

1984

A History of the English Department of Fort Hays State University (1902-1978)

Roberta C. Stout
Fort Hays State University

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A HISTORY OF THE ENGLISH DEPARTMENT

OF

FORT HAYS STATE UNIVERSITY

(1902-1978)

or

LEVELS OF USAGE

by

Roberta C. Stout



Nancy Vogel
Editor

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Fort Hays State University is located on the eastern margin of the High Plains, an area of one of the most complete sections of late cretaceous rocks in North America. The terrain of the Fort Hays region is not that of the forests to the east or of the mountains to the west. It is High Plains country, a land where gently flowing grasslands and golden fields of grain meet high blue sky.

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Hays, Kansas 67601-4099
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EREWHON -- PREFACE

"On First Looking Into Chapman's Homer"
John Keats

Much have I traveled in the
realms of gold,
And many goodly states and
kingdoms seen;
Round many western islands
have I been
Which bards in fealty to
Apollo hold.
Oft of one wide expanse
had I been told
That deep-browed Homer
ruled as his demesne;
Yet did I never breathe
its pure serene
Till I heard Chapman speak
out loud and bold;
Then felt I like some
watcher of the skies
When a new planet swims
into his ken;
Or like stout Cortez when
with eagle eyes
He stared at the Pacific--
and all his men
Looked at each other with
a wild surmise--
Silent, upon a peak in
Darrien.

George Eliot was only one of many
authors who set a morsel of inspiration
before her chapters or even quotations

during them. Sometimes these are worded in English but sometimes they are in other languages, for Ms. Eliot was a bit of a researcher and even a scholar. Moreover, she was a reader. Usually the tidbit is poetic; often covertly moral, which the author hoped would tempt the partakers of her literary festive board to indulge themselves into her pages. So I am asking you to indulge yourself into my pages, if not with gusto, at least with a nibble here and there. With Tea and Sympathy?

Of course, George Eliot is somewhat in the past and there are many who scoff at the method. However, it still prevails in some form. Even William Manchester--a historian!--develops his The Glory and the Dream: A Narrative History of America, 1932-1972 by means of montages and portraits of prominent individuals as well as expository chapters to give flavor to each of the five decades of American life with which he deals. Montages or key lines give a writer not only a Touchstone but also Coherence and a central Theme.

Therefore, I surely need no defense for use of traditional devices in organizing material. Neither need I take to Argumentation to apply the obvious meanings, interpretations, applications of Keats's sonnet presented above. English teaching is an adventure. When I was in the fourth grade, our teacher bluntly gave us a composition to write on "What I found Under A Stone." This was before the days of Rock pets [Editor's note: pet rocks], but it was truly a treasure trove I turned up in

my scribbling. I wonder whether we are not turning stones to the light of sun. Or am I being too "precious"? Let us then return to Keats.

Several years ago Dr. Samuel Sackett made a survey of students' preferences at the close of the large Introduction of Literature courses, and unlike Abou Ben Adhem, Keats's name did not lead all the rest. We need not conclude from this reaction that the team teaching was poor, that the students were not discriminating, or that Keats is an over-rated poet. The learners had simply not caught up the torch as yet. Maybe some of them never will. But there is always "the remnant" who perhaps, unknown to us teachers of required courses, do "follow the gleam," until like Tennyson's Ulysses they each can also say:

Much have I seen and known,--
 cities of men
And manners, climates,
 councils, governments,
Myself not least, but
 honored of them all,--
And drunk delight of battle
 with my peers,
Far on the ringing plains
 of Troy.
I am a part of all that
 I have met . . .

Since I seem to be inviting all of you into an orgy of remembrance and emotion, I hope that you will be henceforward agreeable companions over "Paths Not Taken" or Taken, accompanying Christian through

Vanity Fair and Sloughs of Despond, or Gulliver to the island of the Flappers, or Don Juan even to Hell, or Rosalind to the Forest of Arden, where the fragrances are both sweet and otherwise. No matter how reserved we may be or how sophisticated we hope to be, we can admit that our very raison d'etre is based on understanding how Keats,--as Balboa or Cortez, what matter?--felt as he looked on "beauty bare," whether it be in the Blessed Isles, in a Brave New World, or at the spot in New England where Amy Lowell's Purple Grackles have come.

Nor is all scenic territory, Sweetness and Light. Matthew Arnold, as you know, compared the waves knocking on Dover Beach to the "turbid ebb and flow of human misery," but he realized that the "eternal note of sadness" was heard by "Sophocles long ago" and he heard it "by this northern sea" as his colleague did on the Aegean. The imagined audition is a shared experience. If one wants to be matter-of-fact, he can call this moment one of the "benefits" of literature, that of entering each other's minds at vast distances and wide divisions of time. But who wants to be so prosaic a wanderer into the depths and heights of imagination?

Other writers besides Keats, Tennyson, and Arnold have spoken of the ways of literary freebooting. Here is Ezra Pound in "Immortality":

Sing me for love and idleness
Naught else is worth the having.

Though I have been in many a land,
There is naught else in living.

And I would rather have my sweet,
Though rose-leaves die of grieving.

Than do high deeds in Hungary
To pass all men's believing.

He knows.

Lest I become too effusive may I say that tramping the plains is as lusty an experience as "doing deeds in Hungary," although the journey at times may seem routine and even drudgery. Not all the time do we soar with Pegasus, literally speaking. What do I mean by "tramping the plains"? Obviously we are geographically on the High Plains. Dr. Nancy Vogel suggests in her portion later in this history that most of us came "West," to Hays. Did not that phrase once mean "going crazy" or "going to the setting sun"? However, in our thinking, most explorers "went" or "came" West. It is still the Unexplored. "Going west" from whatever the direction has been our destiny. Thus, all literary addicts will tell you that a phrase may have many connotations. I mean by the wording "tramping the plains" the high adventure found in day-by-day checking of papers, the going by the gong, the advising of the student who does not want to take the requireds, the attending of a curriculum committee meeting.

Is there a difference between English and Literature, between Grammar and Poetry?

It was not until I was in my first classroom of Freshman English, on the teacher's side, that I fully understood that every particular participle and every interrogation point are parts of the whole. Until then, as St. Paul said, I saw "in part." Each has its place in the Rhetorical Chain of Being. Undoubtedly most of you are keener of perception than I, but I am a late bloomer. However, most of our clientele do not see the relationship of preposition to Hecuba, or Hecuba to perjorative, if I can distort Hamlet's meanderings. (After all, he used mixed metaphors "Against a sea of troubles" himself.) By being pedantic I can draw the conclusion for you that one of our duties is to make the relationship between a preposition and Hecuba more clear. So be it.

As to the arrangement of this writing, I intend to proceed in somewhat logical order from now on from one chess block to another, treading with Alice of Wonderland and Looking Glass Land, sometimes in reverse. Throughout I plan to follow and answer the six fundamental questions of a good journalistic Lead, telling Who, What, When, Where, How--and perhaps as all good literature teachers should, Why. If you note a unique form of capitalization in the Style, I have my reasons, but I do not intend to divulge them.

Now let us start our journey or voyage to the "Realms of Gold" and hunt for Treasure Island.

Roberta C. Stout

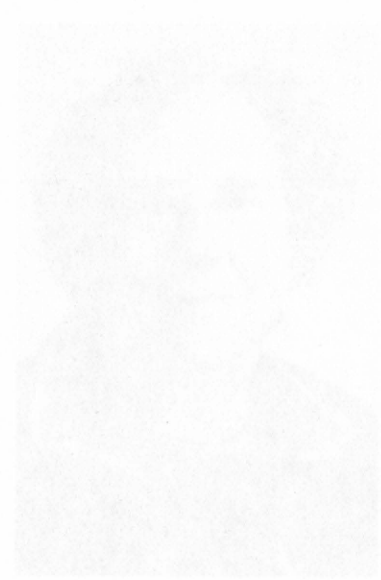
Erewhon
August, 1977

My special thanks go to Dr. Paul Gatschet, Dr. Ralph Coder, Mrs. Edna Coder, Miss Esta Lou Riley, Mr. Marc Campbell, Mrs. Julia Rhodes, Mrs. Harriet Ison, Mrs. Cindy Elliott, and especially to Mrs. JoAnn Kroeger and her typists.



Dr. Roberta C. Stout

The general theme of the book is
to show that the theory of
groups is a natural extension
of the theory of rings, and
especially of the theory
of fields.



THE UNIVERSITY OF CHICAGO

CHAPTER I
ON THE ROAD TO XANADU

"Whoever excuses himself,
accuses himself."

"Never complain;
Never explain."

--Well-known Quotations.

These scraps of advice may seem impressive, but words of wisdom are often ignored and excuses proliferate. In regard to a "history" of the department, one can find many reasons why the present task is difficult:

1. Records in department files are scanty, before the later years of Dr. Verna Parish's headship.
2. Part-time teachers or teachers of short duration, although important to the staff and to their students, have come and gone; their folders are abbreviated, sometimes non-existent.
3. Memories of participants are tricky. Some potential interviewees were not reached.

4. Filling out blanks of information is tedious and often the truly significant moments are missed because emotions are not officially facts.

5. Material which has been dug out of yearbooks and college bulletins for the most part will show omissions and incomplete organization.

6. Some participants in the sources cannot be found at all and some have attention over their peers. This fact is likewise true in this work.

7. Finally, this cannot be a real "history;" it has had to be a catch-as-catch-can sort of writing. Here will be presented an informal beginning of records; a technical, scholarly, definitive "history" has yet to be done.

Many of the following pages will be paraphrasing of some predecessors' words. Moreover, there will be long quotations. I wanted the words of the people who lived the events.

Also, many of the sources did not emphasize the academic part of campus life, placing sports and social events before

honorary fraternities or headlining beauty queens or big men on campus before the day-by-day routine of campus life or classroom. This is a natural, understandable result of looking over the year's events-- the top stories, the people who made the news.

* * *

Golden Lads and Golden Lasses

Who knows much about Anna Keller, not the first "regular" English teacher, but the first teacher to teach English? She was one of two teachers who taught everything in 1902 and 1903. We do know that she lived in eastern Kansas at the time of the school's twenty-fifth anniversary in 1927.

The first real English teacher was Annette Foster, elected in 1905 to teach English and Latin. Later she became a teacher of Latin only. Her personality has not come down to us even as clear-cut as Miss Keller's. How many of our staff

members have had the same experience--to serve through years diligently and devotedly with rigidly posed picture in a yearbook or a listing of schools attended in a catalogue, but little else known of the true person?

There have been individuals who are remembered for "colorful" escapades. One of those was a P. Caspar Harvey who was the English guiding spirit during the late teen years and First World War times. In fact, an early yearbook is dedicated to him. He published an article called "Farming Their Way Through College" in The Country Gentleman (December, 1917) in which he told the way many students earned their education in the first decade of the school's history:

This institution is the Fort Hays Normal School at Hays City, Kansas. Its activities are fourfold: Students go to school, farm, use their own products, and conserve food simultaneously. The last three are opportunities, but the combination is necessary. Here, in order for many students to acquire their college education, they must not only use and con-

serve food, they must produce their own products. . . .

In direct response to this vision of teaching "within the farm" the department of English has two courses, one for college freshmen and sophomores and one for college juniors and seniors, that are purely reading laboratory courses. I use a list of 120 titles from Homer to Wells. I have left out the classics or the writers which have a special place in other campuses.

In a school with so much attention of necessity given to the practical, the majority of the graduates in addition to their vocational major have also carried an English major, and the 1917 class, containing twenty-one people who received their bachelor's degree, had eleven who were in this group.

--Reprint in 1918-1919 Yearbook

In 1920 P. Caspar Harvey terminated his association with Fort Hays, but for over 55 years, stories have circulated concerning his refusal to cooperate in a campus activity and his subsequent dumping into Big Creek by retaliating students and interested people. According

to Dr. Ralph V. Coder, head of the English Department for many years as well as chairman of the Humanities Division and later Graduate Dean,

P. Caspar Harvey was asked on college sneak day, to go with the students on their sneak. He said he was too busy, and declined. They decided he should go and shanghaied him, put him on the train to Victoria. However the train stopped at the freight house, and he jumped out of the window while the students rushed to the car doors at each end.

That evening, when the students came home, they went right to P. Caspar's office, grabbed him, and took him to Big Creek. There they threw him in the water. He swam out and went to his typewriter, where he wrote the story about the Bolsheviks raiding Fort Hays and throwing a professor in the creek. When the President, William Lewis, read the news in Denver the next morning, he got angry, took the next train home, and fired P. Caspar. Many townspeople backed Harvey, but the President was adamant.

Whatever the justice and whatever the truth of the escapade, P. Caspar Harvey gave evidence in his writings and in his portion of the catalogues, when he was head of the department, of knowing literature and the needs of a fully trained English major.

Oddly enough, 40 years later, English teacher Robert Kingsley would go before a public television microphone to scorn college authorities because he demanded full participation in an Earth Day holiday to call attention to environmental conservation. Although he suggested otherwise, permission to dismiss classes had been given on the basis of an individual teacher's desires. Both incidents were rebellions but from different motives. Both caused extreme reactions. Some dismay followed each event, mainly because of the extremity of the tactics. The name of the man who was outspoken in the early 1960s is forgotten by most. P. Caspar Harvey, however, was to be heard from again, for he was devoted to English. He became a professor in William Jewell

College in Liberty, Missouri, where he became "Mr. William Jewell." One of his students there was Ralph V. Coder.

Another was Dr. John Edmund, Hays dentist. Evidently P. Caspar Harvey was a memorable English teacher, as in a way all English faculty members are or have been, whether their aura is as colorful as his or not.

Always, in the first decades of the school's history, the early writers were conscious of the western background. Frequently an English teacher was allowed to express his creative ability in a page or two of an early publication.

For example, here is a poem by Paul T. Scott, an instructor of Journalism and English in the early 1940s. True, the year is later than the first decade, but he carried on the traditional influences of the early history. Apparently the narrator in his poem is conversing with an old settler, 75 years after Hays City was founded and 40 years after the school came into being.

"Anniversaries--75th and 40th"

We stood on the top of College Hill,
This wrinkled man and I,
And looked east at the town of Hays,
Gold towers against the sky.

And the wind moaned in the grasses,
And billowing wheat flowed around.
Toward Big Creek ran a tumbleweed,
Wolf loping without a sound.

"It's all too civilized for me,"
The old man said and sighed;
"I saw the railroad drive to Hays,
In the good days that have died.

"Buffalo Bill was a young man then,
And Wild Bill's pistols barked.
Seventy-five years ago in Hays
When the U.P. trail was marked.

"I watched Custer and Sheridan
March men to the fort on the hill
They warned us boys to play in Hays
Lest the Indians scalp and kill.

"And there was the day when a buffalo
stray
Charged headlong over Main.
Across the track past Tommy's shack,*
Till we boys gathered and chased
him back
To his wide, open prairie again.

*Tommy Drum's Saloon

"Boy, I recall when the Germans
arrived
With turkey-red wheat from Ukraine.
They weathered the drouth and long
lean years.
And they out-waited God for rain.

"We abandoned Fort Hays about '89
And the old U.S. reservation,
In 1902 we founded the school
And the Agricultural Station.

"Fighting Indians is over, they
explained,
But not the struggle for knowledge
The last bison died on the Kansas
plain
And professors built up the new
college.

"Me, I don't go for the new
fangled things.
Like lawns on a cool shady street
I want the open range and leather,
The songs the cowboys sing together
The smell of changing wind and
weather,
The happy life when old friends meet."

As I read of the early evolution of an
English department at Fort Hays, I became
aware of seven influences on the college
and the development of the department.

1. Consciousness of the past and of the western background
2. The English faculty
3. The buildings
4. The related departments and activities
5. The students
6. The course of study
7. The typists and assistants.

Already mention has been made of some English teachers of the first 25 years and some attention has been given to the High Plains setting and will be a part of Dr. Vogel's comments in the final pages. Also information on related subjects--departments, clerical help, student assistants, part-time teachers and the like--will come in later chapters. Before mentioning courses of study, the buildings, and the students, I should like to give one word more on the faculty.

