

History of the Department of Occupational Therapy  
1943-1993

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Introduction

Dean Tseng, Chair Llorens, faculty, honored guests, alumni and friends: it is my pleasure today to share with you the history of the Occupational Therapy Department at San Jose State University. I was probably selected for this honor because I am the member of the current faculty with the longest full time tenure at the University and sometimes affectionately called the Department dinosaur.

The content of my talk is derived from an oral history of the Department from 1943-1984 recorded by former chairpersons, from my own recollections, and from milestones recorded by Dr. Llorens in the past 10 years. I also used past college and university catalogs, and articles and photographs from several scrap books that were assembled under the direction of Dr. Lela Llorens. These are our best records and recollections. Also, over the years there have been numerous faculty members who supported the growth and development of the department. It is not possible to name them all in this presentation.

1942

Our history actually begins in 1942 when the Santa Clara Valley was known as the "Valley of Heart's Delight." Susan B. Richards, an occupational therapist at Children's Hospital in

Oakland, was asked by the head of the Art Department at San Jose State College to teach a course in occupational therapy. It was Art 7, *Occupational Therapy Theory* and was described as "an introductory survey of occupational therapy; history, theory and practical applications." (Undergraduate Bulletin, 1943, p. 75). It was for Art majors who intended to go into occupational therapy. At this time, occupational therapy was a relatively new profession and the war had increased the need for trained therapists in military and veterans hospitals (Richards, 1985).

Ms. Richards described her first class as very interested in anything they could learn, easy to teach, and older than most students since many were professionals from other disciplines. During her first year of teaching, Ms. Richards was asked to organize an Occupational Therapy Program at San Jose State College. She left her clinical position and assumed the role as head of the Occupational Therapy Program in 1943 (Richards, 1985).

#### 1943-1953

Susan Richards was appointed by Dr. Thomas MacQuarrie, then President of the College. He also appointed a planning and policy making committee to oversee the program (Wright, 1985). Occupational therapy was not organized as a separate department but was coordinated by a registered occupational therapist under the administration of a four person faculty committee (Undergraduate Bulletin, 1944). Courses were added to the curriculum and a program of study for occupational therapy majors was designed. The program was developed "according to the

requirements of the Council on Medical Education and Hospitals of the American Medical Association" (Undergraduate Bulletin, 1944, p171). A typical beginning annual salary was \$1800 with "executive type positions paying \$3600 or more" (Undergraduate Bulletin, 1944, p. 171). Besides the standard academic requirements for the major, the 1944 catalog stated that the prospective therapist should be ... "well adjusted and capable of assuming responsibility...well trained in crafts and recreational activities" (Undergraduate Bulletin, p. 171). A student who graduated from high school and had one year of college could enter a certificate or diploma course which required two years of academic work and 8 months of clinical training. For holders of the B.A. degree, with background in health or science fields, the academic training could be reduced to one year during the war emergency. The certificate course did not lead to a bachelor's degree. (Undergraduate Bulletin, 1944).

Three crafts courses were added to the curriculum along with courses in beginning and advanced OT theory and three OT lab courses. At this time, San Jose State was on the quarter system. One crafts course and one lab course was taken each quarter. The crafts included puppets, knotting, weaving, basketry, ceramics, bookbinding, woodwork, toy making, metal work, printing, chair covering, leather work and gardening. Woodwork, printing and book binding were taught in the Industrial Arts Department. Ceramics, weaving, jewelry, and other crafts were taken in the Art Department.

Students applied theory and technique in the lab courses, treating patients in the shop and at home. The occupational therapy curriculum included many courses in other departments, such as chemistry, anatomy and physiology, psychology, sociology, kinesiology, and several art classes. It is noteworthy that the core curriculum has remained somewhat constant throughout the years (Undergraduate Bulletin, 1944).

During that first year, Ms. Richards started the senior laboratory courses which involved patient treatment. This departure from standard college teaching format apparently resulted in some administrative difficulties with the Art Department. The situation proved to be unsuitable to Ms. Richards and she gave notice of her resignation to be effective the next academic year (Richards, 1985). Ms. Richards was described as a very warm, intelligent person who got the program off to a good start. She called upon the experience and skills of the older students for program development. It was said that she won the fight for occupational therapy but lost it for herself (Murany, 1985).

