



# THE OWL HOOTS

By AL GEISS  
We hadn't seen this friend in several years. "How are things down at Oregon Tech?" he asked and it wasn't an idle gesture, he was interested.

We told him about the new campus — that Oregon Tech had been accredited last year by the Northwest Association of Secondary and Higher Schools—that two more curricula had been accredited early this month by the Engineers' Council for Professional Development in addition to four others already accredited — that recruiters from space-age industries were being scheduled beginning the first day of the second week of school for Oregon Tech is Oregon's less-than-a-bachelors-degree college and that it requires college-able students to complete an OTI program successfully—that Oregon Tech can have a selective student body only because it is a state-wide institution drawing quality students from all of Oregon's counties — that because of its quality program students come from half of the states in the United States and a dozen foreign countries — than many Oregon Tech graduates have a problem in deciding which job to take rather than the problem of getting a job.

—That Oregon Tech was placed in the State System of Higher Education by the state legislature to offer that high level technical education which lies between that offered by the bachelor degree institutions on the one hand and the vocational-technical education offered by the bachelor degree institutes on the other hand—and that Oregon Tech is recognized nationally, and even internationally, as one of the most advanced technical institutes in the United States.

Our friend was impressed — and what was his comment? "That's really great. I'm glad to hear about it. Oregon certainly needs a good trade school."

Well, how does one tell the people so they will understand? What words, or terms, could be used that would be more descriptive? How does one tell the real "Oregon Tech" story? We remember a student of several years ago who said complainingly, "I came to OTI to take refrigeration technology. I came to learn to install and service refrigerators and refrigeration equipment like that used in the supermarkets. I didn't come to take math and English and physics and technical report writing, etc., etc."

That student was interested in learning a vocation. At that stage in life he was not the quality of student to succeed at Oregon Tech. Perhaps a stint in the service, or getting married, or simply maturing over a period of a year or two would have prepared him.

There are probably five to eight high school graduates who want a less stringent type of technical education than that offered at Oregon Tech or each one who is interested in the more rigorous Oregon Tech type. If education serves all of Oregon's high school graduates properly, and if the industrial needs in Oregon are met adequately, there will be high quality programs in the vocational-technical level to serve the five to eight students mentioned. It is our opinion that the state legislature in 1959 recognized these levels of technical education within the total educational spectrum when they placed Oregon Tech in the State System of Higher Education and at the same time enacted legislation to permit the development of local area community colleges with state assistance.

Faculty committee assignments announced last week include on the Scholarship Committee Larry Burtless, Bruno Marchese, Ben Morrison, Walter Richartz, Jay Silva, Walter Spencer and Ray Wood, with Frank D. Stanko as chairman; on the Student Loan Committee, John Anderson, Gene Culver, Earl Kurtz, A. E. Smith, Frank Stanko and William Swartz, with Max Saunders as chairman; and on the Student Awards Committee Cecil Barkdoll, Robert Boyle, William Bradford Jr., Del Folk, Earl Kurtz and Gene Stivers, with Jesse Crabtree as chairman.

The recruiting schedule for October, not including individuals or small firms interested in one or two graduates, includes two recruiters from International Business Machines in Los Angeles on the 8th and 9th; two from the U.S. Forest Service on the 11th; a team of four or five from the University of California Lawrence Radiation Laboratory at Livermore on the 15th and 16th; two recruiters from Sandia Corporation at Livermore on the 17th; a team of two or three from the E.G.&G. electronics firm in Las Vegas; two or three recruiters from Minneapolis-Honeywell in Brighton, Mass., and Los Angeles; and a team of three or four recruiters from the Mercury, Nev., division of the Lawrence Radiation Laboratory on the 28th and 29th.

For the benefit of both graduates seeking employment and the recruiters, a system for presenting the full credentials of each preparation, experience, personal identification, and other pertinent information, has been developed and is in full swing in the present operation of the Office of Placement Services.

We probably should mention that nothing on campus has superseded the concern over the imminent and potentially imposing results of a possible failure of the people of Oregon to support the tax program when they vote next Tuesday.



**DELEGATES** — Four Klamath Falls women were present as delegates to the Oregon Nurses Convention held in Ontario Oct. 1-5. Left to right they were Gertrude Whistler, ONA delegate to the American Nurses Convention in Atlantic City, N. J., in June, 1964; Margaret Strode, ONA Board of Directors; Lydia Umlor, ONA District No. 8 chairman of General Duty Section, and Hildegard Watkins, District No. 8 president.