We may note as we pass through the preliminary stages of this "narrative" that usually alumni will remember teachers and class buildings more than any other part of their college life. Often they

give tribute by notes at the end of exam papers, letters, visits, and sometimes by silent appreciation only. More direct tributes have been Reveille dedications. Here are sample dedications to English teachers.

1927 Yearbook: Dedication to
James R. Start

A gentleman of the old school; Professor James R. Start's association with the students of Fort Hays is one of kindly interest and consideration for their problems and points of view--in class work, in campus activities, and in social life. Not only is his work as instructor intelligent and well done, but also he displays a rare and cultural sense of humor and, above all, a kindly courtesy. This entire book is dedicated to James Richard Start, a gentleman of the old school who is up to date and well informed--the Alexander Woolcott of Fort Hays.

1954 Dedication: To Katherine
Bogart, Instructor--Counselor--
Friend

Unassuming, unpretentious, Madame Bogart has endeared herself to the students she has contacted as

teacher of English, French, and Latin. Tucked in an obscure corner office of Picken Hall, she counsels, advises, and instructs countless students who seek her out. Returning in 1952 from a year as an exchange teacher in Great Britain, she brought back a new understanding of European cultures which flavors her classes and conversations. Mrs. Bogart, during seven years here, has through her diligence, thoroughness, and congeniality won the admiration and respect of all Fort Hays State.

* * *

"I Long To Talk To Some
Old Lover's Ghost"--Donne

Now, let us look at the early set-up of the department and the first schedules of classes. There is a college Bulletin for 1902 to be found in the archives of Forsyth Library, under particular care of Miss Esta Lou Riley. The bulletin for the start of higher education in Hays City, Kansas, is an entrancing narrative if one knows how to read it. In Bulletin #1, a reader will find that the name of the

school was "A Branch of the State Normal School and also the Fort Hays Branch of the Experiment Station, Hays City." Population in Hays was approximately 1800, "composed of Germans and Americans" (sic).

The institution was to be located here because "the educational advantages are unsurpassed." In case some of my readers may believe the facts in these pages are outside my territory, they will also know that background and "culture" are important, particularly where English is to flourish.

To continue, the town had many residences with trim lawns. Some wind mills existed on private property as well as storage tanks which were erected for private use for lawns and gardens, "water being in easy access."

According to the author of the first bulletin, and to the Chamber of Commerce, the climate was "unsurpassed." Moreover, "Rooms and board can be had for a moderate price. . . . The people of Hays with one accord have thrown their doors open for the reception of prospective

students wishing to attend the Normal School and in this way are fully prepared to care for almost any number."

Prospective students were informed that "Parties desiring further information on any point will please address the Secretary of the Commercial Club, who will cheerfully comply with any request."

With the start of school on Monday, June 23, 1902, this was the curriculum:

First Year

A.

1. Arithmetic
2. Drawing
3. Elocution
4. Geography, Physics, and Pol. Declamation

B.

5. Algebra
6. Botany
7. English
8. General History Methods, Common Subject Spelling

Second Year

C.

9. Bookkeeping and Penmanship
10. Rhetoric
11. School Law and Management
12. American History and Constitution

13. Vocal Music/Pronunciation,
half term subjects

D.

14. Geometry
15. Literature
16. Methods
17. Physics
18. Physiology
19. Psychology

Paraphrasing the presentation of the Bulletin for 1902-1903, we find the regular Fall term opened Tuesday, September 2, 1902, with the following program:

	<u>Mr. Picken</u> <u>Room 2</u>	<u>Miss Keller</u> <u>Room 1</u>	[*] <u>Room 3</u>
8:10	Arith. A	Physiology D	U.S. Hist. (Spec.)
8:55	Geom. D	English B	Const. (Spec.)
9:35	RECESS GENERAL EXERCISES		
9:45	Orthography	Spelling B	
10:20	Gen. Hist. B	Physiology (Spec.)	Spelling (Spec.)
11:05	School Law & Management C	Geog. A	Arith. (Spec.)
11:50	U.S. Hist. & Const. C	Bookkeeping (Spec.)	Geom. (Spec.)

*Teacher to be supplied.

There really was no English department then, but the grouping of subjects was started for the future.

Then, as now, English was basic. Mr. Marion Coulson, when he was in charge of Freshman English, planned many a syllabus, and all syllabi had, as he knew they must always have, objects and aims. Likewise, in 1902, when there may have been only one teacher who also taught other subjects, English was required to lead to graduation, but graduation with a purpose:

"Graduation from the school entitles the one who attains it to a year's certificate to teach in Kansas schools of any county and its records count toward the attainment of a Life Diploma issued by the Parent State Normal School at Emporia."

In this "semi arid region" of the "Great Plains," there were two buildings-- a commodious frame building which was to be the main school--now Picken Hall--and another stone building for special training. Although the very first classes were held in buildings at old Fort Hays, the

new facilities were soon ready. In the plan of Picken pictured in the first Bulletin there was a large classroom on the south end, first floor, later to be an auditorium, later yet, administrative offices. An assembly room balanced this on the north end with an entrance to the north as we have today. A recitation room protruded to the west of this. A library room fronted the east side looking over the main entrance area and toward the little town which sponsored the institution. A laboratory and Principal Picken's office were on the west side. There seems to have been an office for Miss Keller off the large classroom. Ladies' and men's cloak rooms were in narrow wings to the west, one leading in the direction of the west entrance today and the other from the assembly and recitation rooms.

Now let us compare the offerings of the English department for 1911-12, a decade later.

Western State Normal School
Annual Catalogue of the
Officers and Students
Tenth Year--1911-12

Vol. IV, No. I
June, 1912

Faculty President Joseph H. Hill, A.M.D.D.
(Kansas State Normal School and North-
western University)
Principal William S. Picken, Kansas State
Normal School
Annie Keller (Ditto), Assistant Directress
Model School
Lulu Bice (Western State Normal School),
Librarian
Ernest B. Matthew (on leave), Math and
Public Speaking
Dora Grass, B.S. (Ottawa University),
English
Jennie E. Nickles, A.B. (University of
Kansas), German
Annette Foster (Kansas State Normal School),
Latin
Elizabeth J. Agnew (Kansas State Ag.
Col.), Domestic Ec.
Office Assistant
Janitor, Fred Wagner
Engineer

Course 1--Mechanics of English.

Classroom work only. For those who do not pass the examination required hereafter of all who enroll for any work in the life certificate course: Orthography, penmanship, punctuation, capitalization, elementary work in synonyms and antonyms, quotation marks, simple rules for the paragraph, letter forms, etc., in brief, general

mechanical excellencies, to the end that each prospective teacher shall be able to present, as well as to procure from pupils in every grade of public schools, good work in manuscript form. Students will be passed from the course as soon as they give evidence of efficiency in the work required.

Courses 1, 2, and 3, reading and study courses in English classics--The state text, Stebbin's Progressive Course in English Classics, will, as far as possible, conform to "College Entrance Requirements" for years 1913, 1914, and 1915.

1. The Old Testament books--Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth and Esther. The Odyssey (Books I-V, XV-XVII may be omitted). Virgil's Aeneid. For any unit of this group a unit from any other group may be substituted.

2. Shakespeare--Merchant of Venice, Midsummer Night's Dream, As You Like It, Twelfth Night, Henry V, Julius Caesar.

3. Defoe--Robinson Crusoe (part I). Goldsmith--Vicar of Wakefield. Scott--Ivanhoe or Quentin Durward. Hawthorne--Seven Gables. Dickens--David Copperfield or Tale of Two Cities. Thackeray--Henry Esmond. Mrs. Gaskell--Cranford. George Eliot--Silas Marner. Stevenson--Treasure

Island. (Bunyan--Pilgrim's Progress
 (part I). The De Coverly Papers. Frank-
lin--Autobiography (condensed). Irving--
Sketch Book. Macaulay--Essays on Lord
Clive and Warren Hastings. Thackeray--
English Humorists. Selections from
Lincoln--including at least the two in-
 augurals, the speeches in Independence
 Hall and at Gettysburg, the Last Public
Address, and Letter to Horace Greeley; a
 brief memoir or estimate. Parkman--Oregon
Trail. Thoreau--Walden, or Huxley--Auto-
biography, and Selections from Lay Sermons,
 including the Addresses on Improving Nat-
ural Knowledge, A Liberal Education, and
A Piece of Chalk. Stevenson--Inland Voy-
age and Travels with a Donkey. Palgrave--
Golden Treasury (first series) Books II
 and III, with especial attention to Dryden,
 Collins, Gray, Cowper, and Burns. Gray--
Elegy, and Goldsmith--Deserted Village.
Coleridge--Ancient Mariner and Lowell;
Scott--Lady of the Lake. Byron--Childe
Herald, Canto IV with especial attention
 to Wordsworth, Keats and Shelley. Poe--
Raven. Longfellow--Miles Standish, and
Whittier--Snow Bound. Macaulay--Lays of
Ancient Rome, and Arnold--Sohrab and
Rustum. Tennyson--Garety (Sic) and Lynette,
Lancelot and Elaine, and Passing of Arthur.
Browning--Cavalier Tunes, Lost Leader.
How They Brought the Good News, Home
Thoughts from Abroad, Home Thoughts from
the Sea, Incident of the French Camp.
Browning . . . My Last Duchess, Up at a
Villa, Down in the City.

For study: Shakespeare--Macbeth.

Milton--L'Allegro, Il Penseroso, and Comus. Burke--Speech on Conciliation with America, or Washington--Farewell Address, and Webster--First Bunker Hill Oration. Macaulay--Life of Johnson, or Carlyle--Essay on Burns.

Courses 3 and 4--English literature. Historical outline with assigned readings and papers, omitting the writers of the nineteenth century. These courses are designed to give the student a general view of the subject as a preparation for intensive study of special periods.

Course 4--Rhetoric and composition. It offers training in the fundamental principles and practice of English prose discourse. Narration, description, exposition and criticism are presented, with a variety of analytical and constructive exercises.

The practical needs of everyday life are kept constantly in view and technical excellence is essential. Semi-weekly themes are required. The writing and criticism of longer themes, with a study of the principles of structure. A study of the principles of composition and qualities of style. Discussion of textbooks and methods of teaching English composition.

Course 5.--English literature. Writers of the nineteenth century.

Course 5!(sic)--The development of the English drama.

Course 6.--Rise and development of the English novel.

Course 6!--Alfred Tennyson.

Course 7.--Robert Browning.

Course 7!--American Literature.

* * *

"The Splendor Falls
on Castle Walls"--Tennyson

Presumably, at the very beginning, all classes took place on first floor Picken, in what Edna Coder says was called "English Heaven." When additions were made, the English classes moved to third floor where their headquarters have been ever since. Teachers' offices were moved to other buildings and back to Picken during 70 years and classes often took place in other buildings but English centered itself in Picken, and Picken, like English, is fundamental to the campus. (Editor: Since the spring of 1981 the entire department has been housed on the third floor of Rarick Hall, known af-

fectionately as Rarick II.)

* * *

"Age cannot wither her nor custom
stale her infinite variety."--Shakespeare,
Antony and Cleopatra.

Picken Hall, named after a man, is not much like Cleopatra; but Picken is undoubtedly feminine. The British might call her "homely," for she is "homey" or "Home" to the entire campus. Therefore, instead of Cleopatra, she is a bustling Mother Hubbard, encircling within her protection her various offspring (departments) until many have outgrown the original nest. English is the one who stayed home. Although classes were first held in the infirmary at the original Fort Hays, Picken is the first actual building on this particular campus--the center of the original campus.

Around it have developed walks, and trees, and monuments. In front is a scenic lily pond. On the sides of the pond, students can sit and view the gold-

fish during the many months of milder weather. But there are other events which transpire here. Naomi Garner, when she was a teacher in the department, reported seeing a yellow cat also sitting on the side of the lily pond and pawing out fish to its delection. Unfortunately, kitty was expelled from class.

Whatever the season or the experience, however, Picken remains the original home of the campus.

In 1914, a dozen years after Picken's opening, when President Lewis sat in the administrative chair, the library was Room #12 in Picken Hall and the school was a Normal School. New construction was in progress. A new library was growing upward on the prairie. A library is important to the English student.

A commentary as to the importance of the new library is to be seen in the following paragraphs of an early student.

In order to appreciate fully the social advantages of the Fort Hays Normal library, one should stroll in after supper. While it is true that day sessions are

quite interesting as well as instructive, classes interfere quite seriously at times and besides the days seem to lack the wholeheartedness of evening. . . .

The door-viewing seats are usually occupied by those who are on to the ropes. The opportunity to see and to be seen, and a broader view of the whole library are some of the advantages to be gained by such a location. From this Point of Vantage one can easily watch the development of the social instinct found alike on the campus and in the library. . . .

Before the library, however, if I may paraphrase the writer from the 1914 year-book, the next building after Picken to rise, was the Gymnasium. This is now Martin Allen Hall, which had been in the 1960s, and still is to a small extent, our second home. Completed in May, 1906, it was a social center at once. For two years the school used the "gym" for general exercises, lecture courses, entertainments, and social functions galore. To continue my paraphrase of an early writer, at the conclusion of "chapel" each

morning, the students would rise, fold their chairs, and to strains of music would march around the room, depositing the chairs in neat stacks against the wall--thus converting the auditorium into a gymnasium. A movable stage, built in sections, served the drama department in presenting such plays as Hamlet and As You Like It.

Besides the functions above indicated, the building has served as a dormitory (then called the Women's Building), an office building, often crammed with various faculty when work was being done on other buildings, a store place, and at present the center for publications and journalism, as well as some offices. It is a grab bag of a building, but I who officed there for many years remember it with some affection. It has few windows upstairs, and no doors, scarcely any tops to the offices; but it did have "togetherness."

Mostly it was a social center; it was even called the "Social Building." Martin Allen Hall was first officially

made a social center during World War II when cadets for pre-flight Army Air Corps were here. Brooding over the big common room downstairs was a buffalo head on the wall--it may have been a moose--and faculty women set tea tables under its burly visage and skull, for special occasions. Faculty and students sat around small tables with cups of coffee. Card games were in session continually. With all the added conveniences and friendliness for which the campus is proudly praised by its adherents, nothing has quite replaced the convivial spirit there. Later the Social Building housed the print shop, the Journalism offices, the Yearbook center, the Leader editorial rooms, the mimeograph center--all downstairs. Upstairs were faculty offices primarily for English and language teachers. Dr. John Gustad, when president at Fort Hays, was troubled by the lack of privacy in the offices. There was some thieving done also, because there were no doors to lock. He was right and I believe some of his hopes to correct the facilities will be realized by present builders. New

quarters seem to be in the offing. Any-way plans are made. Blueprints are here. Activity has begun. English will probably leave Picken and Martin Allen entirely after 75 years.

* * *

"A man's a man for a' that."--Burns

In the 1959 Reveille this commentary is made:

Quietly the buildings would stand on the campus . . . if the students were removed. But without the students who inhabit the campus, it would be lifeless.

The laughter over coffee in the Memorial Union, the heated discussions in front of Picken Hall, the shouts of delight at the basketball games, and the shuffle of feet at the dances--all are sounds by the student, all must be inherent in the college to make it live.

One of the more important components of our college picture is the student pursuing his education. As the student seeks

the higher truths, he strives to maintain the balance between specialization and general subject matter.

These students, some of whom have just begun their college career, some of whom have completed or nearly completed theirs, prepare themselves for their chosen vocations, whatever they be. They are the all important--the freshmen, sophomores, juniors, seniors, and graduates who, at Fort Hays State, comprise the classes. . . .

CHAPTER II THE PRINTED WORD

After Fort Hays, and thus the English department, had been established, within a few years certain activities as well as philosophies and policies had become traditional. There then emerged related fields such as speech and drama, the languages, and, of course, journalism, the latter still being closely allied with the English department. Publications have included The Reveille, The Leader, various productions by creative writing groups, and even the Fort Hays Studies, a research publication, to whose editorial board Dr. Roberta Stout and Dr. William Marquardt, among others in the department, were appointed as consultants. For many years Dr. Sam Sackett sponsored The Aerend, a quarterly. Professors Robert Day, David Ison, and many others have sponsored other publications. One of the English graduate students is rumored to have been responsible for an underground weekly paper during the sixties. On the other hand Dr. Nancy Vogel, Dr. Michael Marks, and Mrs. Alice

McFarland, among others, have edited an extremely informative English News Notes, now the Post Parade, which appears periodically from the English Department. In addition the department published a multitude of reports and memoranda; and after the Fall Workshop summaries of main speeches were often sent to alumni and others on the mailing list. Of course staff members also published in professional journals and edited speeches which they read to learned societies.