In Fall, 1944 the Occupational Therapy program was placed in the Natural Science Department. It moved from the comfortable, warm and colorful quarters on the second floor of the Art Building to a gloomy, cold, basement room in the Old Science Building (Murany, 1985). The shop or clinical laboratory, was located in the basement and the classroom was upstairs (Richards, 1985). The senior clinical laboratory course was conceived as one of the capstone courses in the curriculum. San Jose State University was

the first occupational therapy program, and for many years the only program, with such a clinical course. The clinical laboratory course has undergone many changes and developments and it continues to be a part of our curriculum which is unique and of which we are very proud.

In March, 1943 the curriculum was presented to the AOTA Council on Education for approval. Three programs were approved: The three year certificate course, two year advanced standing course, and five year baccalaureate course (Some Highlights...1942-1980). In June, 1944, the program was fully accredited. Ms. Mary Booth was appointed therapist in charge of the program in September, 1944 and soon thereafter, she received an academic appointment as Assistant Professor. (Wright, 1985). She was largely responsible for establishing the foundation upon which the present program is built.

During Miss Booth's tenure as Department Head, the department grew in size and quality of curriculum. By fall, 1945 there were 138 majors, up from just 46 in January 1944 (Some Highlights...1942-1980). The first class of 8 baccalaureate students graduated in June, 1945. The Clinical or Fieldwork Council was established in 1945 and the first meetings were held twice a year in conjunction with Mills College in Oakland, which also had an occupational therapy program. (Murany, 1985). Mary Booth was involved in the profession at the national level and set high standards for the department. The financial status of the college system, and to some extent the status of the department in the school, sometimes frustrated Ms. Booth's visions for

department growth and curricular development. Faculty positions, equipment, supplies and space were difficult to obtain. (McCann, 1985). Some things never change! Mary Booth was intensely interested in occupational therapy. She was proud of her profession and dedicated to its development and to the development of the occupational therapy program at San Jose State College (McCann, 1985). In March, 1948 Mary Booth was appointed Director of the program. In that same year, the Kellogg foundation donated \$5000 for loans and scholarships for students in clinical training (Some Highlights...1942-1980). The certificate course for those with a high school diploma was discontinued in 1948 (Occupational Therapy Fully Accredited...1948).

A second faculty member, Mrs. Eleanor Mann, joined the program in Fall, 1948. (Wright, 1985). Mrs. Mann taught the senior clinical laboratory courses (Mann, 1985). She taught all three sections of the lab course and made visits to patients' homes to observe students in practice. At the time of Eleanor Mann's arrival, the program had just moved from the basement of the Old Science Building to the barracks. OT had an office and a lab room and the Nursing Department had an office and a classroom in this space. The Occupational Therapy Club was active and held its meetings in the barracks.

In September, 1949 a Medical Advisory Committee was appointed to the program to conform to the new requirements of AOTA. By 1952 enrollment had increased to 192 majors, necessitating the addition of faculty. This made San Jose State the second largest occupational therapy program in the country with the Kalamazoo

School of Western Michigan the only other of the 27 schools with a higher enrollment (SJS Has Second...1954). Since the number of students had increased significantly, Marion Wolfe was added to the faculty in Spring, 1952 to assume some of the responsibility for the senior lab courses (Mann, 1985). From 1948 until 1952 Miss Booth and Mrs. Mann were responsible for all of the teaching, student advising and counseling, visits to patients' homes, fieldwork scheduling and visits and the myriad of administrative responsibilities that went with running the program. They were devoted to the effort and made many personal sacrifices to do their jobs well (Mann, 1985). In 1953, occupational therapy became a separate department in the Division of Natural Sciences. (Wright, 1985; Some highlights...,1942-1980). .

