department and for ETSC.

#### Significant Name Changes

The Department of Arts experienced two name changes during this period, while the ETSC's name remained the same during this period in history. The first departmental name



change occurred in 1955, and the other took place in 1963. The 1955 change was the result of a split that occurred between the divisions of Industrial Arts and Fine Arts within the Department of Arts. This split led to the discontinuation of the Arts department, and the recreation of two independent departments, the Department of Industrial Arts and the Department of Fine Arts (Bulletin, 1955). Later, in 1963, the Department of Industrial Arts had its name changed again to the Department of Industrial Education (Bulletin, 1963a).

#### Academic/Curriculum Modifications

There were several academic changes that took place between 1955 and 1962. The department began to experience growth in the area of academic programs. There were also changes to the institution's academic schedule, followed by more adjustments to the college's curricula. This was a period of time in which the departments began to branch out more academically and place more emphasis on other topics in addition to teacher certification.

The Department of Industrial Arts experienced academic program growth between 1957 and 1962 with the addition of a new teacher certification and two new programs. The certification added was in Driver's Education (Bulletin, 1960) and the new curriculums were in Pre-Engineering and in Manual Arts Therapy (Bulletin, 1957).

The Pre-Engineering curriculum was designed to prepare students for admittance into engineering schools to obtain a Bachelor of Science degree in Engineering. This curriculum was coordinated with the University of Tennessee College (UTC), which later became the University of Tennessee, Knoxville. The completers of the program obtained a BS or BA from ETSC and a Bachelor of Science in Engineering (BSE) from UTC (Bulletin, 1958).

The Manual Arts Therapy program connected Industrial Arts students with the Veteran Administration Hospitals in Oteen, North Carolina and Murfreesboro, Tennessee. For 8 weeks at

Oteen, students provided hands-on, vocationally-related activities to assist in the treatment and rehabilitation of patients with tuberculosis, general medical conditions, and patients recovering from surgery. Similar activities were also performed by students for 8 additional weeks in Murfreesboro with psychiatric patients (Bulletin, 1959).

The Dossett administration made another adjustment to the academic schedule between 1955 and 1962. In 1959, the structure was switched from a four-quarter system with two summer terms, to a four-quarter system with three summer terms (Bulletin, 1959). This structure did not last long because only one year later, the previous format was reinstated (Bulletin, 1960).

Leading up to 1963, the institution was offering BA degrees and teaching/non-teaching BS degrees through multiple curriculums. Curriculum D led to a non-teaching BS degree, curriculum E led to a BS degree in elementary education, curriculum S led to a BS degree in secondary education, and a new curriculum L led to a non-teaching BS degree, that was targeted toward students who needed a strong background in sciences and foreign languages (Bulletin, 1961). Specific to the Department of Industrial Arts during this time, there were two majors, Industrial Education and Education for Industry. A BS degree was available for both. In addition, courses continued to be offered for Pre-Engineering and Manual Arts Therapy, and for the certification in Driver Education (Bulletin, 1961).

#### Departmental Faculty Changes

There were a few faculty changes for the Department of Industrial Arts between 1955 and 1962 (see Table 5). When the new department was established in 1955, Wallis was named the chair (Bulletin, 1955). He remained in this position until 1962, and was succeeded by Robert E. Buxton (Irwin, 1999). Along the way, a few new faculty members were hired. The 1955 faculty members included Wallis, Jordan, Mooney, and Tinnell (Bulletin, 1955), and they were later

joined by the following new faculty members: George S. Roe, Milburn Waller (Bulletin, 1956), Joseph B. Mattson (Bulletin, 1959), Robert E. Buxton (Bulletin, 1960), Hugh Broome, and Clifton C. Clark (Irwin & Speer, 1999).

Table 5.

*Department of Industrial Arts Faculty (1955-1962)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Benjamin C. Tinnell	1955-1958
James I. Mooney	1955-1962
L. Dewey Wallis	1955-1962
Glenn C. Jordan	1955-1962
George S. Roe	1956-1962
Milburn Waller	1956-1962
Joseph B. Mattson	1959-1962
Robert Buxton	1959-1962
Clifton C. Clark	1960-1961
Hugh Broome	1962

Other Notable Developments/Events

There were some other notable events to take place from 1955-1962. The first was a major change that impacted all academic departments of the institution. In 1955, four major schools were established at ETSC; the Schools of Arts & Science, Business Administration & Finance, Education, and Graduate School. The Department of Industrial Arts was placed under the School of Education along with the departments of Art Education, Education, Home Economics, Health Education, Library Science, Music Education, Psychology, Religion, General Science & Science Education, and The Training School (Bulletin, 1955).

A few years following ETSC's implementation of the new academic structure, the Department of Industrial Arts established a new structure of its own consisting of five major

topic areas: Drawing, Industrial Arts Education, Metal Work, Woodwork, and Miscellaneous (including Upholstery, topics in Electricity, General Crafts, and Plastics) (Bulletin, 1960).