How near the printing, publication, and journalistic activities are to the English department can be inferred by the fact that the journalism department is listed often with the English department, and the two areas cooperate on requirements for a journalism major. Many of the members of the staff have been English teachers at times, and in early years an English teacher was often the journalism sponsor. Like the early speech teachers, the early philosophy instructors and even the early language teachers, journalists have achieved separate status, but all these departments

often have teachers who serve in more than one department. Furthermore, the college printer of some twenty years, Ed Urban, was an English major.

Journalism, or the getting out of the school paper and of the yearbook, was often done in early years under the sponsorship of English teachers or under their inspiration. The issuance of many college publications and the public relations position with newspapers and other news agencies are later developments. Through the years The Leader has changed size, shape, print, and materials, and times of publication; its aims have remained much the same as an early editor of them: "to mirror opinion, to chronicle events, and to herald what is to come."

The same situation existed with The Reveille as with The Leader. Although not published in recent years directly from the English department, very often English majors took over staff positions and means of communication came in part from lessons learned in classes of reading and writing. It may be worth our attention to examine

in part a Reveille of the 1950s, some 50 years after the institution's beginnings.

Year 1957 is a good year to think of as a kind of mid-point for Fort Hays. Although not exactly half way between Fort Hays' beginnings in 1902 and the seventy-fifth anniversary in 1977, the year 1957 should give readers an idea of a fully established institution. By 1957 the college had grown from a two-year collegiate branch of Emporia State Teachers to a separate institution of college status with a respected graduate faculty and a substantial undergraduate program. Often spoken of at that time as the only four-year college in the western half of the state, the school was developing its potential.

In 20 years time it would rise to university rank. At least four times had the institution changed its name since Principal Picken and Miss Keller had taught all the classes: from the Western Branch of Kansas State College (Emporia), to Fort Hays Kansas Normal School, to Fort Hays Kansas State Teachers College, to Fort Hays Kansas State College. Then, it was to

achieve the name University suddenly in the Spring of 1977 just before final exams. Thus, Dr. Paul Gatschet was able to say at Dr. Roberta Stout's farewell dinner that she was the first English teacher to retire from Fort Hays State University.

The 1957 Reveille is representative of the school's middle years. Appropriately, it was edited by an English major, sponsored by an English M.A. graduate and former English instructor, and English majors were very prominent throughout its pages. The name Reveille of course was a symbol of the original Fort Hays' military roll call, but for some reason everyone gave it a pseudo-French pronunciation. The reason for this is lost and the fact that people would go on giving the word the incorrect accentuation seems inconceivable now. Nearly everyone knew better. Finally a few years ago the distortion was corrected.

The yearbook of 1957 was edited by an English major, Vaunita Rusco. She ordered her presentation, with Seasonal Sketches for her introduction; Grace and Dignity for her presentation of Royalty--always a

main feature of annuals--and a section called Outside of Class which included pictures and write-ups of honorary, religious organizations, all campus activities and housing. The next divisions were listed as Guys and Dolls, on sororities and fraternities whereas sports and intramurals were found under Stamina and Courage. Material on the administration, faculty, campus buildings, and classes came under the title Through These Doors. Finally, Names and Places listed advertisers and Index. Although this presentation did not come directly from English department supervision, the sponsor, Mrs. Katherine Rogers, capable, alert, admired, had taught part time in the English department and was herself a former English graduate student. Vaunita and three other English majors were also elected to Who's Who: Donald Crawford, Donald Eulert, and Ray Newton. Another English major that year and now a distinguished professor in the department was Clifford Edwards. He and Ray Newton were English majors who were selected for Seventh Cavalry that year.

Subjects selected in the 1957 year-book were Parents Day, Meet the Faculty, Debate and Speech Tourneys, Fraternity Smokers, Homecoming, Floats, the Reveille Ball (the social event of the season), Sweetheart Ball, the Choir Show, Rush Week, Leap Week, Dorm Life, Student Council, Campus Director, W.L.O. (now Mortar Board). In all of these activities English faculty and student participated.

The president of Phi Kappa Phi, an honorary and leadership fraternity, was Dr. Geneva Herndon, founder of the speech correction program who had connections with the English department, for she taught English classes as well as speech in the 1950s and her doctorate was on Eugene O'Neill. Dr. Herndon also sponsored Alpha Psi Omega, a speech fraternity, to which three students with English department affiliations belonged: Harold Stones, Hal Colony, Harry Moos. That year the Dean of the Graduate School, Dr. Ralph V. Coder, also an officer in Phi Kappa Phi, had been head of the English department.

Besides The Leader and The Reveille

as outlets for student creation and participation in communications, there have been numerous writing clubs and organizations even more bound to the English department. These include the English Club, the Scribblers Club, the Quill Club, the Literary Lecture Series, and Lambda Iota Tau. There have been many others. Brief mention of some of these organizations can be made. Literary Lectures are discussed elsewhere as is the English Workshop.

A national honorary fraternity which was primarily of English department inspiration was Lambda Iota Tau (LIT for short). LIT was open to students of English "who have completed 18 or more hours in language and literature and have achieved a grade point of 2.35 in these courses." The group met monthly to discuss the works of modern novelists, poets, and playwrights. The literary magazine of the organization was produced by the chapter.

The Quill Club chapter located on this campus was a member of the American College Quill Club. Each year this group sponsored writing contests open to all

regularly enrolled students for the purpose of bringing out latent talent among the college group.

One or two other associations the English department has with its colleague departments. It shares dual credit courses with the library and with the children's literature program. Philosophy classes are often listed under the English label.

One of the most unusual events in which the department played a supervisory role was the May Fete or Spring Pageant. On one December day a long time ago practically all of the school took part in the different episodes of American History which were portrayed in a long parade.

About 1918 we find this comment on the English department:

In the Fort Hays Kansas Normal School the department of English occupies a position of unique ubiquity--the school's paradox but not the school's sphinx.

The Department of English through its head finds itself one day sounding a fog horn in the midst of Browning philosophy or fiction technique--and the next flooding

Western Kansas with newspaper publicity. Mr. Harvey (P. Casper Harvey) writes about everything connected with the school but himself and his department. He enjoys giving a classroom lecture on George Meredith and then interviewing the Ellis County sheriff to obtain a story for the Kansas City Star.

During the past year, the English department has been handicapped by the lack of an instructor in public speaking. Mr. Harvey formerly was the debate and oratory coach and won three consecutive state contests in oratory and much renown for the school's intercollegiate debaters. But Mr. Harvey was forced to give up forensic coaching when his newspaper and literature activities became more numerous. However, next year there will be an instructor in public speaking.

The need of an intense interest in literature in Western Kansas is recognized by the department and the manner of teaching every English class has this need in view. "Literature and reading are forms of living" is the department precept and its dogma as well.

The activities of the department of English are as varied as are

the many phases of school life at the Fort Hays Kansas Normal School. Under this department are listed, in addition to the traditional classes in college and secondary English, pageantry, oratory, debate, journalism, and dramatics. Where these several divisions touch the life of the school can be seen throughout this yearbook. The two most significant features of the development in this year's work have been the expansion of the course in journalism and the college and secondary classes in world literature. Realizing that we are forever occupied with knowing about literature instead of actually knowing it, the department has added to its courses two laboratory courses, one in the secondary and one in the college section. In the high school course the regular work of the third was expanded so that the reading of the works of the writers came at a laboratory period other than the class recitation. In the college section a new course was offered. A card index is kept of the exact number of pages each student reads each day of the week. A list of about two hundred masterpieces is used by the pupil to select from. He reads "the books instead of about them."

In this course the student is taught to read down through the book into himself. The selection is left to the student under the direction of the instructor. Habits of reading and the formation of literature task are being formed.

CHAPTER III CONTINUITY

Over the years many pieces of printed matter, mimeographed forms, typed notices, have flowed through official and unofficial channels in and out of, around and about the department. They may be as different as a bulletin, a presidential letter, and a comprehensive examination. After their expired date, many of them pass to the office wastebaskets but in these prosaic announcements one can feel the life beat of the department.

Here is one from the 1960s which is representative of one of the department's main activities for over a decade.

To: All Faculty Members
From: Erik Reeves, Chairman,
Literary Lecture Committee

At 8:00 p.m., Wednesday, October 20, in the Trails Room of the Memorial Union, the Division of Language, Literature and Speech will present Dr. Roberta Stout in the first evening of the literary lecture series. Dr. Stout will speak on "The Tragic Spirit in Shakespeare's King Lear."

Then there is a periodical reminder that all staff members know very well.

To: Faculty
From: James V. Kellerman, Registrar
Date: October 17, 1972
Re: Mid-semester Grades

Mid-semester grades are due in the Registrar's Office at 4:00 p.m., Friday, October 20, 1972.

Grade reporting cards will be distributed October 18 to the faculty by the Department Chairmen. Please use an electrographic mark-sense pencil when marking the grade, A, B, C, D, U, or I. The "S" grade is used only in Engineering Lectures. No grade reporting cards will be issued for students on your second roster who have withdrawn through 5 p.m., October 13, 1972, as a "W" will appear for these students on the final roster at the close of the semester. Please enter a grade in the space provided for all grade reporting cards you receive.

Please Note: Data Processing will begin preparing reporting cards as of Monday, October 16. Therefore, no withdrawals will be processed the week of October 16 through October 20. Student withdrawals

will be processed Monday, October 23 to 5 p.m., Thursday, December 7.

A third representative message reads in this way:

ENGLISH FACULTY MEETING MINUTES
APRIL 11, 1973

Members Present: Doggett, Sutley, Eller, Stout, McFarland, Parish, Sharp, Maxwell, M. Sackett, S. Sackett, Vogel, Witt, Hodges, Coulson, Garner, Ison, and Marquardt.

Announcement: Dr. Parish read a thank-you note from Jan Crandall for the generous donation given her by members of the English faculty.

Humanities Programs: Mr. Ison announced that the remaining programs are on April 17, May 1, and May 13. All of these are held at the Hays Public Library at 7:00 p.m.

The Renaissance Convention was held in Lincoln, Nebraska, April 12-14. Mr. Ison, Dr. Coder, and Dr. Stout attended.

Miss Parish appointed a committee to set up guide lines for selecting students for apprenticeship in English. The committee is made up of: Mrs. Virginia Bornholdt, Chairman, Mr. David

Ison, Mrs. Alice McFarland, Mr. Paul Gatschet.

Reports on Conventions Attended:

- I. Regional Conference of National Council of Teachers of English, Colorado Springs, attended by Mrs. McFarland and Miss Garner.
- II. KATE, Salina, attended by Mr. Doggett, Dr. S. Sackett, and Dr. Vogel.
- III. Annual Meeting of Conference of English Education, attended by Dr. Vogel.
- IV. CCCC, New Orleans, attended by Mrs. Sackett and Dr. Sackett.

Meeting adjourned at 10:25.

Among important events of the English Department is the annual Fall Workshop, carefully worked out by a committee and department for an annual fall event. This is one of the memorable ones.

FALL ENGLISH WORKSHOP

October 9, 1970

7:30-8:30 Registration -- Memorial
Union Building
Coffee and Doughnuts --
Black and Gold Room

8:45-9:20 General Session --
Black and Gold Room

9:30-12:30 Workshop Lectures,
Films, Class Observations

COMPOSITION

9:30 "Preparing High School Students for College Composition," Dr. R. Whittington, Smoky Hill Trails Room

10:30 "Audio Visual Aids and the Teaching of Composition," Miss P. Zacharias, Sunflower Theatre, Memorial Union

11:30 Class Observation of Composition I, Section E (Advanced), Dr. E. Hodges, Picken Hall, Room 308

or

Composition I, Section M (Regular), Miss M. Harrison, Albertson Hall, Room 106

READING

9:30 "English: Reading Study Skills," Mrs. D. Ducan, Santa Fe Room

10:30 "How English Teachers May Use Literature to Teach Reading in the Next Decade," Mrs. D. Harsh, Smoky Hill Trails Room

11:30 "Motivating the Non Reader,"
Dr. H. Groesbeck, Frontier
Room

LITERATURE

- 9:30 "Charles Dickens in the 1970s,"
Dr. G. Worth, Sunflower Theatre
- 10:30 "Teaching Literature in the
Seventies," Dr. S. J. Sackett,
Santa Fe Trails Room
- 11:30 "Approaches to Shakespeare
in the Next Decade," Dr. V.
Parish, Black and Gold Room

LINGUISTICS

- 9:30 "Beyond the Textbook in
Elementary Language Arts,"
Mr. H. Sodamann, Black and
Gold Room
- 10:30 "Grammar - 1970," Miss N.
Garner, Black and Gold Room
- 11:30 "Linguistics and Composition:
A Revisitation," Dr. W.
Marquardt, Santa Fe Trails
Room

ENGLISH METHODS

- 9:30 "Modular Scheduling in Eng-
lish Secondary Curriculum,"
Mr. D. Michaelis, Frontier
Room
- 10:30 "The Role of Master Teachers
in Supervising Student Teach-
ers," Dr. K. Baker, Frontier
Room

11:30 "Qualities of a Superior
Teacher," Mr. R. Pflughoft,
Sunflower Theatre

12:45-1:30 Luncheon, Fort Hays
Ballroom

Luncheon address. -- "Psychologi-
cal Relevance of Literature,"
Dr. John Cody, Psychiatrist,
Artist, and Literary Critic;
Medical and Administrative Direc-
tor of High Plains Mental Health
Clinic

Ten minute intercession

Announcement of New State Organi-
zation: Related Arts Conference
(30 minutes), Mr. D. Ison

To go intensively into all the many
activities in which members of the depart-
ment engage in addition to or as a part of
their teaching would be a dull task for
readers and writer. However, a list of
the myriad special ways in which English
teachers "teach" are perhaps apparent in
the following list.

Team Teaching
Extension Courses
Correspondence Courses
Literary Lectures
Test-Outs

No Credit Freshman Grammar Courses
Saturday and Night Classes
Tutoring
Proficiency Tests
Entertainments of Visiting Poets
and Dignitaries
Speakers
Newsletters
Courses in Science Fiction, Japanese
Novels, etc.
Technical Writing
Common Exams in Freshman English
Assistantships
Graduate Comprehensive Exams
Thesis sponsorship
Lambda Iota Tau
Independent Study projects
Scholarship Program
Chairman and Readers for Statewide
High School Senior Essay Contests
Advising
Booklists for each class
Service on Faculty Senate
Enrollment
Letters of Recommendation
Curriculum Committee
Coffee Hour Get Togethers
Puppet Shows
Hootenannies
Classes in Foreign Cookery
KATE, NCTE and other professional
groups
Participation in Conventions
Creative Writing
English for Foreign Students
Classes for Honors Students
Retirement Dinners
Workshops
Folklore Meetings

Individual interviews and instructions
Interviews with English Faculty Applicants
Contributions to Humanities Lectures
Judging in Speech Contests, Creative Writing Contests in surrounding communities
Service of Staff Members on Campus Committees and on Graduate Committees for other departments
English Clubs before Lambda Iota Tau (LIT)
Book Reviews
Movie Reviews
Descriptions of Classes for Enrollment
Making out exams and grades
Figuring final grades

Very important to "making the department work" are the typists and secretaries who not only turn out in speedy measure the unusual writing and typings of the faculty members into organized exams and teaching aids, as well as letters, but also answer the telephone, run errands, and manage the various parties held around a coffee urn and put up seasonal bulletin boards.