#### 1953-1963

In 1953, the Department celebrated its 10th Anniverary with a tea in the OT Laboratory in the barracks (Occupational Therapists Celebrate...1948). Beginning staff therapists' salaries had increased to about \$2400 with executive positions earning around \$5000 annually. It was required that students file for candidacy in the program during the second or third quarter of the sophomore year and be between 19 and 35 years of age. The certificate course admitted only students holding a B.A. in another field. Three medical information courses, formerly taught in the Health and Hygiene Department, were added to the curriculum and conducted by visiting medical lecturers (Undergraduate Bulletin, 1951-53).

In the fall of 1954 Mrs. Doris Cutting was appointed as the third full time faculty member. Her area of expertise was in psychiatry (Wright, 1985). Doris Cutting had worked at Agnews State Hospital in the early 50s where she became acquainted with Mary Booth and Eleanor Mann while setting up a student training program for occupational therapy interns. The Department was still housed in the barracks along with nursing, the military programs and what was then known as Police Science. There was a ramp into the OT Department to make it accessible for the patients who attended the senior laboratory (Cutting, 1985).

In 1955, Gwen Wright joined the faculty. Her expertise was in the area of physical disabilities (Wright, 1985). Anne Murany and Jane Lane joined the faculty in 1957 and in 1958 Elsa Hill was added. Ms. Hill had formerly been Chair of the occupational therapy curriculum at Mills College in Oakland.

The graduate curriculum was first proposed in 1956 and was later presented to the Occupational Therapy Committee. In 1958 the Department became a part of what was then known as the Division of Sciences and Occupations. Also in 1958 Mary Booth participated in a national curriculum study for AOTA. This project extended from 1959 until 1961. Mary Booth was on leave of absence during that period and Eleanor Mann became the acting chair of the Occupational Therapy Department. Under her leadership, the proposed graduate program was initiated. Elsa Hill contributed to the curriculum and taught the first graduate classes (Cutting, 1985) which included three major courses along with special studies and a thesis or project (Graduate Bulletin,

1962-63). The first MS degree was awarded in August, 1961 to Miss Barbara Pickett (First Masters in OT...1961). Mary Booth returned to her post as chairperson at that time. (OT Department Head Returns...1960).

The Department moved to the Health Building in 1959 (Some Highlights...1942-1980). The occupational therapy faculty had been involved in planning the space and selecting furniture and equipment in the Health Building, which resulted in one of the most modern and well equipment occupational therapy departments in the country at that time (Cutting, 1985). A Practicum in Psychiatric Occupational Therapy was added to the undergraduate curriculum in 1960. It included lectures on psychiatric theory as well as clinics involving demonstration of cases (Undergraduate Bulletin, 1962-63). This was part of a major curriculum revision that occurred in the early 1960s (Cutting, 1985). The Santa Clara Valley Medical Center was first used as a clinical training site in 1959.

With the advent of the space age students' interest shifted away from the health professions. Enrollment declined with a concomitant decline in faculty positions. Anne Murany was slated to leave the faculty but she and Mary Booth proposed a grant project. This grant was from the Department of Health, Education and Welfare and the Office of Vocational Rehabilitation Services and was for the improvement of clinical training. The grant was funded for three years from 1961 to 1964 and its purpose was to coordinate academic and clinical teaching. This was the first major teaching grant given to any occupational therapy program.

It resulted in a fine clinical training manual authored by Anne Murany, which was used for some time throughout the country and in several foreign countries. (Cutting, 1985; Murany, 1985).. The work of Mary Booth and Anne Murany on their respective grant projects increased the visibility of the development of OT programs in the western part of the country (Murany, 1985).

The first recognition ceremony for seniors who were prepared to treat patients in the senior lab was held in 1961 (Murany, 1985). This tradition continued for many years and probably was a stimulus for the development of the convocation ceremony at the end of the final semester which we enjoy today. Prior to this, perhaps from the earliest days, there was an annual senior barbecue for graduating seniors. This was an enjoyable occasion for students and faculty. The students did a "take off" on the faculty and the curriculum and the faculty also did one of the students. Then there was a barbecue, including swimming and outdoor activities (Murany, 1985). This particular event has ceased but obviously is the antecedent of the luncheons or dinners which are hosted by graduating seniors each semester. At these current day events, faculty are always saluted, sometimes roasted, and a wonderful time is had by all.