Approaching 1963, these areas were modified to include the following seven topic areas:

Graphics Arts, Woodwork, Metals, Electrical, General Shop & Crafts, Automotive Mechanics & Driver Education, and Professional Courses (General Shop Theory, Organization & Method of Industrial Arts), and Survey of Industrial Education) (Bulletin, 1961). The implementation of this structure helped to organize the department by grouping similar topics together.

#### Summary (1955-1962)

ETSC experienced great development during the years between 1955 and 1962. The four new schools were established, and the institution was granting multiple teaching and non-teaching undergraduate degrees and a graduate degree in Education. Along with these developments, the Department of Industrial Arts was reestablished under Wallis' direction and had implemented a new organizational structure. In addition, new programs and certifications were started by the department as it became a part of the newly established School of Education. In reference to faculty, members in the Department of Industrial Arts continued to adjust to the many developments while continuing to offer quality education. With the growth of curriculum/certification programs, more faculty members came on board to assist with the teaching responsibilities.

ETSC and the Department of Industrial Arts both were prepared to face the challenges of the years ahead. The institution, in 1962, was on the verge of becoming a university, which would bring about more adjustments for the Department of Industrial Arts.

## CHAPTER 4

### THE RECENT YEARS

#### Department of Industrial Education 1963-1978

The period between 1963 and 1977 was full of great change for the Department of Industrial Education and ETSC. Both underwent name changes, and there was much activity within the department concerning academic and curriculum changes, and the implementation of new certifications and degrees. While the department grew academically, more new faculty members came on board to assist in the teaching responsibilities. This was a period of expansion in which the Department of Industrial Arts excelled with programs other than the ones that related to teacher education.

#### Significant Name Changes

The Department of Industrial Arts and the East Tennessee State College both experienced name changes between 1963 and 1977. These name changes both occurred in the year of 1963. The Department of Industrial Arts became the Department of Industrial Education, and ETSC advanced to become the East Tennessee State University (ETSU) (Bulletin, 1963a). The Department of Industrial Education still faced more name changes in its future, but this was the last of four institutional name changes since the establishment of the East Tennessee State Normal School in 1911.

#### Academic/Curriculum Modifications

The years of 1963 through 1977 was a time of great change in terms of academic and curriculum modifications. During these years, multiple curriculums were offered by the different ETSU academic departments, and some curriculums led to teaching degrees while others did not. The Department of Industrial Education began this period with two curriculum programs and

later added another. In addition to new curriculums, the Department of Industrial Education made several changes that related to programs offered by the department and began to progress at the graduate school level as well.

The Department of Industrial Education began the 1963 academic year with two curriculums, “S” and “T”, a non-teaching minor, and was offering courses to support the Manual Arts Therapy and Pre-Engineering programs. Also, a Driver’s Education teacher certification was available through the department. Approaching 1978, modifications had been made to nearly all of these programs (Bulletin, 1963a).

The curriculum “S” of 1963 was labeled the “concentration in Industrial Education” curriculum. Completers of this curriculum were granted a Bachelor of Science degree and teacher education certification in Industrial Arts Education (Bulletin, 1963a). Throughout 1976, this curriculum experienced no changes.

The completion of curriculum “T” led to a BS degree, and was ideal for students seeking supervisory or technician-level positions in industry. In 1963, students enrolled in this curriculum program had the option to specialize in one of three topic areas: Drafting, Mechanical Technology, or Electrical Technology (Bulletin, 1963a). Throughout the period, more specialized areas were added. Approaching 1978, the number of specialized areas had doubled, and the areas changed to the following: Drafting & Design Technology, Metal & Mechanical Technology, Electronic Technology, Building Construction & Wood Technology, Materials Technology, and Surveying Technology (Bulletin, 1976).

The Department of Industrial Education still supported the Manual Arts Therapy program, and this program experienced advancement from 1963 to 1977. Since its creation, Manual Arts was never considered a formal program. A minimal number of classes made up the

program in the beginning, but this changed in 1974, when a full Manual Arts program was established. The new Manual Arts Therapy program became the department's third curriculum, Curriculum D (Bulletin, 1974).

The Pre-Engineering program was also still supported by the Department of Industrial Education during the early 60s and later 70s. The department's responsibility with this program was not only to provide some of the courses but to advise the students participating in the program. This program was successful in the training of students who wanted to pursue entrance to engineering schools but in 1977 was no longer under the jurisdiction of the department (Bulletin, 1977).

The final program sponsored by the Department of Industrial Education between 1963 and 1977 was the Driver Education teacher certification program. This certification program stayed the same throughout the period, but other new programs branched out from this program along the way. In 1974, a new minor was developed, Driver and Safety Education, and during the same year, a graduate minor in Driver & Traffic Safety was added (Bulletin, 1974). This was a period of growth for topics related to Driver Education.