Seldom listed officially except on a sheet for staff members, all the members

of the secretarial pool are absolutely the main necessity of the department's mechanical efficiency as well as the "human" center of the entire department. They change yearly and these "assistants" are not really kept on permanent record, but "Bravo" for them. The 1976-77 year included Cindy Elliott, head secretary; Lori York, Linda Ricke, Janice Button, Rebecca Ray, and Joyce Becker.

Of major importance in the departmental events are the graduate comprehensive exams. They are given once each semester (fall, spring, summer) and nearly all members who are on the graduate faculty are readers. A recent list of requirements runs thus:

To: Graduate English Faculty
From: Graduate English Committee
Re: Revised wording on Comp.
Exam section of Guide

1. Each student will follow the policy of the English comprehensive examination in effect when he matriculates; if the policy changes while he is in the graduate program, he may agree in writing to

abide by the new program.

2. Split majors (and thus split-area comps) are not allowed in the English program. The student may take up to ten hours in related fields, but he must complete at least 20 hours in English. The comprehensive exam will not cover cognate courses.
3. The student may take comps as many times as he deems wise. If he fails twice, he will be counseled to make rapid improvement or to drop out of the program. Additional course work may be recommended, but it cannot be required. Moreover, the student will take the exam over only in the areas he has failed.
4. No time lapse is required between the taking of comps, but the student should consult his advisor before signing up for the exams again. The exams are given three times a year, and no special exams will be drawn up.
5. The student must pass seven out of eight questions. Each question will be marked "high pass," "pass," "low pass" or "fail." Readers of the exam are to show why the answer is inadequate. The reading

committee may, by common consent, call for an oral exam.

6. There will be two readers (with a back-up reader to settle ties) for each question, and at least three readers for each day's exam. The student's advisor may be one of the readers but this is not mandatory.
7. Each advisor will inform his advisees about the above information.
8. This policy is effective as soon as the Graduate English Faculty approves it.

One page of a past examination (which usually is 8 hours for most students or 4 hours for a thesis writer) illustrates in part the nature of the examination.

Master's Degree
Comprehensive Examination
American Literature Question
(One Hour)

According to Leon Howard, in Literature and the American Tradition, one of the most pervasive characteristics of American literature from its beginnings to the present is an affirmation of the strength and dignity of the individual, who derives his power

both from an empirical knowledge and acceptance of the world and from an intuitive perception of spiritual values (a "Moral Sense"). Howard refers to this affirmation as a "belief in the creative power of the human spirit to endure and prevail and to exist in the meanest and queerest of individuals." One of the most forthright expressions of this traditional belief appears in a passage of William Faulkner's Nobel Prize speech:

I believe that man will not merely endure; he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope which have been the glory of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

Discuss the ways in which any two of the writers from the list below

demonstrate the operation of this tradition in their work. You may, of course, take issue with Howard's concept of the "American tradition" or with the assertion that the two writers you choose are working within that tradition. In the case of a single work specified by any of the authors on the list, confine your remarks to a discussion of that particular work; otherwise use whatever works you are familiar with by the two writers you choose. Do not choose your two writers from the same genre list; i.e., you should choose one from poetry and one from prose, or one from drama and one from prose, etc.

Poetry

Whitman
Dickinson
Robinson
Frost

Drama

Arthur Miller, Death of a Salesman
Eugene O'Neill, any play
Tennessee Williams, any play

Prose

Emerson, Nature, or other essays
Thoreau, Walden or Civil Disobedience
Hawthorne, The Scarlet Letter

Melville, Moby Dick
Twain, Huck Finn
James, Daisy Miller, or any
one novel
Hemingway, any one novel
Anderson, Winesburg, Ohio
Fitzgerald, The Great Gatsby
Faulkner, any one novel

Often an English instructor will participate in a library activity which is related to English. An example of this kind of participation can be found in a library publication written by the head librarian in the spring of 1977.

FORSYTH NEWS AND VIEWS
ON FORT HAYS STUDIES

Many of the present day friends and faculty of Fort Hays State University are unaware that this institute has been involved twice in scholarly publishing venture during 23 of its 75 years. The Fort Hays Kansas State College Studies, General Series, were initiated in 1939 and comprised 16 numbers subdivided into these subject series: Economics, Education, History, Language and Literature, Psychology, Science, and Sociology.

These monographs served as a medium by which faculty and student research at Fort Hays State

could be made available to the academic world. The Forsyth Library director established exchanges with other academic libraries and many valuable, scholarly publications were received with this publication program. The Hays flood of 1951, along with its clean-up expenses brought an end to the General Series with issue number 16.

In 1960, the college administration established funding and this publishing venture was again renewed as the Fort Hays Studies, New Series, with these subject series: Art, Bibliography, Economics, History, Literature, Music and Science. In 1964 due to unforeseen financial problems the FHS administration cut separate funding for the Studies. Forsyth Library then picked up the load and financed the Studies through 1972. It should be mentioned that the studies were produced under the supervision of a Studies Committee and appointed annually by the FHS president. The Library Director handled the chores of securing copyright and distribution; the News Director advised on typographical layout and cost estimates; Art, English, History, and Science faculty added expertise in evaluating and correcting

manuscripts submitted for publication. In retrospect, it was all worthwhile and this library director enjoyed serving on the Studies committee with such fine persons as Jerry Choate, Leo Oliva, Bob Lowen, Roberta Stout, Fr. Bob Spanger, John Thorns, and Merl Walker. . . .

Marc T. Campbell
Director, Forsyth Library

Finally, there are finals:

To: The Faculty
From: Harold Eickhoff
Date: May 12, 1977

I should like to call your attention to the University policy regarding the scheduling of final examinations.

"A final examination period has been established for the sake of uniformity in completing the work of respective courses. All classes shall meet for at least one hour at the time indicated on the examination schedule for the final summing up of work of the course. Whether this 'final summing up' is a written examination or a discussion or other form of summarization is for the instructor to decide. But, whatever the form, it should be a most profitable period to the student and

instructor for a final appraisal of the course. Under no circumstances should this scheduled period be omitted, changed, or made of no importance."

Thank you.

CHAPTER IV PATTERNS OF EXPOSITION

A few lines written before 1920 in an early annual give us a varied picture of an active, working department, parallel in fact to any view we could see today:

Activities of the department of English are as varied as are the many phases of school life at the FHK Normal School. Under this department are listed, in addition to the traditional classes in college and secondary English, pageantry, oratory, debate, journalism, and dramatics; where these several divisions touch the life of the school can be seen throughout this yearbook.

The obvious truism is that by teacher activities and departmental projects we shall know the essential, "the real" English department. A representative list of activities can be found in the previous chapter.

Continuing Education Courses

Extension courses have been in use in the English department for at least 30 to 40 years, undoubtedly much longer. Once

(and sometimes now) teachers drove (and drive) to communities, generally in western Kansas, for regular sessions. One year, Miss Mabel Lacey, who in her career taught on every level of English and in every type of educational situation, went regularly to Sharon Springs. She taught Introduction to Literature, a sophomore required course. I remember she asked me to accompany her once; we went by the Union Pacific train. The trips must have been in the 1950s. Incredible as it may seem, we did not have television much in this area until the early or mid-fifties. I remember that she talked to this group that night, mentioning television. Someone said they were unable to have television in that town as yet. In her forthright way she said, "Well, aren't you lucky?" There was always a dash of spice to Mabel's reactions.

Correspondence Courses

For many years Fort Hays had correspondence courses. Mrs. Nita Landrum was in charge of this part of the college curriculum during the 1940s and 1950s.

Regular classes were offered and many teachers would mark papers and offer comments. In the 1960s correspondence courses were taken over by the University of Kansas. I remember making out a syllabus for Appreciation of Literature. This course with my syllabus was used by the KU group for years.

Test-Outs

These tests--usually the writing of an expository theme in the freshman composition class--are used at the present time as the first in-class theme of the semester. Three staff members read the papers early in the first week of school and mark each theme Pass or Fail. Very few passes are given because the theme, if passed, lets the writer skip the first freshman English requirement. However, he or she is required to take the equal number of hours in an advanced composition class. Opportunities to test out of other classes have been used rarely. Mrs. Alice McFarland, who has long been in charge of scholarships in the English Department, tells me test outs are considered in

awarding scholarships to entering freshmen who plan to major in English.

No Credit Freshman English and Advanced Freshman English

Like many English departments in the 1940s and 1950s the English department tried a required no-credit course for entering freshman who made below a certain score in general entrance tests. Courses like this included drill in grammar and mechanical matters (punctuation, spelling, etc.). Then there were classes for another group who made above a certain score. These classes had more literature, more discussions, more composition. The third and largest group took regular English, with composition and reading as part of their assignments. Different texts were used in the three different divisions of freshman English.

The comments of Dr. Sackett fill in details:

I can remember teaching the no-credit Freshman grammar courses-- or rather the course that met five days a week for three-hours credit.* One semester Miss Lacey

and I participated in an experiment utilizing programmed learning. . . . My own conclusions were that while programmed learning (we use ENGLISH 2600) was incomparably better than class time for teaching "the mechanics," it was a waste of time because there was no transfer into writing behavior. Many subsequent studies (before and after Kitzhaber) have borne that out.

*Giving three hours credit for five-hour classes is a modification from the no-credit method.

Team Teaching

Team teaching was used mainly in Introduction to Literature courses when three hours of literature was required of everyone. Committees chose well known texts such as a novel, a poet's volume, a drama, a Shakespeare play, and something from ancient literature, perhaps The Iliad or The Odyssey. Several members of the staff would take over different units of the class, each staff member teaching one piece of literature and someone else, another. Tests were given at the end of a unit. These tests were objective as much as possible for a literature course. Classes

averaged about 150 to 200, and sessions were held in Felten-Start Theatre. Roll was taken by assistants, and professors spoke into a microphone. This type of teaching was in use from 1966 to 1971.

Dr. Sackett, the chief organizer of the team-taught Introduction to Literature classes during the last 15 years, discussed their structure and methods of working in an article in The Kansas Teacher (June 21, 1977):

One human interest touch about the Intro classes was that at one point we had a Japanese student, Takae Mitsuhashi, as one of the graduate assistants; we set her to keeping our records, and she used an abacus to compute the students' grades.

Literary Lectures

Literary lectures, now in use, were instituted in the present form in the 1960s. There are five or six a year. They are held in the Union and last an hour. The programs usually are given by a professor from the English department or a related one. Usually the series has a theme, such as the Tragic, the Comic,

Human Rights, or the Western Writer.

Ison, Stout, Maxwell, and Knight have all been chairmen, but the first was Dr. Sam:

I proposed the series for several reasons: I thought the department could project an image of being active and energetic, I thought we could contribute to the intellectual climate of the campus, and I thought we could show off our lecturers to the students.

These lectures are free to campus and public. The English department has always had, since its beginnings, discussions or book reviews, etc. Many of these formerly were social occasions and usually held for people within the department. The project has widened its scope in the last ten to fifteen years.

Saturday Classes, Night Classes, Tutoring

Classes at night or on Saturday meet longer hours and not as often as regular classes. Nearly everybody has had the experience of teaching classes such as these.

Workshops

These are held every year in Fall for

one or two days. The whole department is involved but a special chairman and committee works on the Programs. Discussion groups are assigned to various chairmen, and there is a general discussion or lecture. Always the workshop has a special banquet or luncheon.

Opposite is a **sample** program.

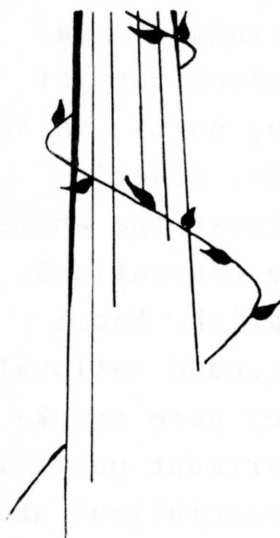
Contests, KATE, National Council of English

Our staff members have acted as judges for high school senior writing contests. Sponsored nationwide by the National Council of English Teachers, the contests had a chairman from the state organization (called fondly KATE), Kansas Association of Teachers of English. The state chairman chose judges from different parts of the state. Writings were sent to the state chairman and she or he in turn sent out packets to each sub-judge who rated each student and each paper and sent it all back. The state chairman then forwarded the results to the National Chairman. Winners received scholarships.

I was a judge and even state chairman for several years. Dr. Verna Parish,



Fort Hays Kansas State College
 FALL ENGLISH WORKSHOP



Fall English Workshop
 Committee

- Mrs. Virginia Bornholdt
- Mr. Marion Coulson
- Mr. John Doggett
- Mr. Michael Marks
- Dr. William Marquardt
- Dr. Nancy Vogel, Chairman

October 6, 1972

- 8:00-9:00 Registration, Art Gallery.
Telecast, "Exitus," Black & Gold Room, 8:40-9:10.
- 9:15-9:30 Welcome, Black & Gold Room.
 Greetings, Mr. Ron Pflughoff, Executive Assistant to the President.
 Remarks, Dr. Verna Parish, Chairman, Department of English.
 New Fort Hays English Major, Mr. David L. Ison.
 KATE Announcements.
 Introduction of Fort Hays State English Faculty.
- 9:30-10:30 General Session. Black & Gold Room. "What To Learn?" Mrs. Sylvia Edwards, Hays Junior High School.
- 10:30-11:00 Coffee Break. Courtesy, Trading Post Bookstore, Lower Level, Memorial Union.
- 11:00-12:00 Composition Session. Black & Gold Room. "Composition in High School and College." Mr. Jess Gilstrap, La Crosse High School, and Mr. John Doggett, Director of Composition, FHS.
- Reading Session. Frontier Room. "New Techniques in Beginning Reading and Elementary Language Arts." Mrs. Cheryl Jeter, Roosevelt Elementary School, Hays.
- 12:15-1:15 Buffet. Fort Hays Ballroom. "'Exitus' and the 1972 CCCC Convention." Miss Kerry Ahrens and Mr. Byron Cook, Fort Hays Sophomores.
- 1:30-2:30 Main Address. Black & Gold Room.
 "English! Where Is She?"
 Dr. Ralph V. Coder, Professor, Fort Hays Kansas State College.

Alice McFarland, and Dr. Nancy Vogel have also been judges. In the academic year of 1977-78, Dr. Al Geritz was appointed a judge, continuing the tradition at Fort Hays.

Miss Mabel Lacey was very active in the late forties and fifties in both KATE and the National Council. She attended all national and state meetings and was an officer in both. At present many of our newer members are taking part. In the fifties and sixties under Dr. Coder's leadership we often took almost the whole department in cars to state conventions. Others, Dr. Sackett, Dr. Parish, Naomi Garner, Dr. Vogel, etc. attended national conventions. Sometimes they were speakers. Also many of our department participated in Modern Language Associations and regional language associations. Another association we have belonged to and hosted is Kansas College Teachers of English.

* * *

For the next several pages we have

the comments of Dr. Sam Sackett, who is, of course, one of the many participants and yet an experienced observer.

English for Foreign Students

I think a history of the department might mention that while he was here Bill Marquardt was utilizing and improving his techniques of using cross-cultural communication for language teaching, especially developing a program whereby people in the community of Hays came to the class and engaged in both oral and written English communication with a number of local people.

Hootenannies and Folklore

We had a couple at Kansas Folklore Society meetings here in 1958 and 1968 (if I remember the dates correctly), and once I arranged a hootenanny as entertainment, for I think it was a KATE meeting on campus. That was the one at which the dulcimer player got drunk and tried to pick a fight with the old fiddler. I frequently took FHS students to KFS hoots on other campuses (Manhattan, Lawrence, Pittsburg, Wichita, and Emporia).

One year we had a public Volga German banquet, with music provided again by Lawrence Weigel, and Leona Pfeifer organized a skit

on a wedding dance which was performed by her German Club. One feature of the meeting was a motorcade tour of the Volga German settlements in Ellis County.

Creative Writing

During the Free University period in the late 1960s, I taught a class in poetry, which eventually merged with The Scribblers Club and called itself The Passionate Few, after an observation by Arnold Bennett that poetry was the concern only of the passionate few. TPF asked for and received student-organization status, requested funds from student government and published a magazine, FROM THE PASSIONATE FEW. The Dean of Students office asked us--unofficially--to change our name, since it evoked unfortunate associations among the laity, and I laid this request before the membership. The membership acquiesced by changing the name of the organization to The Damn Few. Eventually it petered out. In the meantime, through the CW classes, FROM THE PASSIONATE FEW has continued to appear occasionally, and by now it has achieved I think a total of five issues.