#### 1963-1973

In 1962-63 and again the next year, the Occupational Therapy Club was featured in Spartan from the Start, a guide for new students. The club held monthly meetings that included activities such as guest speakers and an annual party for seniors and parties

for handicapped patients as well as activity programs in nursing homes. Its purpose was to promote greater unity and understanding among occupational therapy majors (Spartan from the Start, '62-63; 63-64). The student organizations have been more or less active over the years. Today we have an active Student Occupational Therapy Organization, better known as SOTA. Many of its members helped with this event.

In 1965 the Division of Sciences and Occupations, of which the Department of Occupational Therapy was a part, was changed to Division of Sciences and Applied Arts. In 1967 it became the School of Applied Sciences and Arts (Jack Douglas, SJS Archivist, Personal Communication, 1993).

Carolyn Owen joined the faculty in 1963 and stayed until 1967. After earning her doctorate in psychology, she left to assume the position of director of a new occupational therapy curriculum at Long Beach State. That program did not survive and Dr. Owen later joined the faculty of the psychology department there (Cutting, 1985) Enrollment had increased to 170 by 1964. Gardening had been deleted as a requirement and child growth and development was substituted. In 1965 chemistry and clothing courses were deleted and group dynamics was added (Some Highlights...1942-1980). Also in 1965 San Jose State College established the policy of rotating chairpersons and Anne Murany became chair of the OT Department. By fall, 1966 enrollment had increased to 200 (Cutting, 1985). Ms. Murany served as Department Chairperson from 1965 until 1969.

This was a time of exciting growth in the college and in the profession. The college's name was changed to California State University, San Jose in 1972 and in 1974 was renamed San Jose State University. Faculty collegiality had increased and faculty had a voice in the affairs of the university. Students were asked to sit on faculty committees (Murany, 1985).

At the outset of her teaching career Gwen Wright believed that she could prepare students for clinical training in ways that would allow them to test their knowledge and skills before arriving for their fieldwork experience. However, she discovered when visiting students in the clinical field after having been their academic instructor, that many had forgotten important concepts that she had taught. She realized that her verbal descriptions of signs and symptoms and of client behaviors were inadequate for students' retention. It occurred to her that she needed to have patients in the classroom or some audio-visual materials that would convey visual images so students could make real-life observations. This led her to apply for and obtain a grant for Improvement of Instruction from the Department of Health, Education and Welfare. She worked with the faculty and staff of the Audio-Visual Center on campus and produced numerous instructional films and videotapes. Prior to receiving the grant Ms. Wright started producing simple 8 mm films while teaching a full load of courses. Through the grant videotape instruction was introduced to the program during this period of time. Videotaping was used in the classroom for student observation and feedback. In conjunction with the Department of Nursing, the first Audio-

Visual Laboratory was set up in the Health Building for student use. The grant lasted six years (Wright, 1985). This tradition has continued and evolved to the present day with the production of videotapes by several faculty members and the use of videotape for self-instruction and supplementary instruction in many of our courses. Barbara Bourns joined the faculty in 1967 to replace Gwen Wright who was released to work on the grant project. Ms. Bourns stayed for one year. In Fall 1968, I joined the faculty to replace Ms. Bourns and fill in for Gwen Wright while she worked on the grant. Amy Killingsworth also joined the faculty at this time, initially on a part time basis.

A 15 year curriculum plan was developed in 1968 and the master's program for certificate students was finalized. At this time, Long Beach State had begun an occupational therapy curriculum, and San Diego State and Fresno State were considering one. It was proposed that San Jose State, as the oldest curriculum in the state system, could evolve totally into a graduate program (Cutting, 1985). However, it was difficult to promote this from the point of view of the State's master plan and the programs proposed by the other institutions never materialized.