The graduate school level was another area in which the Department of Industrial Education began to grow during this period. In 1963, a minor in Industrial Arts Education was established which led to a MA in Education (Bulletin, 1963b). Two years later, an Industrial Education graduate major was established, leading to a Master of Arts degree (Bulletin, 1965a). Lastly, as mentioned above, the department sponsored a graduate minor in Driver & Traffic Safety (Bulletin, 1974).

The Department of Industrial Education experienced other notable academically related events leading up to 1978. They were as follows: 1) In 1965, the Work Experience Program

was offered within the department. This program was designed to provide opportunities for students to get non-credit work experience in industry (Bulletin, 1965b). This program ceased to exist in 1968 (Bulletin, 1969). 2) In 1974, the Vocational Professional Improvement Plan was added. This program offered courses to post-secondary vocational teachers for certification (Bulletin, 1974). 3) In 1977, all previous S, T, and D curriculums ceased to exist, but students could still obtain a BS degree in Industrial Arts Education, a BS in Technology, and a new Associate degree. The new Associate degree program was started with concentrations in Drafting & Design Technology, Building & Construction Technology, and Surveying Technology. 4) A non-teaching minor in Industrial Technology, a minor in Driver and Traffic Safety Education, and a new Vocational Trade & Industrial Certification were offered in 1977. 5) The department discontinued its support of the Pre-Engineering program (Bulletin, 1977).

Great academic growth and changes had taken place for the Department of Industrial Education between 1963 and 1977. Multiple curriculums and programs were created, while others were discontinued. By 1977, the department had well established programs and was offering various degrees and certifications.

#### Departmental Faculty Changes

There were several faculty members that taught courses within the Department of Industrial Education between 1963 and 1977 (see Table 6). For the first part of this period, the department was chaired by Buxton. For the latter years, the department was headed by Walter R. Williams (1967-1978). There were a few new faculty members hired while Buxton was chair of the department including Harold Dillenbeck, Charles H. Story, James H. Fields, Weston T. Brooks, John Ephraim, Jerry R. Eggars, and Galer W. Beed. These members were hired between 1963 and 1966 (Irwin & Speer, 1999).



Walter R. Williams was hired in 1967 and succeeded Buxton as the new chair of the department. Later in 1978, Story succeeded Williams as the acting-chair (Bulletin, 1979b). During the leadership of Williams and Story, several more faculty members were hired including Carroll R. Hyder, Howard F. Nelms, Glen E. Bettis, Gene A. Crowder, John F. Falls, Donald C. Graves, Glenn D. Richardson, James F. Brown, and John S. Vaglia (Irwin & Speer, 1999).

Table 6.

*Department of Industrial Education Faculty (1963-1977)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
George S. Roe	1963-1965
Robert Buxton	1963-1967
James I. Mooney	1963-1967
Glenn C. Jordan	1963-1972
Milburn Waller	1963-1976
Joseph B. Mattson	1963-1977
Hugh Broome	1963-1977
Harold Dillenbeck	1963-1977
Weston T. Brooks	1964-1967
John Ephraim	1964-1977
Charles H. Story	1965-1977
Jerry R. Eggars	1966-1973
James M. Fields	1966-1977
Howard F. Nelms	1967-1968
Galer W. Beed	1967-1973
Walter R. Williams	1967-1977
Carroll R. Hyder	1967-1977
Glenn D. Richardson	1968-1970
Donald C. Graves	1968-1971
Glen E. Bettis	1968-1977
Gene Crowder	1968-1977
John E. Falls	1968-1977

Table 6 (continued)

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
James F. Brown	1972-1977
John S. Vaglia	1976-1977

Other Notable Developments/Events

There were a couple of notable events to take place between 1963 and 1977. In 1965, the Department of Industrial Education physically relocated to a new facility. Erected this year was the current Wilson-Wallis Hall, named after two previous departmental chairs, Walter C. Wilson and L. Dewey Wallis (Bulletin, 1965a).

The second notable event was the transition to a new president for ETSU. In 1968, Burgin E. Dossett was succeeded by Delos P. Culp as the institution's fourth president (Bulletin, 1968), and 9 years later, Culp was succeeded by the institution's fifth president, Author H. DeRosier (Bulletin, 1977).

Summary (1963-1977)

The Department of Industrial Education of the newly established East Tennessee State University had experienced multiple events between 1963 and 1977. Multiple majors, minors, certifications, and degrees were sponsored by the department, allowing for more academic options for students. With the expansion of programs, more faculty members were hired to assist in the teaching efforts. The department also experienced relocation into a newly constructed facility, Wilson-Wallis Hall. With a new president, Culp, and a new department chair, Williams, ETSU and the Department of Industrial Education prepared for the changes ahead.

Department of Technology (1978-1985)

The Department of Industrial Education experienced many changes from 1978 through 1985. The department encountered a name change, was relocated under a newly established

school, began to expand degree programs, and experienced a few changes in institutional and departmental administration and faculty. At the beginning of this period, as a result of a departmental split, the Department of Technology solely focused on preparing students for technology-oriented careers and no longer focused on preparing future teachers.