Graduate Committees

I was certainly in on a lot of theses, but I don't know what to say about them. I was disappointed when the students stopped writing theses, because I thought that there was something which Fort Hays State could really contribute through its theses, namely studies of Kansas authors. We have here excellent research facilities for the study of Kansas authors, and this certainly is a field where the student would not find himself jostling with competitors; while few Kansas authors are Major Literary Figures, many of them have connections which would give the student insight into literary movements or trends. Many of our students have made good studies of worthwhile figures; there come to mind those of May Williams Ward (by Irene Suran, though that was before my time), Edna Worthley Underwood (by Carol Craine), Capt. Charles King (by Hazel Flock), Frank Harris (by Estella Easterly), Harry Kemp (by Terry Hopkins), E. W. Howe (by Gilmary Tallman and James Flavin), and I'm sure there are others. Many more theses could yet be written on Kansas figures, and the compilation of these theses in our library would make it a valuable repository of information not available elsewhere; these theses

could form the basis of a history of literature in Kansas, which would be worth writing. But, alas, the writing of theses is unfashionable; and as no one ever suggests theses in Kansas literature to our students, this opportunity never occurs to them.

M.A. Degree (In-Service Program)

The inspiration for this was a doctoral program in the Lutheran Church (Earl Wall, pastor of the Trinity Lutheran Church, Hays, was in the program). I saw the possibility of applying to graduate study in English the separating out of the various components of a college class, so that students could do the reading before coming to campus, attend classes and read in the library while on campus, and then write papers afterwards; this analysis of the ingredients of coursework would make possible a student taking more work in a summer than if he were reading, attending classes, and writing papers all in the same eight weeks. As the program has worked out in practice, we have demonstrated that a student can receive his degree in half the number of years he would normally spend at it. I feel it is a highly successful program educationally and wish there were some way of making it widely enough known that it was more highly

populated with students.

Now the In-Service Master's program wears its third title, the first two having been Experimental M.A. and Special M.A.

Now we leave Dr. Sackett's remarks for an account about an important graduate institute.

NDEA English Institute

In 1967-68, Dr. Clifford Edwards, Associate Professor of English, proposed, developed, and staffed a summer English Institute which was funded by a \$48,541 grant from the United States Office of Education under the authority of the National Defense Education Act. This NDEA English Institute--which consisted of integrated graduate courses in linguistics, composition, literature, and pedagogy--was one of fifty funded nationwide for the summer of 1968. In addition to the graduate coursework, the Institute also brought to the campus such nationally prominent scholars as Sheridan Baker, Edward P. J. Corbett, and John Conner to serve as speakers and consultants. The Institute was designed specifically for exceptionally able teachers of high school English

who had only a minor in English and who had the potential for becoming leaders in their schools in promoting professional growth and development.

Thirty-eight teachers from seventeen states in the union were selected for this intensive eight-week summer program, for which they earned eight hours of graduate credit. Each participant received a stipend of \$600, an allowance of \$120 for each dependent, and free tuition. Dr. Edwards served as Director and taught one of the graduate courses; other teaching staff included Dr. Samuel Sackett of Fort Hays State, Dr. James Duckworth of the University of Houston, and Dr. Kenneth Kuiper of Calvin College, Grand Rapids, Michigan.

Dr. Edwards proposed, developed, and staffed a similar summer Institute the following year, this one made possible by a \$46,612 grant from the USOE under provisions of the Education Professions Development Act. The Fort Hays EPDA Institute for Advanced Study in English was one of forty-nine funded for the summer of 1969. Although the structure of the EPDA Institute was similar to that of the previous NDEA Institute (i.e., an intensive and integrated eight-week program consisting of graduate courses in linguistics, composition, liter-

ature, and pedagogy), it was designed for a different clientele. The purpose of the EPDA Institute was to provide advanced study for teachers of English who helped train or supervise student teachers of English in junior and senior high school. Again nationally prominent scholars such as G. Robert Carlsen, John Willingham, and James Gowen came to serve as speakers and consultants.

Twenty-six master teachers from nine different states successfully completed the program, each participant earning eight hours of graduate credit. As in the previous Institute, participants were awarded stipends and free tuition. Dr. Edwards again served as the Director and the teaching staff consisted of Mr. Paul Gatschet and Dr. Samuel Sackett of Fort Hays State, Dr. Kenneth Kuiper of Calvin College (Michigan), and Dr. Louis C. Rus of Grand Valley State College (Michigan).

CHAPTER V
STAGE ENTRANCES AND EXITS

In introducing the teachers, there is one who taught from the early years to the later years who represents well the excellent instruction of the English department and the spirit of Fort Hays from 1902 to 1977. Thornton Walton Wells is my EXAMPLE OF EXPOSITION. Of all the English instructors who taught steadily here for many years perhaps Mr. Wells is the best known (with the possible exception of Ralph Coder) in records, documents, and newspaper clippings still extant as well as in the thoughts of those who still hold him in their memories.

Wells taught continuously, from the age of 16 into his 70s; his career is representative of many teachers of his generation.

His early story is one of constant struggle for an education. Born on a Missouri farm in 1877, Wells came to Kansas two years later when his father was lured by homestead land. But when Wells was only six, the

father died, leaving his widow with ten children, the eldest twenty-one.

Schooling for young Wells began in the rural Pilot Rock school in Russell County. Although forced to drop in and out of countless schools in Russell and Barton counties as he sought both a living and an education, Wells returned to Pilot Rock as schoolmaster when a lad of sixteen with a temporary teaching certificate in his pocket.

From there on Wells sandwiched his college training between teaching jobs, but he managed to pick up diplomas at Central Normal College and Business Institute at Great Bend and Salina Normal University as well as a Bachelor of Science at Fort Hays State and a Masters degree at Kansas State College.

After teaching rural schools in Russell County, he served as principal of Luray, superintendent of schools at Lucas, county superintendent of Russell County, superintendent of schools at Russell and Sylvan Grove, Assistant State Superintendent of public instruction and finally as a member of the English department at Fort Hays State.

It was in 1911 that Governor Roscoe Stubbs appointed T. W. Wells to the State Board

of Education where he served two years.

To honor T. W. Wells and his wife on his sixtieth anniversary of teaching and his twenty-fifth at Fort Hays, his colleagues on April 3, 1952, gave a huge dinner in Cody Commons (once the eating hall, now a part of the Memorial Union).

On that occasion Mr. Wells showed his usual humor and intelligence. Then he gave tribute to Mrs. Wells who was there as she always was, and as all faculty wives always are on such occasions, the partner who also should receive the acclaims:

About 50 years ago I asked a Luray girl if she would wear orange blossoms with me in the spring. She said, "Oh, this is so sudden!" but a few days later (she) sent a note in haste saying she would follow me like the bowstring follows the bow, and she has been after me ever since. I present my wife, Mrs. Ada Daniels Wells . . .

Mrs. Wells who was married to T. W. on June 28, 1903, was herself a teacher, for she taught four years before her marriage. She also enjoyed with her

husband and family a golden wedding anniversary dinner on July 2, 1953, written up in detail in the Russell Record. Born in a log cabin in Osborne County, near Luray, February 18, 1882, she lived to be 90 years old. Mr. Wells himself was 88 when he died in Alabama near his daughter and family in 1965 after an extended illness. There were six children. Son Kenneth was killed in action in the Burma theatre during World War II.

On his special evening he had the applause of his peers, and closed his speech with an anecdote about J. R. Bickerdyke who as his first head, his first mentor, made a deep impression on Well's philosophy of teaching:

He was my first county superintendent (Barton County). When I secured my first contract, he said, "When you go out in that district, keep your eyes open and your mouth shut." Once during the term I overheard two ladies talking. One said, "Thornton is the strangest boy I ever saw. You just can't get a word out of him about the school."

In closing, Mr. Wells said words which are familiar to those attending dinner of tribute; these words were both heartening and sad in farewell:

I believe in a reciprocity . . .
and if I live to be 100 years old,
I will be indebted to you and other
teachers and friends who have helped
me attain this grand recognition.

Those who succeeded him in the same place of honor--Mabel Lacey, Alice Morrison, Naomi Garner, Katherine Bogart, Ralph Coder, Marion Coulson, Verna Parish, Roberta C. Stout--from 1953 to 1977--understand what he felt at that hour.

One of them, Marion Coulson, wrote a pamphlet in 1953 called "Thornton W. Wells: From Pioneer to Professor."

Botanist, artist, and sportsman, T. W. Wells liked a challenge, and golf led to more conquests:

One might not suspect Mr. Wells of cruelty, but he has probably collected more scalps than any Indian that ever wielded a tomahawk. For scalping people, Mr. Wells uses a modern instrument called a golf club. . . . His winning

games are recorded on a ten- or twelve-foot string of little price tags with a bit of hair glued to each. At first sight one would take the peculiar shaggy string to be an Indian necklace of some sort. On each tag is the score, the date of the game, and the name of the opponent whose "scalp" he has taken. On this twelve-foot string appear the scalps of many prominent golfers including Harold Palmer, Alex Francis, Bert Bergland, "Bill" Moreland, Walter Wallerstedt, and Ed Davis.

So speak the archives.

Dr. Albert J. Geritz

Dr. Geritz's first remembrance of Fort Hays was meeting Dr. Paul Gatschet, chairman of the department, and "thinking that he really was as friendly, open, and sincere as he sounded on the phone." When Dr. Geritz came to the department in 1976, he replaced Dr. Parish in her position as a Renaissance teacher. Before he was selected by a staff committee and approved by the administrative officials, he met with all members of the department, a customary procedure of late years.

Born in Atchinson, Kansas, he lived

away from Kansas for six years before his return. One of his comments on Western Kansas concerns the humidity, the lack of which reminds him of Arizona, where he earned his master's degree.

As to his favorite courses, he asserts that he tries to avoid a choice because when "I have favorite classes, I pay more attention to them than the ones that aren't so favorite." The latter, he claims, are the ones which need the most attention.

Before he came to this campus, "I published in Moreana, a journal devoted to the Sir Thomas More Circle and read a paper on More at the Medieval Conference. I hope I can have some scholarly work here."

When asked why he came here and why he has stayed, Dr. Geritz answered that "I didn't come here out of desperation. I came because Fort Hays has the small college atmosphere that I feel most comfortable in." In fact, he attended a small college himself for his B.A., and he thinks "such colleges provide an ideal atmosphere for learning." Fortunately, he hopes to stay--fortunately because he has been a genial

addition.

Some of his impressions of the department and the university include the many stories he heard about Dr. Ralph Coder. For him "the department's site, friendliness and openness make for pleasant working conditions. After study at 'big' universities I'm very grateful to be at such a place."

Mrs. Edna Triplett Coder

One finds a continuity of experience and attitudes in English professions through the years. For 10 years, Mrs. Edna Triplett Coder was on the full time staff; she found the years from the late thirties to the late forties "challenging and rewarding," especially in relationship with students and colleagues.

Occasionally to her and others "disappointments come . . . salaries were very low and office areas were crowded," for "there was one large room for all members of the department except for the head. Almost no equipment existed. I did have a graduate student who helped correct papers." According to Miss Triplett, as she was

then, "People on the staff were congenial and professional."

Mrs. Coder's undergraduate work was at Queens College in North Carolina, and her graduate work was done at Duke University.

Her specialties were sixteenth and seventeenth century English literature (an interest shared by many of the recent and present instructors--Parish, Ison, Knight, Geritz, Walsh, Stout, R. Coder, etc.) and Creative Writing. In addition, she had extension courses for which she sometimes traveled as far as Tribune, Kansas, having often to stay the night. Two-thirds of her schedule at times was in the journalism department. Later, after 1949, she became a well known English and journalism teacher in the public high school and won many prizes with her staffs for the high school yearbook she sponsored. In recent years she substituted in journalism at Fort Hays.

Because of illness in 1942, she was late a month in the fall. As Mrs. Coder recalls the incident, Dr. Myrta McGinnis, who was then head of the department, "insisted on arranging for my classes to be

taught by colleagues," a policy still continued into the seventies.

"At the time of our wedding (to Dr. Ralph V. Coder) during the war (World War II), all English colleagues became substitutes for the absent relatives and promoted the arrangements, teaching my classes for a few days." The bridegroom was on his way overseas for an army assignment in Alaska.

At Dr. Coder's return in the late forties he soon became the head of the department, and a State policy at the time of not employing two in a family unfortunately led to Mrs. Coder's leaving the staff in 1949, a loss to the department. However, she has always been associated with the department, giving generously of her time and support as well as serving as hostess to many parties and receptions for English department members and for students and assistants. Dr. Coder always entertained his graduate students and his Chaucer classes. She has always been ready for them and others with her gracious hospitality. She gives credit to the others for the

friendly, warm feelings of the department:

I will long remember the professional attitude in the department and the friendly friendship and the outstanding academic preparation of the English staff members.

Most new staff members mention this friendly spirit on campus and in the department. Fortunately for us all, Dr. Parish and Dr. Gatschet and his wife have continued with the same congeniality and hospitality as the Coders.

These are some of the milestones in the life of one English teacher of the 1970s and one English teacher of the 1940s.

As Mrs. Coder says and is true of most of the department "We have made our home in Hays." This statement is true of most of us because many years spent here is the norm and Fort Hays is home.

Mrs. Virginia Bornholdt

After rearing a daughter and having a full career as wife of Jerry Bornholdt, businessman in LaCrosse, Kansas, Virginia commuted to Fort Hays for many years to

complete her undergraduate and graduate work. She still commutes for teaching which she started part time and then was made a full time instructor.

Her statements about herself are revealing, but they do not convey all the force and stimulation she adds to our department. She has brought Jerry into our midst and has brought vicarious recognition to us by a daughter who is a Ph.D. in English and a son-in-law who is also a doctoral academic rank as well as grandchildren who will undoubtedly be Ph.D's in English.

When asked what she feels is best about the department, Virginia replied:

I feel that the people in the English department are the greatest. I have always enjoyed working with them on a day-to-day basis. I have formed some wonderful, and I hope, lasting friendships. I have also appreciated the fair and kind consideration of the heads of our department. They have given us the assurance that they are always behind us in everything we do, which has meant a lot to me. Also, it has been a department that enjoyed each other on a social basis.

We have had many wonderful and memorable parties and social gatherings. All in all, I would say there has been a great spirit of helpfulness and cooperation.

Miss Naomi Garner

One of the retired teachers but a very lively person still interested in the department is Miss Naomi Garner. She has always been a solid force, in committee meeting or in classroom. Indeed, she is one of those individuals about whom it can be truly said, "She is the salt of the earth."

Naomi said once that when there was need of someone to do a job well she always looked for an English teacher. For many of us, many times that English teacher was Naomi herself. A mainstay in many endeavors, she is always optimistic and always sane and always hard working.

Her first memory of Fort Hays is the "little office" in Picken she shared with Katherine Bogart. They became close friends then and are close friends yet.

But Naomi liked everyone. "We worked

together," she says, "to give receptions for the seniors; parties for our own organizations, such as the Faculty Indian Pow Wow," a costume barbecue where faculty members and spouses dressed up in American Indian regalia.

English staffers have a penchant for masquerade of various sorts. At a party honoring Naomi several years ago Virginia Bornholdt, Grace Witt, Nancy Vogel and others did a chorus line number and a quartet of Maxwell, Doggett, Ison, and Coder sang an annual goodbye song. And who can forget the Hootenannies or recent literary lectures and Fall English Workshops when the Misplaced Modifiers, the trio led by Bob Maxwell with his assistants, usually Sam Warfel and Cliff Edwards, assume rube appearances to thump on tubs, saw on various household appliances, and strum various musical instruments to enthrall colleagues and convention attenders.