Doris Cutting became Department Chairperson in 1969 following Anne Murany. Enrollment swelled in 1970 when there was a national resurgence of interest in the health fields. Some 350 undergraduate students and 40 graduate were admitted in Fall, 1970 with just six and a half faculty members to teach them. It was necessary to cut classes and class size because of the shortage of

faculty. It was a difficult period of time in which students were confused and unhappy and faculty were overwhelmed with how to handle the crisis. No funds were forthcoming from the college (Cutting, 1985). We were declared an impacted major which meant that the program could set admission standards that were somewhat higher than those of the university in general. These were known as supplementary admission criteria or more familiarly by the acronym: SAC. The screening process was effective. Students were admitted though many waited several semesters to start the program. It was necessary to focus on undergraduate education and so it was not possible to phase in the graduate programs visualized in the 15 year plan (Cutting, 1985).

It was around 1971 when the first discussions of the establishment of a division of allied health fields started. Gwen Wright was the department representative to the committee and the discussions continued on and off for many years before the Division of Health Professions was established in 1978 and the Occupational Therapy Department became part of it.

There was a significant lack of funds throughout the University for carrying out programs at this time. Students used scrap materials and we all conserved paper. Students were building rather than buying therapeutic equipment for their laboratory courses. During this time, two full time faculty members joined us, Diana Burnell and Jean Still in 1972. There were also approximately 7 part time faculty members; Mary Booth retired in 1971 and Eleanor Mann in 1972.

## 1973-1983

Application for candidacy to the program is again noted in the catalog of 1972-74 but the 19 to 35 age requirement was deleted. Clinical training was changed from nine months to six to nine months. The honors program was initiated. OT 140, treatment methods, had been added to the curriculum. The clinical laboratory courses had been restructured so that one was done in a community agency and the other in our on-campus clinics (Undergraduate Catalog, 1972-74). Two crafts courses taught by the Industrial Studies Department continued. One was in graphic communications and the other in woodwork ( Undergraduate Catalog, 1972-74). Professor Don Betando taught many sections of these courses and was highly interested in occupational therapy students and the occupational therapy program.

Doris Cutting's term as chairperson ended in 1973. She was asked to serve a second term and agreed under the conditions that she would not complete the entire four year term. She served as chairperson until January, 1975. She went to Australia as an exchange faculty member for academic year 1975-76 and became acting chair of the occupational therapy department there during the second semester of her term.

Dr. Diana Burnell was elected chairperson and served in that capacity for Spring and Fall, 1975. This was a period of change and conflict in the School of Applied Sciences and Arts and in the Department of Occupational Therapy (Ward, 1985). In Spring, 1976 Dr. Burnell stepped down as chairperson and Professor Gwen Wright, who had recently retired, and Professor Helen Ross of Health

Science were appointed Interim Co-Chairs of the Department. A search was under way for the recruitment of a new chairperson. Professor Joyce Ward was appointed to that post in Fall, 1976. Doris Cutting also returned in fall, 1976 (Cutting, 1985). The Nursing Department and Student Health Services were expanding and needed more space in the Health Building. The Central Classroom Building, then known as the Home Economics Building, had just been refurbished. The Home Economics Department had been temporarily housed in Old Science during the renovation and it was moved back to its home building. We then moved into the space they had occupied in Old Science.

Professor Joyce Ward was faced with a formidable task from the outset. The move from the Health Building was the first. A University Self-Study was undertaken and the AOTA Accreditation Committee revisited the campus, and two consultants visited as well. Professor Ward hired several part time faculty members and sought additional full time faculty. It was necessary to seek budget support for the department programs. The graduate program needed revision to garner the support of the administration for its continuation.

The Old Science Building provided ample space but it was old and in disrepair. Some renovation was undertaken which resulted in classroom, laboratory, audio-visual labs, and office space as well as an area for teaching ADL skills (Ward, 1985). I cannot resist interjecting my own recollections of Old Science. It was spacious indeed but was prone to dust, spiders, and mice, most of which congregated in my office! The aromas from the chemistry

labs in the attached New Science Building wafted through our quarters on a daily basis and some of us were sure our health was in jeopardy. The Science Department had its animal lab in the basement and it was possible to borrow animals, such as mice and snakes, for classroom demonstrations. I can recall that Gordon Burton took advantage of this opportunity.