### Significant Name Changes

The year of 1979 was a year of another departmental name change; from the Department of Industrial Education to the Department of Technology. This change was the result of another restructuring that took place at East Tennessee State University with the addition of the new School of Applied Science and Technology (SAST) (Bulletin, 1979b). The Department of Technology was reestablished under the SAST along with the departments of Computer & Information Sciences, Home Economics, Industrial Education, Military Science, and the division of Vocational Education (Bulletin, 1979a).

### Academic/Curriculum Modifications

The formation of the Department of Technology brought about a great change in terms of program focus. Because Industrial Education was no longer grouped with Technology, each had its own programs, curriculums, and faculty members. For the sake of this research, the focus will remain on the Department of Technology.

The 1979 academic year began with the Department of Technology offering several academic options. There was a BS degree in Engineering Technology, an Associate degree in Industrial Technology, a minor in Technology, and a graduate major in Industrial Technology that led to a MA degree (Bulletin, 1979b). For the BS degree, students could choose from five specialty options. These five areas were the following: Building & Construction Technology, Electronics Technology, Engineering Design Graphics & Modeling, Manufacturing Technology,

and Surveying Technology. The Associate degree also had three concentration options; Building & Construction Technology, Drafting & Design Technology, and Surveying Technology (Bulletin, 1979a).

The years leading up to 1986 were not filled with many changes as to the type of degrees offered, but there were some minor changes to the options available for both the BS and Associate degrees associated with the terminology used to define each topic. For the BS degree in Technology, Building and Construction Technology was changed to Construction Technology, Electronic Technology was changed to Electronic Engineering Technology, Engineering Design Graphics & Modeling was changed to Engineering Design Graphics & Modeling Technology, Surveying Technology stayed the same, and a new Industrial Technology option was added for the BS degree. Likewise, the options offered for the Associate degree changed as well. Construction Technology replaced Building & Construction Technology, Design Graphic and Modeling Technology replaced Drafting & Design Technology, and Surveying Technology remained unchanged (Bulletin, 1984).

A minor change was made to the title of the graduate degree program offered by the Department of Technology, in addition to the abovementioned changes made to the names of some of the options available for academic degrees. The graduate major of Industrial Technology had its name changed to a major in Technology. Completers of this major program were granted a Master of Arts degree. This degree program was co-supported with the Department of Industrial Education (Bulletin, 1984).

There were a few additional academic/curriculum events that took place between 1979 and 1985. In relation to the academic calendar of ETSU, a final adjustment was made in 1980 to create the current three-semester format (Fall, Spring, and Summer), with the summer semester

comprising of three sessions (Bulletin, 1980). Another modification that took place during this period was the addition of a new program within the Department of Technology designed for students transferring in with Associate degrees from accredited institutions. These students were given the opportunity to earn BS degrees in Technology by completing designated courses, rather than start anew with a degree program within the department (Bulletin, 1981).

The Department of Technology, approaching 1986, was fine tuned to provide degree programs for students strictly in pursuit of technology-oriented careers. A minor as well as undergraduate and graduate degrees were offered by the department, and there was no emphasis on the Industrial/Technology Education field of study. This focus would quickly broaden in upcoming years.

#### Departmental Faculty Changes

The before-mentioned creation of the School of Applied Science and Technology (SAST) impacted the former Department of Industrial Education by creating two separate departments; the Department of Industrial Education and the Department of Technology. Both departments were housed under the SAST. This split separated the departmental faculty, leaving the new Department of Technology with the lowest number of members since the period between 1955 and 1962 (see Table 7). There was also a low number of faculty members of the new Department of Industrial Education (see Table 8).

John Ephraim became the chair of the new Department of Technology at the beginning of 1978. Along with Ephraim, the faculty membership still included Williams, Broome, Crowder, Dillenbeck, Eggers, Ephraim, Fields, and Hyder (Bulletin, 1979a). The new Department of Industrial Education was chaired by Story (Irwin, 1999), and the faculty members included Brown, Falls, Mattson, and Vaglia (Bulletin, 1979b).

The new Department of Technology did not receive any new faculty members until 1981. Under Ephraim's leadership, the following new faculty members joined or assisted the department leading up to 1985: Sanford W. Downs (Bulletin, 1982), Robert M. May (Bulletin, 1983), Ben F. Lyle, and Fred L. Ward (Bulletin, 1984).

Table 7.

*Department of Technology Faculty (1978-1985)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Charles H. Story	1978-1979
Hugh Broome	1978-1985
Harold Dillenbeck	1978-1985
James M. Fields	1978-1985
Walter R. Williams	1978-1985
Carroll R. Hyder	1978-1985
Gene Crowder	1978-1985
John Ephraim	1978-1985
Jerry R. Eggars	1978-1985
Sanford W. Downs	1981-1982
Robert M. May	1982-1985
Fred L. Ward	1983-1985
Ben F. Lyle	1984-1985
Roy B. Buckner	1985

Table 8.