## Nurses Elect First Male President

The first man to be president of the Oregon Nurses Association, James B. Hall, was elected to the office during the 58th annual convention in Ontario, Oct. 1-5.

## State Publishes Alcohol Manual

SALEM (UPI) — A The second edition of "Alcohol Education in Oregon Public Schools" — a manual for teachers — has just been published by the Department of Education in cooperation with the alcohol studies and rehabilitation section of the Mental Health Division, it was announced today.

The book will be used in Oregon schools and has been the model for similar manuals in several states.

**MET AT AIRPORT**  
ROME (UPI) — Former Empress Soraya of Iran and Oscar-winning Swiss actor Maximilian Schell met at the Rome airport Tuesday night to fly to Frankfurt together.

Schell arrived from London to join Soraya before they boarded the flight for Germany, where she is to star in a film about Catherine the Great of Russia.

Hall is associated with the Veterans' Administration Hospital in Roseburg.

About 200 were present for the sessions.

An important convention discussion was on the upgrading of nursing care which was brought to attention of the delegates by Miss Jo Eleanor Elliott, Boulder, Colo., an ANA director and other speakers.

It was further shown that the emphasis in nursing is rapidly becoming one of specialization to meet the changes demanded in improved patient care.

The training and curriculum in nursing is also changing to meet this demand. Nurses of 1963 must take refresher courses since the educational standards of nursing 25 years ago are neither adequate nor acceptable for today's responsibilities, convention speakers stated. All professions have found this upgrading necessary in their fields.

**LAND GRANT COLLEGES**  
In 1962, the American Association of Land Grant Colleges and State Universities observed the 100th anniversary of passage of the Morrill Act which created the land grant educational institutions, according to Britannica Book of the Year.

ONA District No. 8, say nursing authorities, has much to gain. The unit looks toward the future for nurses and nursing care.

## Better Grades—13

# TV Viewing Is Passive But Studying Is Not

By The Reading Laboratory  
Written for  
Newspaper Enterprise Assn.  
Unfortunately, many students when they study don't seem to realize that books and television are different; they try to study as though they were watching television.

To make the difference clear, let's take a minute for review. You'll recall that as we've talked about textbooks, we've stressed the necessity of studying in spurts, of over-viewing for the main idea, of trying to get the most out of the maps and graphs, then of dipping deeper and deeper into the text until you're finally down to the smallest details. This is work; it's an active thinking process.

But when you watch a television set, everything's done for you. There's a picture, sound and generally a light story. You can turn off your brain and let the television do the work.

Watching television is essentially a passive process. There's nothing wrong with that. As a matter of fact, it's good to relax that way at times. But don't try to study that way!

Lots of students approach a book passively. They figure that if they have 50 pages of studying to do, all they need do is sit down, turn off their brains, and look at all the words. It just doesn't work. A book isn't a television set.

A book can organize material for you but it's up to you to dig the facts out of the pages; you'll have to do the work. If you work hard and actively, using the techniques we've been discussing — surveying, thinking and re-surveying — you'll get at the facts. But if you wait for the facts to come to you . . . well, it'll be a long wait.

The best way to be sure you're reading actively is to develop yourself into a questioning reader. Before you start, quiz yourself: What do you think you know about the topic? What do you expect this chapter to add to your knowledge?

During your first survey, try to answer the questions, "Who? What? Where? When? Why? How?" On the second survey, ask the same questions, but answer the ones you didn't get the first time around.

ones need to be memorized? It's not really important which questions you ask. (Some students find role-playing very effective. If you were the Duke of Wellington, how would you attack that you ask questions, that you're active, involved and thinking. When you're all finished, you can watch television and turn off your brain again. (Next: The why, when and how of memorizing.)

(the first sentence of each paragraph), you should have particular questions on the chapter to be answered. During the rapid reading of the entire text, turn the first sentence of each paragraph into a question — just invert it — and answer it from the body of the paragraph. And then you're ready for the details — ask yourself which details can you figure out for yourself. Which of memorizing.)

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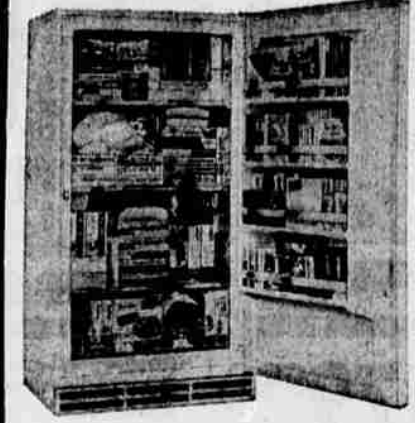
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