The University self-study was completed in October, 1976. It resulted in several recommendations for curriculum revision. Such recommendations had also been made by the site visitor consultants who were with us in November, 1976. A major curriculum revision was initiated in Spring, 1977 with the identification of problems, curriculum needs in the undergraduate curriculum and later in the graduate curriculum. A grant to fund the curriculum revision project was secured from the Bureau of Allied Health Manpower, Department of Health, Education and Welfare. The grant was funded for three years. A Curriculum Change Coordinator, a Certified Occupational Therapy Assistant to assist faculty with clinics and activity lab, and a secretary were hired on the grant to guide the curriculum revision process. Area practitioners and students were involved in the process. Gail Fidler was with us for 6 weeks during Spring, 1977 acting as a facilitator and consultant (Ward, 1985). By December, 1978 the proposed undergraduate program had been approved and the phase in period began in Fall, 1979 (Ward, 1985).

This was a trying and difficult period in our history. There were numerous meetings and many hours spent on curriculum design and development. There were not a few disagreements. The outcome

was a more modern and enriched curriculum which had been modeled on the occupational therapy process. After initiating the new curriculum some minor adjustments were made in the 1982. The curriculum moved from an accreditation status with three qualifications in spring, 1976 to full accreditation in spring, 1978 as a result of the curriculum revision.

Karen Diasio-Serrett joined the faculty in Fall, 1977 as graduate coordinator and led the revision of the graduate curriculum. The new curriculum was approved in May, 1978 and implemented in Fall, 1979. By 1983 enrollment in the graduate program had stabilized with 20 students being admitted once a year.

Additional full time faculty positions were acquired during this time with Roberta Eyler, Gregory Stone joining in 1977 and Guy McCormack in Fall, 1978. Gordon Burton joined the faculty in 1979. In that same year Gary Del Monte joined as technical support to the faculty. Our current department secretary, Barbara Hartley, joined us in 1981. During this decade there were several part time faculty members as well including Morag Paterson and Dr. Elayne Klasson.

In Spring, 1981, after being comfortably settled in Old Science for a few years, the building was declared a potential seismic hazard. I have vivid recollections of a fairly significant earthquake endured in that building when Gregory Stone and I took shelter in a doorway. When the shaking had stopped, we looked up to see a large heavy glass transom suspended over our heads on some flimsy chains. It was after that that engineers

surveyed the building, drilled holes in the cinder block and sprayed strange symbols on the walls. The building was to be closed for renovation and new quarters for OT needed to be found. After consideration of a few potential locations, it was decided to move OT to the Home Economics Building because the Home Economics Program was being phased out at that time and space became available in that building. The OT program moved to its present quarters in Fall, 1981. Although there was less space in this building, it was newly renovated and offered a more modern environment than Old Science. The building was and is shared by OT and the Nutrition and Food Science Department. Associate Professor Vaunden Nelson, of Home Economics, joined the OT faculty bringing her expertise in adapted clothing and equipment, work simplification, and home management for the handicapped and aged. She also contributed to the OT program by teaching the writing workshop courses that were mandated by the new General Education program (Ward, 1985).

Jean Still who served ably as fieldwork coordinator inaugurated the innovative concept of the Mini-Council as a means of interfacing with fieldwork supervisors in 1977-78. She and other faculty members traveled throughout the state holding regional meetings with fieldwork supervisors to discuss student performance, curriculum developments, and topics of professional and practical interest. These meetings were in addition to the annual Fieldwork Council Meeting that was held for all fieldwork supervisors each spring. Professor Still published an article describing this unique program (Ward, 1985).

Mary Booth passed away in May, 1977, leaving a generous endowment to the Occupational Therapy Department to fund student assistantships.

A national search was initiated in Spring 1980 for the purpose of recruiting a faculty member holding the PhD to foster a climate of research and scholarly activity. This search resulted in the hiring of our current chairperson, Dr. Lela A. Llorens in Fall, 1982. She assumed the responsibilities of graduate coordinator and senior researcher.

### 1983-1993

In Fall, 1984 the Home Economics Building was renamed the Central Classroom Building (Jack Douglas, SJS Archivist, Personal Communication, 1993). Enrollment had gradually increased to over 200 students in 1983-84. Budget allocations had increased as well and were supplemented by grant funds, making possible equipment, supplies, support staff and faculty travel that had not been available previously.