*Department of Industrial Education Faculty (1978-1985)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
John E. Falls	1978-1984
John S. Vaglia	1978-1985
James F. Brown	1978-1985
Joseph B. Mattson	1978-1985

Table 8 (continued)

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Charles H. Story	1979-1985
Glen E. Bettis	1983-1985

Other Notable Developments/Events

There were a few notable events that occurred between 1978 and 1985. Other than the establishment of the SAST of 1979, Ronald E. Beller, Jr., in 1980, succeeded DeRosier as president of East Tennessee State University. DeRosier was the sixth president of the institution, and the fourth president of ETSU (Bulletin, 1980). As for the Department of Technology, in 1980, the Electronics Engineering Technology program was accredited by the Accreditation Board of Engineering and Technology. Two years later, the Manufacturing program received accreditation (Accreditation Board for Engineering and Technology, 2006b).

Summary (1978-1985)

The years of 1979 through 1985 were very eventful for ETSU and the Department of Technology. With the establishment of the new School of Applied Science and Technology, the Department of Technology was created and was completely separate from Industrial Education. Because of this split, some faculty members stayed with Industrial Education, while others were assigned to the new Technology department. The department had maintained its degree programs from the previous department but adjusted, added to, and deleted some along the way. Also, two degree programs received accreditation from the Accreditation Board for Engineering Technology. The emphasis of the Department of Technology during this period was to prepare students for careers in technology, but the near future would bring about a change that would expand its focus.

### Department of Technology (1986-2002)

The Department of Technology experienced a great deal of change between 1986 and the 2002/2003 academic year. There was a significant departmental merger that occurred during these years that added more academic options to the department. Also, there was another growth in faculty members within the department, and the accreditation of more technology programs.

#### Significant Name Changes

The Department of Technology did not undergo a name change between 1986 and 2002. There was a merger that occurred with the Department of Industrial Education, but the name of the department remained the same. The School of Applied Science & Technology experienced a name change prior to the 1993-1994 academic year. This is when the SAST advanced to become the College of Applied Science & Technology (CAST) (Bulletin, 1993).

#### Academic/Curriculum Modifications

The Department of Technology between 1986 and 2002 experienced a period of regrouping in terms of curriculum and degree programs. Because of the merger with the Department of Industrial Education, the new department supported several former academic programs that were in existence at the time the departments split in 1979, as well as some new academic programs. Beginning in 1986, students could major in Technology, Engineering Technology, or Industrial Arts/Technology Education. In addition to these majors, the department supported a few minors, certification programs, and graduate programs (Bulletin, 1986).

The completion of a major in Technology led to an Associate degree. Options that were available for this degree were Construction Technology, Design Graphics & Modeling Technology, and Surveying Technology. These were the same options, after a few



modifications, that were available for the Associate degree when the two departments were united in 1979 (Bulletin, 1986).

The major in Engineering Technology led to a Bachelor of Science degree. The concentration areas of this major were the same areas offered back in 1984 under the major in Technology. These areas included Construction Technology, Electronics Engineering Technology, Engineering Design Graphics & Modeling Technology, Manufacturing Engineering Technology, Surveying Technology, and Industrial Technology (Bulletin, 1986).

The biggest addition to the Department of Technology from the former Department of Industrial Education was the major in Industrial Arts/Technology Education. This major, formerly described as Industrial Arts Education, led to a BS degree in Industrial Arts/Technology Education, which included teacher certification (Bulletin, 1986).

The new Department of Technology sponsored several other academic options, in addition to the three majors. There were two minors, one in Technology and another in Driver & Safety Education. The department began to again sponsor the Vocational Rehabilitation Therapy certification program, and the previously offered Transferring Technical Associate Degrees program was reinstated. Also, the Vocational Trade & Industrial Certification was added back to the department's offerings which was a program offered for the certification of trade and industrial teachers. Lastly, at the graduate level, the department sponsored a major in Technology that led to a Master of Science degree in either Engineering Technology or Industrial Arts/Technology Education in addition to graduate work in Driver & Traffic Safety Education (Bulletin, 1986).

Other than a few changes made to the names of degrees and concentration areas, the Department of Technology did not experience major academic modifications leading up to 1989.

However, from 1989 through 1991, a few notable events did take place. These were as follows:

1) The Vocational Rehabilitation Therapy program advanced to become a concentration option for the BS degree in Industrial Education. 2) The minor in Driver Education was removed, and a teacher certification in Driver Education was added. 3) The Vocational Trade & Industrial Certification program expanded to become the Vocational & Trade & Shop License for Trade & Industrial & Health Occupations Teachers program (Bulletin, 1989). 4) The Associate of Science (AS) degree was renamed the Associate of Applied Science (AAS) degree (Bulletin, 1990). 5) The Pre-Engineering program that was no longer supported by the department in 1977 was reinstated in 1991 (Bulletin, 1991). 6) The graduate work in Driver & Traffic Safety and in Vocational Education was discontinued (Bulletin, 1991).