Naomi is very much in this tradition of giving dramatizations and shows. Early in her career here and for many years, she presented puppet shows, instructed classes

in puppetry, and gave talks off campus about the art. She says good literature can be adapted to this sort of staging. Often she presented programs for meetings with the aid of Alice Morrison, Verna Parish, Katherine Bogart, Mabel Lacey, and Roberta Stout. Her major presentation was for a meeting of the Kansas Association of Teachers of English held on campus during Miss Lacey's presidency. The script was drawn from scenes from Alice in Wonderland.

Her schools are varied: Southwestern in Kansas, University of Colorado, and universities in Washington, Arizona, Montana-- "all good places to learn," declares Naomi heartily.

There is a lighter side. Someone tells this story about her although one of her closest friends does not believe that she said words attributed to her. Anyway, after a series of accidents to women teachers, perhaps on the stairs of Martin Allen, Naomi who also accidentally stumbled is said to have said that she and others should be named The Legend of Fallen Women.

When asked why she came to Fort Hays

she listed the following: good school, closeness to home, good character, nice community, and activities.

The word activities is her keynote. She loves a party and she loves people working together. Her overall estimate of the best thing in the department, however, is an idea of individuality; she likes the fact that "each person can feel free to carry out the plan for his own course." This feeling still abides on third floor Picken.

Mr. Marion Coulson

An English teacher who has seen the department from many different points of view is Marion Coulson, now retired, but for many years head of the freshman English program. He has been both student and teacher at Fort Hays, and he has been and still is engaged in many city activities as well, including being a real estate agent and a member of the Hays Toastmasters Club.

His most emphatic memories of Fort Hays are his own English instructors.

As a student, September 1928, I was delighted. Mr. T. W. Wells was my English teacher. To all students he was a teacher, counselor, father, and friend. The English Department tried in a courteous, friendly manner to meet the needs of the students.

In 1946, when I returned to FHS as a teacher, I found a friendly, competent staff. Dr. McGinnis was head of the English Department. In my opinion she was the greatest teacher I have ever known.

Here is his comparison of Fort Hays instructors to those in other departments and on other campuses.

I am a graduate of FHS. I received my B.S. degree in 1932 and my M.S. degree in 1940.

It has been my privilege to attend the University of Washington, University of Southern California, University of Chicago, and University of Colorado. I attended some wonderful classes taught by excellent teachers, some that were to be endured. I feel that the English Department of FHS rates high as compared to the ones mentioned above. Being big does not always mean being best.

A brief comment about three of the important professors follows:

I remember Mr. Wells as an excellent teacher who possessed a wide range of knowledge in many fields. He was a naturalist and a man of many hobbies.

Dr. McGinnis was a kind, dedicated, hard-working, spinster teacher who cared for her aging mother. She was never too tired or too busy to help a student.

Dr. R. R. McGregor, during the fall of the year, always came to class carrying a fly swatter in one hand and a textbook in the other. When a fly would light on his bald head, he would nonchalantly swat it with no interruption in his reading or speaking.

He sums up his estimate of the department thus:

The best part of the department is its competent Chairman (Gatschet) who has established leadership, organization, and peaceful, friendly control.

I came to FHS because I preferred college teaching to high school teaching. I remained until retirement because I enjoyed my work with students and personnel.

A final comment is characteristic of Mr. Coulson's good will toward his work:

I never taught a course that

I didn't enjoy teaching. My most enjoyable course was Kansas literature, but American literature and composition courses are all a very close second.

Mrs. Katherine Bogart

A dedication from The Reveille to Mrs. Bogart has been included in this writing. Much of her essential character and influence have been captured in the brief sentences from a student editor who admired her. However, Katherine Bogart's own words give further insight into her role at Fort Hays Kansas State.

When I came to Fort Hays in the fall of 1947, my first impressions were of very friendly, concerned people. I was especially happy with my office mate, Miss Naomi Garner, and our long, narrow office in old (unremodeled) Picken Hall, third floor north. I came from Minnesota but had also taught in Illinois and Iowa. I am a graduate of Grinnell College, with an M.A. from the University of Iowa. I felt that Fort Hays State was a college devoted to high ideals of education for young people. In general, I

most enjoyed teaching mythology, and also Classical Literature in translation. I suppose that English Comp had more "drudgery" about it, and was thus least enjoyable for me.

Dr. and Mrs. Coder were wonderful to me and my family. But each of the people in that earlier English faculty was special in his unique way. We knew each other very well and had a close relationship. Mr. Thornton Wells was especially venerable--a remarkable intellect, but also a warm, humorous, helpful person. I was also a part of the Foreign Language department, having been hired to teach French. Professor Modesto Jacobini, Chairman, was an outstanding scholar and most supportive and encouraging.

As chairman of the College's Orientation Committee for several years, I had the pleasure of meeting and becoming acquainted with the new faculty members as they joined our Fort Hays family. As the first Fulbright Exchange teacher from Fort Hays in 1950-51, I did our college a great service in bringing to the campus my charming and erudite "opposite number" from Truro, Cornwall, England, Miss Edna Pickard.

During my 27 years of active participation in the activities of the English Department at Fort

Hays, the combination of high scholarship and intense interest in the students among English faculty members seems to me its outstanding characteristics. I came to Fort Hays for two major reasons: 1) my daughter was ready and my younger son almost ready for college. 2) We preferred a warmer climate than that of Minnesota. The opportunity arose without my seeking it (at a lower salary than I was getting, I might add). I fell in love at first sight with both the college and the community also. My feeling has never changed.

In these few sentences Katherine Bogart gives the facts about her career. Of course, anyone who has followed her career at Fort Hays knows there are more aspects to Katherine Bogart than the plain facts. For one thing, she is known widely for her silent kindnesses. One troubled woman teacher from outside the department told an English teacher that many talked about Christian principles but that Katherine really was a Christian. Laboring long hours in her narrow Picken office on north third floor, she would tutor individual students

in linguistic courses and give extra hours to students not quite caught up with their classes.

Always standing high academically, she was a Phi Beta Kappa and a member of other honorary fraternities, Katherine travels much and learns much. Even in retirement she is participating in life, serving in the Hays Museum as receptionist and taking a course in Greek, not to mention her office as treasurer in one organization after another.

Robert Maxwell

With Robert Maxwell, present member of the department, a note of congeniality already sounded by Katherine Bogart and others concerning the department is uppermost. Bob Maxwell turns his hand at anything. His exuberance finds expression in the classroom where he appeals much to the students who "could never get English." After Bob's apparently genuine love of literature many students care much more for English than they thought they did.

The choice of teaching English was

deliberate on Bob's part, for he could have a full career in many fields. In fact, he was well started in law enforcement as sheriff, undersheriff, and chief of police, but he insisted on finishing college and obtaining an M.A. Finally, he became a member of the faculty. English was his goal but he agreed to act as substitute Dean of Men in his first years, as personnel counselor, and he travelled many miles to publicize Fort Hays and to promote its extension courses as a half-time assistant to Ralph "Red" Huffman. A few years ago he took on full time English courses. On the side, however, Bob sings--he has a fine voice--at innumerable weddings, funerals, festivities of all kinds. He boosts the historical society of Hays and has an interest in old cars. His main activity, outside the office and classroom, however, is putting on hootenannies and being master of ceremonies.

Bob Maxwell's comments on the department reveal his genuine belief in its success. Because he has been both a student and teacher at Fort Hays and because he has

had part of his childhood rearing close to the campus, since his father was employed here for many years, his opinions can be valued:

I've been a part of the department so long, it's difficult to characterize my first impressions. We need to be in one building. That will come in time. It is so much better now than it was when I came ten years ago. . . . Picken Hall is somewhat symbolic of the long time traditions at Fort Hays which is typified by the department. It's really the people, and not the building, which makes this a successful department anyhow. We have a fine group of faculty and staff. All are extremely professional, but not so professional that they cease to be human. Laughter, socializing and good fellowship are marked signs of the way this department gets along together. Yet, in the English classes there is careful attention given to the business at hand.

Maxwell hopes that the department will stay in Picken, but he really feels it is first rate as it is:

I'm so inbred that I have nothing with which I can compare the

institution, except for one semester's graduate work at K-State. Certainly we compare most favorably to that fine institution.

His unusual experiences include the writing up and publishing a local legend concerning the ghost of a lady who died at the Fort in 1867 and his chairing the Literary Lecture Series for two years. "When I began, we had an average attendance of 4 to 10 people. At our last Hootenanny there was in attendance upwards of 200 people."

Therefore, Maxwell has reason to summarize the best features of the English department as "Esprit and Supervision." He came because "I wanted to teach at Fort Hays. I stay because I'm happy here."

Marjorie Sackett

A home town girl with various strong ties to Fort Hays as faculty daughter, student, alumna, faculty wife, Fort Hays neighbor and booster, and present faculty member of the department is Marjorie Sackett. As a daughter of Dr. Robert

McGrath, head of the Education division, Marjorie must have known Fort Hays well from a personal standpoint long before she entered its portals as a student and became an English major.

"My first experience with the English department," she says, "was in 1942.

Dr. Myrta McGinnis, one of the most brilliant people I have ever met, was chairman of the department." Mrs. Sackett is one of the very few sources on the English department to give us personal glimpses of important staff members of the forties.

I remember Edna and Ralph Coder's wedding (at the time of World War II). We were all so thrilled to have our teacher marry a handsome army officer, but we were also sad to view it as a war wedding, and we all prayed that Ralph would return.

Speaking further of Mrs. Coder, she says:

I had Edna Triplett in a composition class and she was the person who first roused my interest in folklore when she brought a book by Botkin (author of a well known text on folklore) to class. I later had the privilege of meeting him.

Mrs. Coder's inspiration--or Miss Triplett's--was to prove significant in Marjorie Sackett's career, for she has taught folklore classes which she enjoys the most of all her courses; and she has lectured and published much in the field and attended national meetings where she has read scholarly papers on the subject.

Her hopes for her publishing success came from another of her teachers, Dr. Clarice Short, a professor highly respected by all for her scholarship and writing ability. "I had much respect for Dr. Clarice Short, for she was the first person who commented that I had the ability to publish research."

When Marjorie returned to the Fort Hays campus in the late 1940s, she had had several years of teaching and absorbing English. One of her early teaching positions had been in Hastings College in Nebraska. Her explanation of her coming to her hometown and home college is

My husband was offered a position and Dr. Coder (then Head of the Department) wanted me to teach

the composition. We had a growing family and felt that this was a good place for the children to grow up.

Marjorie has served as chairman of the courtesy committee and the retirement committee. Also she is serious about the academic side and takes her responsibilities with good will. Marjorie can bake a keen cake and she has given many baby showers for faculty wives connected with the staff.

As I look back on my years as a student I feel a warm glow for the encouragement by the teachers.

Those of us who know Marjorie know that she would be considerate enough to say the same words concerning the teachers she has worked with and the teachers she works with now, for she believes that the best part of the department is "the friendliness and concern for other people."

John H. Knight

A professor who makes all matters connected with literature come alive with radiant light is Mr. John H. Knight who arrived on campus in 1974. His A.B. is

from Indiana University, his M.A. from Brown University. Presently he is completing his doctoral work at Notre Dame.

He has been interested in many English events at Fort Hays, being chairman of Literary Lecture series, chairman of the Fall Workshop as of course most of his colleagues have been, letter writer on current issues to the Hays Daily News, book and movie reviewer in that paper, leader of a class on superstitions and folklore, active participant in the reading of poetry, counselor to the young because he himself is young, scene stealer in performances for the English retirement dinners, and the department's resident poet.

His interests include medieval and Chaucerian writings, pre-Norman literature, including Celtic and Anglo-Saxon writings. At Roberta Stout's retirement dinner he parodied the epic writers in a poem reprinted in the Addendum of this work. Moreover, he teaches at times both creative writing and technical writing.

A father of three sons and with a wife Linda who is a congenial friend to all

members of the department, past and present, John Knight maintains a genial family life and home on West Seventh Street. Besides being a teacher and family head, he reaches out in aid and genial conversations to many students. Indeed, he adds zest to the department.

Alice Morrison

A native of Illinois, Alice Morrison came to Fort Hays State in 1946. Dr. Ralph Coder was the new head of the department and most of the staff members were also new; namely, M. Lacy, M. Coulson, V. Parish, later R. Stout. That first year for everyone was filled with recently returned veterans and there were many hours of marking tests and making new plans. Miss Morrison, like her colleagues, experienced through the years the return of the veterans from other wars besides World War II--Korean, Vietnam and on the campus and in required English classes.

Alice Morrison was grounded in sound academic principles, and she firmly adhered to them always in her teaching.

Because of her absolute integrity in scholarship, her students always respected her. Verna Parish once said that Alice was such a lady, in the old sense of the word. Lest the image projected here seems too purified, one can say her distinctive laugh was often heard swooping out over the office chatter and the transom.

In remembering her, one remembers the steady, reliable, long work hours she and her colleagues put in over routine and regular tasks of the "common" freshman exams, the graduate oral examinations, and the ever present Proficiency Exam every semester, the campus activities, the Faculty Women's Teas. Alice Morrison entered into all these matters with diligence, even though they seem to some a prosaic and not what was to be expected from one of her distinctive scholarly background. Never would she accept shoddy or careless work from her students, her fellow workers, or her associates.

She was a voracious reader. Although a quiet person she was known by her associates to be most knowledgeable about

novels of any period, about Victorian literature, and about literary forms and structure.

She seemed a product of the academic graduate classroom, but in actuality she came from a very American farm in Illinois where she and her family of brothers, sisters, in-laws did all the necessary farm chores, even in retirement years. Alice Morrison had close family ties with her nieces and nephews, her immediate family and in-laws. It was to her Illinois family farm she returned on her retirement in the 1960s. There she stayed until 1978 when she died in a nursing home.

CHAPTER VI
CAKES AND ALE

David L. Ison

In 1965 David L. Ison came to Fort Hays where he has taught poetry, particularly the poetry of meditation, Victorian literature, the various Advanced Composition courses and History of English literature courses. Also he has done yeoman service with Lambda Iota Tau.

An Oklahoman, he married his Harriet, who was fellow classman of his undergraduate years. Two children enliven their home. Daughter Leslie has more than potential beauty, and the Isons are now entering the years of entertaining the "crowd" and monitoring all the events and emotions of young America. Lee is stimulating with all his processions of trains and miniature cars.

Harriett has been Dr. William R. Thompson's secretary for many years, ever since the resignation of the incredible Julia Rhoades who served a long time as secretary to the chairman of the Division

and doubled often as secretary of the department. Harriett continues the excellent qualities of her predecessor.

The Isons both work in the Presbyterian church and entertain in their home on Twenty-first Street, which they have re-decorated and fixed for their needs, doing most of the work themselves.

Dave mixes with everyone, for he has no reservations about having as a friend all his "contemporaries" of whatever age or sex. He has published articles--one being on unusual qualities in Shakespeare's style. He is known for his sense of humor and congenial grin.

Ison's degrees came from Central State College and Oklahoma State University.

Mrs. Grace Witt

Mrs. Grace Witt has long been known for her many talents in matters creative and linguistic.

A few years ago Mrs. Witt was one of 75 United States teachers asked to accept a six-week course on Drama and Theatre in the age of Shakespeare. The classes in the

University of Birmingham were in cooperation with the Shakespeare Birthplace Trust at Stratford-on-Avon; where some of the meetings were also held. Another honor for Grace has been the selection as president of Phi Kappa Phi.

Her daughter Jacqueline, accompanied her mother on the trip as previously Mrs. Witt had accompanied her to England and Europe when Jacqueline was engaged in high school music and Mrs. Witt who had "worked diligently for a year to help finance the European trip for the Hays High School orchestra" (Hays Daily News) went along as an accompanying parent.

Like her daughter, Grace Witt attended the University of Kansas and Fort Hays. Her husband, Robert Witt, who before his death was head of the anthropology department and teacher of sociology, was on the Fort Hays faculty for many years and after her daughter and son were nearly grown Grace took classes for a Master's degree and taught part time classes. In 1967 she became a full time member of the staff. Grace finds time for music appreciation, and

supporting the arts.

Dr. Michael C. Marks

Dr. Michael C. Marks specialized in seventeenth century literature but has a wide knowledge of American Literature. For many years he has had the History of American Literature classes and other classes on American Literature.