Procedures for admitting students to the graduate and undergraduate programs had been established about 1980. Gordon Burton served as admissions coordinator for graduate students and continues in this role to the present time. Gregory Stone served as admissions coordinator for undergraduate students until 1986, when Roberta Eyler assumed these responsibilities. After Ms. Eyler retired in Spring, 1990 Amy Killingsworth assumed the responsibilities of undergraduate enrollment coordinator. From the early to mid 1980s enrollment was somewhat stabilized, then

declined significantly in the mid 80s. In the last 3 years there has been a resurgence of interest in the health careers and enrollment has soared again with over 200 applicants qualified to enter the 55 spaces available for the undergraduate program each semester. The graduate program enjoys a similar popularity with some 250 students applying for 15 available spaces each Fall. (Ward, 1985).

Faculty stabilization increased during this period of time with the hiring of more tenure track faculty and a decrease in the number of part-time faculty. A stable core of full-time tenure track faculty was established.

Upon the retirement of Joyce Ward in December, 1983, Dr. Llorens was appointed to serve as department chairperson with the wholehearted support of the faculty, School Dean and the President of the University. Full accreditation was granted to the program in 1984. Because of her excellent leadership, Dr. Llorens was reelected chairperson on 1987.

Our faculty was saddened in this decade by the deaths of Assistant Professor Gregory Stone in September, 1988 and Lecturers Annie Affleck in September, 1991 and Janet Down in November, 1992. Professor Gwen Wright, who had retired in 1975, passed away in December, 1991. The Gregory Stone Memorial Scholarship Fund was initiated by the Convocating Class of Fall, 1988 and in December, 1992 the Janet Down Living Memorial Fund was initiated. The Gwen Wright Memorial Fieldwork Fund was named in her honor.

Dr. Lela Llorens was re-elected Chairperson for a third term in Spring, 1991. Under her able leadership the quality of the

curriculum, and faculty and student accomplishments has risen substantially. The Department has enjoyed increasing visibility on campus and has a significant voice in College and University governance thanks to the extensive involvement and effort of Dr. Llorens and other faculty members on College and University committees. The AOTA Accreditation of 1991 was very successful with only two suggestions for change. Enrollment is controlled by the admissions procedures. The combined graduate and undergraduate enrollment was close to 450 in Fall, 1992 with our current faculty at 9 full time and seven part time members.

The curriculum has undergone some minor modification. OT 111, a medical conditions course in psychiatry, was added. Most recently, due to budgetary cutbacks, the number of Level I practicum experiences was reduced from 3 to 2. The number of full time tenure track positions increased with the addition of Dr. Kay Schwartz in 1987, Carolyn Glogoski-Williams in 1988, Anne MacRae and Elizabeth Cara in 1990 and Heidi Pendleton in 1992. Part time faculty in 1992-1993 included Dr. Elayne Klasson, Morag Paterson, Diane Foti, Terri Wiss, Gigi Smith, and Rene Padilla.

Standards for hiring on tenure track positions and particularly for tenure have increased, with the doctoral degree now being required for tenure. This decade has seen the number of faculty members with doctorates or who are working toward doctorates increase from 2 in 1982 to 10 in 1993. Faculty are increasingly involved in research, writing, publication, presentations and grant projects which, in part, has stimulated an

increase in the the number of completed theses and projects by students in our graduate program.

### **Conclusion**

I have been a faculty member for nearly half of the Department's history and a student in the graduate program before that. With the exception of Susan B. Richards, I had the privilege of knowing all of the chairpersons. However, it was not until I undertook the preparation of this presentation that I gained an appreciation for the rich history and wholeness of the Occupational Therapy Department. As I gleaned the historical facts, I saw a tradition of hard work, struggles, bravery, some defeats but more triumphs by a succession of strong women leaders who achieved significant growth and development of the curriculum, the department, and the profession of occupational therapy. They endured with determination despite the budgetary constraints and prejudices of academia. It is because of their determination, efforts and sacrifices that the department enjoys the reputation of being one of the largest and finest programs in the country today. We as administrators, faculty, alumni, friends and students should feel proud to have contributed to this rich tradition.

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