The Department of Technology, from 1992 through 2002, again experienced some notable academic changes. They were the following: 1) In 1992, the Industrial Arts major was no longer in existence as an independent major but was repositioned as a concentration area under the major in Engineering Technology. This change led to the discontinuation of the Vocational Rehabilitation Therapy concentration that was previously located under the Industrial Arts major (Bulletin, 1992). 2) Beginning in the 1994-1995 academic year, the department no longer offered any AAS degrees, and the Pre-Engineering program was discontinued (Bulletin, 1994). 3) In 1997, the Driver Education Teacher Certification was no longer offered (Bulletin, 1997). 4) The Surveying & Mapping concentration was removed from the Department of Technology, and was transferred to the Department of Geography, Geology, and Geomatics (Bulletin, 1998). 5) In 2002, a new major, Digital Media, was created (East Tennessee State University, n.d.c) and a graduate concentration in Digital Media was added (East Tennessee State University, n.d.a).

There was no other period in the department's history in which so many academic changes occurred than between 1986 and the 2002. Some of the changes were the result of the merger of 1986, but many changes simply related to the addition of and discontinuation of programs, certifications and degrees. For clarification, the 2002 Department of Technology offered the following degree programs:

- A B.S. degree in Engineering Technology with major concentrations in Biomedical Engineering Technology, Construction Technology, Electronics Engineering Technology, Digital Media, Industrial Technology, Manufacturing Engineering Technology, and Technology Education (East Tennessee State University, n.d.c).
- A M.S. degree in Technology with concentrations in Engineering Technology, Digital Media, and Technology Education (East Tennessee State University, n.d.a)

#### Departmental Faculty Changes

The period between 1986 and 2002 was filled with changes with faculty members of the Department of Technology (see Table 9). Some members were added when the Department of Technology reunited with the Department of Industrial Education in 1986, but there were also some new members hired along the way. Also during this period, a few transitions were made in the departmental chair position.

There were four changes in the position of chair between 1986 and 2002 for the Department of Technology. In 1986, Ephraim discontinued in the position and John S. Vaglia was named acting-chair. Vaglia stayed in the position until he was succeeded by new faculty member, Wayne D. Andrews in 1987 (Irwin, 1999). After leaving the position of chair, Vaglia moved on to succeed Story as the Associate Dean of the CAST (Bulletin, 1988). Andrews remained in the chairperson position for approximately 6 years before moving into an Executive

to the President position in 1993 (Bulletin, 1995). With Andrews' departure, Hyder was named the acting-Chair of the department (Irwin & Speer, 1999), and he remained in the position of chair until 2001, before moving on to become the Interim Dean of the CAST (Bulletin, 2001). It was in 2001 that Keith V. Johnson obtained the role of Interim-Chair in 2001, and later fully secured the position in 2002 (K. Johnson, personal communication, December 19, 2005).

The merger of 1986, as mentioned previously, reunited faculty members who were members of the same department before the split of 1979. The members of the new Department of Technology of 1986 included Bettis, Ephraim, Broome, James. F. Brown, Buckner, Marian M. Clark, Crowder, Hales, Hyder, Eggars, Fields, Lyle, Mattson, May, Story, Vaglia, Ward, Williams, and new members Charles D. Parker and George Stanton (Irwin & Speer, 1999).

The period of time following the establishment of the new Department of Technology were years of growth in reference to the number of new faculty members. The following new members were added between the years of 1987 and 2002: Marian M. Clark, Charles D. Parker, George Stanton, Wayne D. Andrews, Neil J. Bungard, James F. Brown, Dennis R. Depew, Jimmy D. Hahs, Richard A. Aston, William K. Hemphill, Andrew J. Czuchary, Keith V. Johnson, R. Neil Owen, Jeffery D. Mather, Jeffery P. Messier, Mark R. Rajai, Jeffery S. Morris, Derrick C. Eggers, Dennis W. Coffey, Jan Kyzar, Primus J. Tillman, William H. Blanton (Irwin & Speer, 1999), J. Howard Jones, Joseph P. Sims, Barry N. Whitten (East Tennessee State University, n.d.c), James A. Wronecki, Tara Maxwell, Gigi M. Alandt, W. Andrew Clark, Cheryl G. Cornett, and Peter Hriso (Bulletin, 2003).

Table 9.