Both his M.A. and his Ph.D. were acquired at Indiana University; his A.B. was earned at Transylvania College. He came to Fort Hays in 1969.

His wife Ann is also a teacher. Since the mid-1970s when everyone of the English and language faculties was "urged" out of the offices in Martin Allen Hall, Dr. Marks has shared an office with Mr. Knight and Mr. Ison on the third floor of McCartney Hall. To teach their classes, the trio travels to third floor Picken and sometimes across the windswept bridge to Cunningham Hall.

Because he has much reserve and dignity, it was several years before Dr. Marks' colleagues realized that he had much

"wit," perhaps gleaned from his readings of seventeenth century metaphysicians and scribblers. Dr. Marks has different slants to his bits of wisdom. An example of his wit may be found in the sample issue of "The Inquisitor" printed in the Addendum of this work.

Dr. Roberta C. Stout

Dr. Roberta C. Stout, a native of Nebraska and member of the English Department for over 30 years, received her A.B. from Kearney (Nebraska) State College, her M.A. from Nebraska University, her Ph.D. from Northwestern University. She earned additional graduate credit at State University of Iowa and Columbia University. Before coming to Hays, she was English supervisor in a demonstration school at Wayne (Nebraska) State College.

She has published articles in the Nebraska Education Journal, the P.E.O. Record, and Christian Advocate, a North Carolina English Journal, as well as articles in publications for the Western Kansas Development and the Nebraska Historical

Society.

Early in her career, her journalistic activities included reporting for the Kearney Daily Hub and editing the Avion, a Civilian newspaper on a World War II air base. One year she served as state chairman for a high school essay contest sponsored by the Kansas State Teachers Association and the National Council of Teachers of English.

Dr. Stout has been active in the Modern Language Association, The Renaissance Society, professional English associations and Phi Kappa Phi, Delta Kappa Gamma, Beta Pi Theta, and Xi Phi. In the community she has been a member of P.E.O., the Ellis County Historical group, Hadley Auxiliary, Business and Professional Women, the First United Methodist Church and AAUW, once its president.

Roberta came to Fort Hays in January, 1947, and took early retirement in June, 1977, the year of Fort Hays' 75th anniversary.

With many of her associate professors she had the experience of teaching several

of her colleagues and/or their wives and sometimes their children or maybe grandchildren. In her case, at the time of her retirement the ones in the department included Dr. Gatschet, Mrs. Bornholdt, Mrs. Witt, Dr. Warfel, Mr. Maxwell, Mrs. Edwards, Mrs. Marks, Mrs. McFarland, and Dr. Edwards. Journalism teachers who had been her students included Katherine Rogers and Robert Spangler.

The department sent her off into retirement with two figures sculptured in England. These figures of Edward, the Black Prince, and Robert the Bruce of Scotland were appropriately chosen because Roberta knows the geneology and the marital arrangements of every British monarch and his relatives. She loves history and has a wide background of reading in English and American literature. In fact, she is bookish.

Roberta C. Stout once startled some of her associates by saying she regretted her sins of omission rather than the ones of commission. Probably her biggest contribution to the department was organizing

the giving of comprehensive graduate exams and facing students with the results.

She is the author of this manuscript.

Michael F. Meade

Coming to the English Department by way of another though related department--Languages--Michael Meade has wide experience in literature, in languages, in travel, in knowledge of the scholarly world. It was in 1967 that he, a native of Hays, returned home from his studies and entered the department of languages as mainly a French teacher although he often taught German as well, and frequently also took over English classes during various summer terms and the like. He and Dr. Elizabeth Hodges switched positions in 1976.

Currently working on his doctorate, Mike is completing his studies at the University of Wisconsin at Madison. He graduated from Washington and Lee University. Prior to coming to the campus, he lived and studied in Europe extensively.

Although reading and scholarly pursuits are his almost instinctively, Meade

is a person who enjoys many outdoor activities, particularly being "on the slopes" in the mountains. Furthermore, he is an accomplished host, frequently adding to holiday festivities with parties at his home in North Hays where his parents also abide.

An example of his versatility can be seen in an announcement in the Post Parade in the Spring of 1978 in which he and Dr. Robert Luehrs, history, were said to be planning a Fall course called The Modern Tradition.

Dr. Clifford Edwards

Cliff and Neva Edwards have been residents in the Fort Hays community during many years, since approximately the late 1950s, although they were absent when Cliff was doing graduate work in the early 60s and later when he left, as he thought permanently, in 1969 to head the department at the University of Wisconsin, Platteville. But the bonds with Fort Hays were too tightly tied, for Cliff and Neva and their three children returned to Fort Hays

and "home" in 1974 where he became and continues as Director of Composition, a major part of the English program. In his previous association with Fort Hays as a teacher (1963-69) Cliff had been a major advisor, a graduate professor, a professor in American literature and other subjects. He is remembered as having many assignments heaped upon him in this earlier stint of teaching because his superiors thought, quite rightly, that he was one of their most potential leaders.

Graduated with an A.B. in 1958, Cliff had married Neva during his college years and they had become parents of a son when he was an undergraduate. Both he and Neva attended classes, but she did not finish her degree until a few years later than he because of her responsibilities as wife and mother. Both were leaders in campus activities and both were superior students.

During the very early 1960s the family went to Michigan where Cliff held an assistantship and did graduate work. Cliff's M.A. and Doctor of Education degrees were granted by 1963 and he returned to Fort

Hays then for a six-year period of teaching. Other schools had been interested in his joining their faculties, but he has voluntarily twice returned to Fort Hays where everyone hopes he will stay.

Because his colleagues' first impressions are that Dr. Edwards is very much in earnest about his job as Director of Composition and his teaching of Literary Criticism, Approaches to Literature, American Literature and other courses, even long time associates are startled to find him one of the mainstays of a trio called "The Misplaced Modifiers," a group of "washtubstovepipe" musicians, wherein he performs with a grave expression.

The dualistic character of Edwards is constant. He is known for a sharp wit. Once he amused a staff meeting by telling a joke on Alice McFarland who, he said, was bragging at a dinner that she had just read an interesting book on memory. When asked the author, she replied, according to Cliff, "I forgot." On the other side of his personality is his deeply religious nature and his merciful discipline.

The serious side as well as the adventurous side of his character can be noted in a note from the Post Parade of Spring, 1978, where he was reported to be combining his interests of aviation and literature in "the general education course entitled 'The Literature of Flight: Myth, Metaphor, and Reality.'" Cliff is a licensed pilot, and so is Neva.

Other interests may be gleaned from a further quotation in the 1978 Post Parade:

Serving on the campus building committee, Dr. Edwards has helped plan the arrangement of departments and the floor plan for the Department of English in the new Rarick Hall. Edwards also chairs the faculty development program at FHSU. Recently he lectured at the Hays Public Library on his book Conrad Richter's Ohio Trilogy. His article, "Left Brain, Right Brain, and the Teaching of Writing" was published in the September, 1977 issue of Improving Instruction.

This paragraph is typical of his many activities.

Dr. Samuel L. Warfel

When one thinks of Dr. Warfel, he is

likely to remember first that Dr. Warfel has been much interested for many years in English for Foreign Students and has built his system of training tutors for these students' aid. Then one may remember that he is a minister, having studied at Mid-west Christian College and received a Bachelor of Theology degree in 1962. He combined these interests when he and his family served in Barquisimeto and Maturin, Venezuela.

But other activities have drawn Dr. Warfel's attention and work. A paragraph in the Post Parade, Spring, 1979, indicated the multiplicity of his activities in the department.

Dr. Sam L. Warfel, current secretary of FHSU's Faculty Senate, will be directing a Colleges and Universities Partnership Program visit by twenty-five Japanese college students to campus for three weeks during July and August. This visit will include classes and tours of points of interest in Kansas. This summer, he will also direct a project to provide advisors in the English Department with computerized tracking of advisees; he will continue to work

half-time on this project through the Fall and Spring semesters next year with the goal of providing computer-assisted advising for the entire University. . . .

Another project in which Dr. Warfel is absorbed is a survey conducted with Professor John Knight of Kansas English Teachers in junior and senior high schools. The two professors "attempted to discover what degrees were acquired, how recently course work had been updated, and what major and minor subject concentrations were most 'typical' for secondary pedagogues." Results of the survey were given orally by Knight and Warfel in the 1978 Fall Workshop, but correlation of all data is still being done.

Dr. Warfel's professional degrees include a M.A. from Fort Hays State University, a Master of Philosophy and a Ph.D. from the University of Kansas.

He is a family man with wife and daughters, Debbie and Penny, also contributing services to the community. Although an earnest and dedicated worker who spends long hours with his students and subjects,

he frequently relaxes, for he also is a member of the so-called musical group the Dangling (Editor: Misplaced) Modifiers (Edwards, Maxwell). Also he must have a sense of humor because he is scheduled to teach a new course entitled "Peers, Pig Latin, and Politics" next Fall. In it "Dr. Warfel will discuss the sociology of language . . . and include topics such as racism, sexism, mass media, peer pressure, and politics."

Dr. Dennis Walsh

In the Spring of 1976 two additions to the English faculty were announced in the Post Parade. One was Dr. Albert J. Geritz; in the words of the publication,

The second addition to our faculty will be Dr. Dennis Walsh, who received his M.A.T. degree from Harvard in 1966 and his Ph.D. from Notre Dame in 1973. Dr. Walsh brings a varied background to Fort Hays. He has been Chairman of the Language and English Department at Episcopal High School, Robertsport, Liberia, from 1963-65 and has taught English at Robert Academy, Istanbul,

Turkey from 1966-69. He also taught at the University of New Orleans (L.S.U.) and is at present in charge of the teacher education program at Tuba City, Arizona.

After a year of getting to know department policies and teaching habits, Dr. Walsh took over officially the position left by Dr. Roberta Stout.

Quoting again from the Post Parade, 1978, we find this mention of him:

Dr. Dennis Walsh, assistant professor, attended KATE in Hutchinson and the Conference on English Education in Minneapolis. He is coordinator of the Special M.A. in English; evaluator for the North Central Educational Association of Great Bend High School (English, drama, journalism, debate); and evaluator of student teachers in English. Next year he will teach The Business Theme in Fiction and Modern African Literature.

Once before the English Department had a real expert in African literature, a Dr. Sheldon, but he resigned in a year's time. Dr. Walsh accepted a position at Idaho State University at Pocatello, Idaho, in 1979.

Dr. Samuel J. Sackett

Dr. Sackett served for more than twenty years, until he left in October, 1977. Everyone knows that Dr. Sackett is a true scholar, a voracious reader, a prolific writer, and a person who took part in nearly every phase of the department. His opinions were always clearly and fully stated and interest never lagged as to his powerful personality and his genuine knowledge.

Dr. Sam's professional training came in California, his A.B. and M.A. granted at Redlands. What fascinated him? Answer: Everything. 1) Eighteenth Century, particularly, and especially Henry Fielding on whom he wrote much. 2) Satire. 3) Folklore of all kinds. His course on superstitions drew over a hundred students and was a subject to lively controversy and discussions. 4) Courses in Freshman grammar and composition with the use of visual aids and recording machines. 5) Journalism and the publication of pamphlets. When he first came, Dr. Sackett was responsible for the Leader. 6) Speaking engagements on

folklore. He and Mrs. M. Sackett gave several talks at all sorts of meetings around the country. 7) Development and organization of the Introduction to Literature project which included several hundred students each year, with team teaching. 8) Graduate matters--the making out of questions, the checking of answers, the formation of policies. Dr. Sam was also the chairman of many of these committees. 9) Creative Writing. He meticulously taught creative writers, sponsored magazines, and wrote himself. 10) Individual counseling and teaching of students. One could go on and on, but these items give one an idea. Outside activities included Little Leagues sponsorship when his two sons, John and Rob, were young; sponsorship of a Youth Home in Hays, and active participation in religious groups.

Dr. Nancy Vogel

Dr. Vogel is a Kansan. Her degrees come from the University of Kansas, B.A., B.S., M.A., Ph.D. On sabbatical in the Spring of 1979, Nancy has quietly over the

years made many significant achievements. She has written a book on Robert Frost; developed an Approaches to Literature class for Graduates and one for Undergraduates as well, and made a videotape which had presentation and write-ups in professional circles. She has ably counseled students and helped them make progress in writing and reading. She has acted as sponsor for student speakers and writers who have gone to professional meetings all over the nation to explain their activities. Always she has been active in graduate matters, serving on the Graduate Council and on Department committees concerning graduate work.

An item in the 1976 Post Parade, Spring issue, gives evidence of the sort of duties she accepts for herself.

Dr. Nancy Vogel chaired a round-table discussion on "Composition and Common Sense" at the fall meeting of the Kansas Association of Teachers of English held at Wichita in November. Dr. Vogel also attended the spring meeting of KATE at Great Bend with Mrs. Alice McFarland and several student representatives from the Fort Hays State English

Department. Dr. Vogel's other activities this year include acting as a judge for the 1976 NCTE Achievement Awards in Writing, as President of the Fort Hays chapter of Phi Delta Kappa, and as a member of the Creative Advisory Panel of the Kansas Arts Commission.

It was her suggestion in Salina at an area meeting of Phi Delta Kappa that a stone schoolhouse be moved to campus, an idea greeted enthusiastically by the other Fort Hays participants, Professors William Claflin and Allan Miller. Miller subsequently led the efforts to restore Plymouth School, now on the banks of Big Creek.

Her own report is elsewhere in these pages (Addendum).

Mrs. Alice McFarland--"Alice Mac"

One of the pleasant sights in the English department over the last several years is the appearance of Alice Mac with her image of one-of-the-best-dressed women on the campus. With a swirl of pretty skirts, hair in trim and piled high, shoes tinted to match her frocks, she always appears in

the colorful and matched outfits which make her a joy to behold. Alice Mac collects turquoise, wears turquoise, and gives speeches on turquoise.

Alice has sponsored Women's Leadership Organizations, Mortar Board, Lambda Iota Tau, Panhellenic.

She has been on the Honors Faculty and Faculty Senate. For years she was the campus Bloodmobile coordinator.

She originated English Scholarship Day in 1975, and the program continues to grow.

Department Committees she has served on include Faculty Screening, Retirement, Courtesy, Syllabi Updating, Curriculum, Library Holdings, and Workshop. Campus-wide, her committee services included Homecoming, Alumni Achievement Awards, By-laws Committee for Faculty Senate, and Oktoberfest.

She is a matchless hostess. Her home or office usually sparkles as much as she. One of the memories the women of the English department treasure from several years ago are her annual Christmas or Thanksgiving parties of those years -- the Christmas

tree one year, a dazzling, visual delight. Christmas time just before vacation in those early days was a break before the semester exams. Most English professors thought themselves too busy for the true festival spirit and the full ceremonies, or if they wrote Christmas cards they did them with a weariness of a last minute rush, in which they were often dazed by the time of final holidays when family affairs took over.

But with Alice, Christmas took on a glow. The refreshments were delicious; the service was in lovely china and silver; the house furnishings were comfortable and fitted the McFarland home. For at least one who often ate off the bread board or counter in a two-room apartment these evidences of gracious living meant much.

Alice McFarland is known to be both a social leader and a career woman. To all she seems a paragon of efficiency, but she is much more. She serves on every committee imaginable. She seems always to be a delegate or a representative. Nearly every spring she is part of the dinner

given the retiring faculty member. Her colorful and vividly created tablecloth which was on the table for the Roberta Stout dinner was a spectacular success. In addition she provided four colorful cakes--lemon, pink, green, and white. Her cakes at these spring dinners are luscious creations. For the dinner in tribute to Professors Coder, Bogart, and Coulson, cakes were large and individually appropriate to each--a Chaucerian cake for Dr. Coder, a classical cake for Katherine Bogart, and American literature for Marion Coulson. Often in the fall she joins forces with Virginia Bornholdt and Grace Witt to host an evening party to which guests can come and go as they choose. At one of these Dr. Gatschet was presented with toy shoes, for the new shoes he was to wear as head.

Alice has many honors. An excellent teacher, she was awarded Outstanding Faculty Woman by Associated Women Students in 1976. Degrees came from the University of Kansas and from Fort Hays. A toast to her.