*Department of Technology Faculty (1986-2002)*

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Fred L. Ward	1986-1988
Joseph B. Mattson	1986-1991
Gene Crowder	1986-1992
Glen E. Bettis	1986-1994
Walter R. Williams	1986-1994
Roy B. Buckner	1986-1995
James F. Brown	1986-1996
John Ephraim	1986-1997
Jerry R. Eggars	1986-1998
James M. Fields	1986-1998
Ben F. Lyle	1986-1998
Hugh Broome	1986-2002
Charles H. Story	1986-2002
Carroll R. Hyder	1986-2002
Robert M. May	1986-2002
James A. Hales	1986-2002
John S. Vaglia	1986-2002
Marian M. Clark	1986-2002
Charles D. Parker	1986-2002
George Stanton	1986-2002
Neil J. Bungard	1987-1991
Wayne D. Andrews	1987-2002
Dennis R. Depew	1989-1990
Jimmy D. Hahs	1990-2000
Richard A. Aston	1992-2002
William K. Hemphill	1992-2002
Andrew J. Czuchary	1992-2002
R. Neil Owen	1993-1999
Keith V. Johnson	1993-2002
Jeffery D. Mather	1994-1999

Table 9 (continued)

<i>Faculty Member</i>	<i>Years of Service During this Period</i>
Jeffery P. Messier	1995-1999
Jeffery S. Morris	1997-1999
Derrick C. Eggers	1998-1999
Mark R. Rajai	1998-2002
Dennis W. Coffey	1999-2002
Primus J. Tillman	1999-2002
William H. Blanton	1999-2002
J. Howard Jones	2000-2001
Joseph P. Sims	2000-2002
Barry N. Whitten	2001-2002
James A. Wronecki	2002
Tara Maxwell	2002
Gigi M. Alandt	2002
W. Andrew Clark	2002
Cheryl G. Cornett	2002
Peter Hriso	2002

Other Notable Developments/Events

There were a few notable events to occur between 1986 and 2002. In 1989, the Construction Engineering Technology program received accreditation from the Accreditation Board for Engineering and Technology (Accreditation Board for Engineering and Technology, 2006b) followed by the accreditation of the Surveying & Mapping program in 1994 (Accreditation Board for Engineering and Technology, 2006b). In 2001, there was the addition of a new facility for a new program offered through the Department of Technology. ETSU began leasing a newly built facility to accommodate the new Digital Media program. The Niswonger Digital Media Center, built by the city of Johnson City, located across from ETSU's

main campus, became the main location for instructional programs in computer graphics and animation (Watson, 2001).

The University experienced multiple presidential changes between 1986 and 2002. Prior to 1991, Ronald Beller was in the position. In 1991, after 11 years in office, Beller was succeeded by Interim President, Bert C. Bach. Bach served in the position for one year, and then Roy S. Nicks became President (Bulletin, 1992). Nicks served from 1992 until 1996, after which, Paul E. Stanton, Jr. obtained the position as the ninth president of the institution (East Tennessee State University, n.d.b)

#### Summary (1986-2002)

The Department of Technology reunited with the Department of Industrial Education at the start of the 1986 academic year. Because of the merger, faculty members were reunited and programs were brought back that had been removed from the Department of Industrial Education in 1979. The new Department of Technology was able to offer a few new degree options and certification programs, such as Digital Media, but eliminated other academic options, i.e. the Driver Education Certification, and all Associate degrees. In terms of faculty, several new members were hired during this period to support the department's expanding programs. Administratively, there had been multiple changes in the position of departmental chair and the ETSU president's position. Approaching the 2003/2004 academic year, the Chair of the Department of Technology was Keith V. Johnson, and the institution's president was Paul E. Stanton Jr.

## CHAPTER 5

### SUMMARY, OBSERVATIONS, AND RECOMMENDATIONS

#### Summary (1911-2002)

The Department of Industrial Arts of 1911 experienced multiple changes before becoming the Department of Technology of 2002. Over the 91 year period, the department's name was changed eight times; multiple curriculum programs and certifications were added while others were discontinued. The departmental chair position was held by 12 different faculty members, and over 80 faculty members served in the department. In addition to these developments, the department was relocated into three different academic buildings over the years, and the departmental academic structure was changed 5 times as a result of mergers and splits with other departments. The Department of Technology of 2002 represented a department that had greatly progressed since its establishment. Its focus had broadened from assisting in the training of future public school teachers at ETSNS to a department at ETSU, offering a variety of undergraduate and graduate degrees in various fields of technology.

#### Observations

The following observations were made concerning this research:

1. The faculty membership of the department was very much male-dominated throughout the years. In the 91 year period, only 14 of the 81 (17.3%) full-time faculty members were female.
2. Of the 12 faculty members who held the position of departmental chair, only two were female, and no female has held the position since 1955.



3. Over 30 of the 81 full-time faculty members served the department for at least 10 years between 1911 and 2002. Twenty-seven of those 30 faculty members served from 15 to 30 or more years.

### Recommendations

There are two recommendations concerning this research:

1. Documentation of the department's history should be continued and preserved.
2. Other aspects of the department's history that were not a part of this manuscript, such as the following, should be researched and documented:
  - The specific impact that each departmental chair had on the department's development.
  - The specific influence that each dean had on the department's development.
  - The specific courses offered by the department throughout the years.
  - How the department was impacted with the installation of new institutional presidents.

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APPENDIX

<i>Faculty Summary (1911-2002)</i>			
<i>Faculty Member</i>	<i>Year Hired</i>	<i>Year Left</i>	<i>Total Years of Service Prior to 2003</i>
Alandt, Gigi M.	2002	NA	NA
Andrews, Wayne D.	1987	NA	15
Armstrong, Nettie B.	1913	1914	1
Arrants, Alexandra A.	1911	1912	1
Aston, Richard A.	1992	2002	10
Baker, William R.	1936	1943	7
Beed, Galer W.	1967	1973	6
Bettis, Glen E.	1968	1994	26
Bibb, Herman L.	1947	1948	1
Blanton, William H.	1999	NA	3
Brooks, Weston T.	1964	1967	3
Broome, Hugh	1962	NA	40
Brown, James F.	1972	1996	24
Buckner, Roy B.	1985	1995	10
Bungard, Neil J.	1987	1991	4
Buxton, Robert	1959	1967	8
Clark, Clifton C.	1960	1961	1
Clark, Marian M.	1986	NA	16
Clark, W. Andrew	2002	NA	NA
Coffey, Dennis W.	1999	NA	3
Cooper, Nellie	1913	1917	4
Cornett, Cheryl G.	2002	NA	NA
Crowder, Gene	1968	1992	24
Czuchary, Andrew J.	1992	2002	10
Davis, James H.	1946	1948	2
Depew, Dennis R.	1989	1990	1
Dillenbeck, Harold	1963	1985	22
Downs, Sanford W.	1981	1982	1
Eggars, Jerry R.	1966	1998	32
Eggers, Derrick C.	1998	1999	1

<i>Faculty Member</i>	<i>Year Hired</i>	<i>Year Left</i>	<i>Total Years of Service Prior to 2003</i>
Ephraim, John	1964	1997	33
Falls, John E.	1968	1984	16
Fields, James M.	1966	1998	22
Graves, Donald C.	1968	1971	3
Hahs, Jimmy D.	1990	2000	10
Hales, James A.	1986	2002	16
Harris, Ruth	1952	1954	2
Heinz, Eleanor	1949	1952	3
Hemphill, William K.	1992	NA	10
Hornsby, Ada L. Earnest	1912	1913	1
Hriso, Peter	2002	NA	NA
Hyder, Carroll R.	1967	NA	35
Johnson, Keith V.	1993	NA	9
Jones, J. Howard	2000	2001	1
Jordan, Glenn C.	1948	1972	24
Kyzar, Jan	1999	2002	3
Lyle, Ben F.	1984	1998	14
Marshall, Harry	1950	1952	2
Mather, Jeffery D.	1994	1999	5
Mattson, Joseph B.	1959	1991	32
Maxwell, Tara	2002	NA	NA
May, Robert M.	1982	NA	20
McMillan, Eleanor	1940	1941	1
Mehling, Reuben	1953	1954	1
Messier, Jeffery P.	1995	1999	4
Mooney, James I.	1939	1967	28
Moore, Alfred H.	1945	1948	3
Morris, Jeffery S.	1997	1999	2
Nelms, Howard F.	1967	1968	1
Owen, R. Neil	1993	1999	6
Parker, Charles D.	1986	2002	16
Paul, Raymond A.	1950	1952	2

<i>Faculty Member</i>	<i>Year Hired</i>	<i>Year Left</i>	<i>Total Years of Service Prior to 2003</i>
Rajai, Mark R.	1998	2002	4
Richardson, Glenn D.	1968	1970	2
Roe, George S.	1956	1965	9
Sims, Joseph P.	2000	NA	2
Slocumb, Elizabeth E.	1913	1953	40
Stanton, George	1986	2002	16
Story, Charles H.	1965	NA	37
Susong, Ethel J.	1913	1914	1
Theodore, Crystal	1953	1954	1
Tillman, Primus J.	1999	NA	3
Tinnell, Benjamin C.	1947	1958	11
Vaglia, John S.	1976	NA	26
Waller, Milburn	1956	1976	20
Wallis, L. Dewey	1948	1962	14
Ward, Fred L.	1983	1988	5
Whitten, Barry N.	2001	NA	1
Williams, Walter R.	1967	1994	27
Wilson, Walter C.	1911	1942	31
Wronecki, James A.	2002	NA	NA

VITA

VINCENT E.BANKS

Personal Data:

Date of Birth: October 2, 1976

Place of Birth: Chattanooga, Tennessee

Marital Status: Married

Education:

Public Schools, South Pittsburg, Tennessee

East Tennessee State University

Johnson City, Tennessee; Technology

Education, B.S., 2001

East Tennessee State University

Johnson City, Tennessee, Engineering

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