Mabel Lacy

Perhaps the most loved of all Fort Hays teachers may be Mabel Lacey of Hays, Gorham, and Russell. When she taught in Picken, students flocked in for help. Dr. Parish once remarked that when she had to tell someone Mabel was out of the office, she felt that she pulled candy out of their mouths.

Mabel is always forthright and pert. It may be remembered that she often commuted from her farm home near Gorham by car. She still does even in these later years, because she is still the peppy "gal" she always was. In the late 1940s when Mabel was going to a convention, she went shopping for a hat. It was, in those non-inflationary times, priced at about \$2.95. Mabel's verdict was that it was \$2.00 more than she liked to pay for a hat. Inflation was not so rampant then. She always says she likes to be called Miss Lacy. "I've worked many years for the title Miss," she declares.

A more formal resume of Mabel Lacey follows.

From Retired Faculty Newsletter
June 20, 1978

Profile in Service--Mabel Lacey

Addresses: Gorham, Kansas, and 408 Elm
Street, Hays, Kansas

Service at Fort Hays State: Employed June 1, 1946, Miss Lacey retired after 18 years on May 31, 1964. While at Fort Hays State she taught a heavy load of English classes and in addition worked with the foreign students who were studying English and established the Reading Laboratory. Over the years while she directed the Reading Laboratory over 1,000 students were tutored and assisted in improving their reading skills. Prior to her full-time employment at Fort Hays State she taught in several summer sessions at the College. "I have worked with some pretty grand people among the students and faculty at Fort Hays State," she says.

Education: She passed the high school examination in 1924 after studying at Fort Hays State and taking correspondence courses. Her B.S. degree was granted at Fort Hays State in 1935 after enrollment in several summer sessions. She majored in English and Latin. Additional credits were acquired at the University of Minnesota and Emory University.

Her Master of Arts was earned at the Colorado College of Education at Greeley, Colorado in 1940. She majored in English and literature.

Hobbies: She loves to read. She and her sister, Jessie, have several dogs and cats. Mabel's favorite is a big Collie named Heather. She prefers to work outside and has always helped with the plowing, milking, and other farm work. Her friends recall her remark that she would quilt if she could do it with a pitchfork. Mabel and her sister, Jessie, grow many types of vegetables in their garden and lovingly prepare them by canning and freezing for gifts to friends. They have all kinds of fruit trees on the farm . . . Mabel always enjoyed riding horses and took a trip to the Caribbean in 1975. The sister has also traveled to Europe. Right now, she enjoys riding her John Deere mower. They have two pet quails. Mabel doesn't have time for TV. In fact, she doesn't even have one.

Church: Mabel now belongs to the Community Church at Gorham and attends Bible Study every week.

Her Influence: Mabel enjoyed teaching and hated to retire. She was considered an outstanding teacher wherever she worked and everybody loved her. She was once voted the Outstanding Teacher

of the Year in the Master Teachers Awards at Emporia State University . . . Her influence upon her students and colleagues has been tremendous. She will be remembered forever for her many contributions to the lives and success of those who have come in contact with her.

CHAPTER VII
CABBAGES AND KINGS

Dr. William R. Thompson

Although his more awesome title may be Dean of the School of Arts and Sciences, the English Department can claim Dr. Thompson as one of their own. And indeed he is an English teacher. When he first came to campus, about 1965, he taught Shakespeare courses. Also through the years he has taken over comparative courses, courses dealing with current issues and values in literature, and courses on poetry. His major was American literature, but he has branched out into many phases of literature. Many of the classes he has taught have been on Friday night while he did the voluminous administrative work during the week. He is an indefatigable worker.

Even with all his friendliness, however, the writer has had some difficulty in finding out anecdotes about him. One of his hobbies has been golf. Then, people mention his inevitable pipe. People also mention with some respect that he taught in

Alaska for a few years before coming here.

But it is his family that one remembers about Dr. Thompson. For many years his mother lived in an apartment in town. The Thompsons originally came from Texas; Dr. Thompson received his B.A. and M.A. at Texas Christian University, and his Ph.D. from Texas Technical University. His wife Mittie is a teacher in the public schools. She is a woman of such charm. When the Thompsons first came to Hays, they tried for immediate acquaintance with the people of his division. A series of parties for small groups of individuals were given at their home in Hays. They also had receptions at the Union. Staff members have watched the two children grow up. Diane is now working in St. Anthony's technology lab and Ross is almost through high school.

The many activities and duties and publications of Dr. Thompson would fill many paragraphs. For many years he had his office in Picken, near the department headquarters. He and his two chief secretaries, first Mrs. Julia Rhoades and

later Mrs. Harriett Ison, often helped out the English people; his move to McCartney Hall has left the English department very bereft of his presence.

Dr. Paul Gatschet

Chairman of the department since 1975, Dr. Paul A. Gatschet has teaching experience--St. Joseph's Academy, Hays High School, Fort Hays State. He received his Ph.D. from Kansas State University in 1973. At Fort Hays he had previously completed an A.B., Master of Science, and Specialist in Education. Prior to his college and university years he studied for some time in religious schools.

Allied to the English department even in his undergraduate years, he worked as Dr. Samuel J. Sackett's assistant--a job in which he had much practical and particular instruction. Moreover, he had classes under and with many of the teachers who later would be his colleagues--Coder, Parish, Stout, Garner, Bogart, S. Sackett. Indeed one or two of them would in turn work under his leadership. Some of his

classmates would become members of his staff--particularly Edwards and Maxwell and perhaps Bornholdt and Witt. After he came to the campus in 1967, he learned the ways of administration from Dr. Coder, Dr. Thompson, Dr. Parish. In fact, he served a kind of on-the-job apprenticeship in being chairman in the early seventies under Dr. Parish and even after he became chairman, Coder, Thompson, and Parish were nearby for counseling. Finally, in regard to his knowledge and understanding of this region and campus, one must cite the fact that he grew up in this area, that many members of his family are still here, and that he married Carolyn, a nurse who trained at St. Anthony's, who served after graduation as head nurse at Hadley Memorial Hospital. She is now a professor of nursing at Fort Hays. The Gatschets have brought up their family of five children in Hays.

Dr. Gatschet is an energetic and alert head of English. His own favorite teaching subjects are Rhetoric, Composition, and Language. His department is well

organized; the feeling is active but relaxed. He has a knack of keeping everyone busy, but the friendliness and enjoyment are there. He himself apparently enjoys his work and the keenness of interest and the vitality of life rub off on his associates. Respect, not fear, is the attitude the staff members have for their head. Under Paul's leadership the department has grown but the foundations set by his predecessors Coder and Parish are carried on. Workshops, Literary Lectures, Technical Writing, Graduate Programs, Student Assistantships, Literary Studies, and many other projects have developed rapidly under his direction.

His staff members are speaking, writing, chairing panels, moderating teaching. The department is alive.

Dr. Ralph V. Coder

One of the best known and central figures connected with the English department is Dr. Ralph Coder who has been at Fort Hays since the 1940s; for many years he served as Chairman of the English Department.

As all administrators discover, Dr. Coder also found his times restricted in many activities, even with the department: "I enjoyed the English I courses when I could teach them," he says now.

Then there were all the committees he led or on which he served. The main ones he recalls are Faculty Senate, Graduate Council, Administrative councils as a College Dean. Likewise, he was the force behind all departmental graduate committees and staff procedures.

The importance of Dr. Ralph Coder at Fort Hays was and always will be his relationship with and compassion for his students and the workers under him. He was and is always willing to take part in dramas, in singing groups, in speaking engagements, in master-of-ceremonies duties. He is also ready to write recommendations and to encourage students and alumni. When he appeared in a rather impressive cameo part in Paper Moon, filmed and previewed in Hays one eventful fall, former students and friends from all over the United States wrote letters and phoned to

express their admiration and excitement. Dr. Coder enacted the role of a merchant who was talking to Tatum O'Neal as the little girl who had just stolen some goods but whom the benevolent merchant did not suspect as she was a child. This scene was of course seen again all over the nation during the Academy Awards. Other faculty members and townspeople, including Mrs. Bogart's daughter Eleanor and Harriet Ketchum of the Speech department, also took parts in the movie.

Brief comments from Dr. Coder on his impressions include these: "Crowded office/Adequate classrooms/Too many classes per instructor/Too many students per class/Excellent Teachers/Fine Chairman (Dr. McGinnis was chairman when he came)/Very little research/Students average/Some very good/Some very poor/Salaries less than those of public school teachers." He remembers also the fine humor which "was characteristic of all the department in the 1950s." However, Dr. Coder mentions that it became difficult to secure good instructors when the college was growing in the 1950s. An

unusual incident he recalls is the one in which a "very weak student guessed his way to the top in Barrett-Ryan test."

As to why he came to Hays, he remarks: "When I finished my doctorate at the University of Iowa, I heard of two jobs--this one and one in the east." At this time, he believes, that public schools in which he had taught several years were perhaps better in some ways than the college at that time in salaries, in buildings, etc. But Dr. Coder found that the "spirit at Fort Hays was very good." Furthermore, he mentions emphatically that he "felt the best about the spirit of fellowship, the interest of the staff in teaching, their preparation for teaching. With a few exceptions, we never had trouble with students."

Dr. Coder's favorite course was, of course, Chaucer. He has always been interested in comedy, and one question he wrote for a comprehensive exam shows this interest:

Chaucer is one of the top literary humorists of all time. Dis-

cuss his use of humor in the development of at least two of the pilgrims in the Canterbury Tales. Also, discuss the humor in two of the tales told by the pilgrims. Be specific by using illustrations from the Canterbury Tales.

Although he liked to teach classes when he could as administrator, Dr. Coder believed his greatest achievement was to build English courses and the department. He remained an English teacher until his retirement, but he had held the positions of Chairman of Humanities and Dean of the Graduate School during and after the time he was Head of the English Department.

Dr. Verna Parish

Professors of special vividness, because of impressions left on their associates and students would certainly include P. Casper Harvey and Rob Roy McGregor in the distant past and Dr. Verna Parish and Dr. Sam Sackett of more recent years. Verna came to Hays by way of Arkansas and Texas and was hailed as a Southerner. Her wit and pungent comments distinguished her

in any crowd.

She could and can dramatize and enliven a situation with her decisions and her opinions. Acutely aware of other people and their emotions and their probable thoughts and intentions Verna would often stimulate discussion and thinking. One never takes her for granted. She is an electrical personality.

Although the writer of this manuscript knows her well as does everyone in the department, an excellent article in the Post Parade of 1976 sums up her career much more directly than this writer can because personal reminiscence can overwhelm one. Therefore, the quoted words below will give the facts.

Retirement--Verna Parish

After 30 years' service, Dr. Verna Parish will be honored by the English Department at a retirement reception and dinner May 5 at 6:00 p.m. at the Heritage Club.

Miss Parish came to FHKSC as an instructor of English in the fall of 1946 from Mississippi State

College for education and director of teacher education. She became an assistant professor in 1947, earned her doctorate from the University of Texas in 1954, and was promoted to associate professor in 1956 and professor in 1957.

Dr. Parish became Advisor to English in 1961 and in 1962 originated the Fall English Workshop. After the academic reorganization in 1970, she served as official chairman until 1973.

The year after her arrival at FHKSC, she became faculty advisor for Women's Leadership Organization and a pioneer in the 19-year-long struggle to establish a Mortar Board Chapter on campus.

She was faculty adviser for Alpha Lambda Delta, national freshman women's honor society, from 1959 to 1966 and from 1969 to 1976, president of Delta Kappa Gamma in 1964, and president of Phi Kappa Phi in 1965. Somehow during these busy years, Dr. Parish also managed to teach a Sunday school class at the First Baptist Church for 18 years.

In 1971, Dr. Parish was selected an Outstanding Educator in America; in 1973, she was selected as outstanding faculty woman of the year by the Associated Women Students, and this spring, Alpha Lambda Delta awarded her a certificate of meri-

torious service to the society.

Dr. Parish is a member of the Renaissance Society and the Shakespeare Society, and has been a member of the National Council of Teachers of English, Kansas Association of Teachers of English, Business and Professional Women's Club, and Association of University Women.

In March, 1957, Dr. Parish read "Stephen Batman's Batman upon Bartolome" at the Regional Renaissance Conference at Kansas State University; in September of 1957, she read "The Significance of Batman's Batman upon Bartolome" at the Modern Language Association Conference at the University of Wisconsin; and in 1959, she read "Shakespeare's Sonnets and the French Academie" at the Regional Modern Language and Renaissance Conference at Stephens College.

During a sabbatical leave in the spring of 1966, Dr. Parish did research on the French Academie and Shakespeare's Sonnets at the University of London and at the British Museum. In 1969 she was invited to contribute to Studies in Language, Literature and Culture of the Middle Ages and Later, a publication in honor of Professor Rudolph Willward, of the University of Texas.

Dr. Parish now lives in Rogers,

Arkansas. Although she likes to be "part of the action," she does many things now on her own: needlework, working in a museum, listening to symphonies on public TV, cooking, entertaining relatives and friends, and, of course, reading. Hays, however, misses her astringent wit.

Dr. John Doggett

Dr. John R. Doggett came to the Fort Hays campus in 1972. He taught here about three years. Some of his many interests included Technical Writing, a course of study which he developed; Romantic Writers; Detective and Mystery Fiction, a course which he inaugurated for the curriculum; seventeenth century literature; and the heading of the Composition program for a time. He and his wife, Jo Ella, both received Ph.D's in English from the University of Texas. He was a friendly person who taught night classes as well as the regular day classes and who counseled students individually. He did considerable work with graduate students. Jo Ella taught occasionally in the English program.

In the mid 1970s the Doggetts both were offered positions in Chicago. After three years, they decided to stay in Chicago.

Dr. Elizabeth Hodges

For several years in the early seventies Dr. Hodges was a member of the English department. Her specialities were Contemporary Novels and Comparative Literature. Furthermore she interested herself in women's rights and women in literature. In 1976, after a return from a leave, she moved to the department of Languages where she taught French. She resigned to move to another position outside the state.

* * *

Instructors on temporary appointment during the school year of 1977 and 1978 were Mrs. Pamela Schmidt Shaffer, Kenneth Ross, and Mrs. Kay Eller. All three were alums of Fort Hays State University.

In the Fall of 1978 two new professors joined the department with the main

purpose of teaching technical writing and composition. To such subjects much emphasis is now being given. Dr. Laura Weaver, a Ph.D. from the University of Kansas, has studied a summer at Oxford, and has taught in Pennsylvania, Missouri, Virginia, Ohio, and Missouri.

Mr. Richard Leeson is the second teacher coming to Fort Hays in 1978. Currently completing his doctorate from the University of Oregon, he has developed an interdisciplinary writing program in the teaching of business writing. He has taught at both the high school and junior college level in California, which state he calls his home.

CHAPTER VIII
PEGASUS AND FLIGHTS OF FANCY

It has been Dr. Gatschet's hope that some of the past development, as well as the evolution of the department, could be retrieved. The whole project has taken a remarkably long time. It should take more, but perhaps the spirit of the department may emerge now and then during the course of this long writing. The history is not all definite nor is it all embracing. If some have been passed over, my apologies. Future historians may bring it up to date.

Meanwhile, the little day-by-day events will be touched upon in this chapter. First, will come the slightly hostile or discouraging memories. But then, we can brighten up the slate with the happier pastimes.

Attitudes toward the English department reveal much. Some are distorted, some are slightly hostile, and others possess more empathy.

All of us have had innumerable

experiences in which on being introduced to someone, that new acquaintance will say as if the recipient of this confidence will be immensely gratified, "I never did like English." And then there is always the person off the campus who will with relish tell an English instructor that his cousin "got an A" in an English course and "never cracked a book" or the cousin uses the worst grammar.

Many of the staff admit that at times they have, like the "Ancient Mariner," held a class's attention, with "a glittering eye," if not "a skinny hand." Sometimes a student will ask resentfully why Shakespeare could not have said the "To be or not to be" speech in one sentence instead of twenty some lines. There is the young woman student who says she cannot find words enough to write a 350-word composition on the characterization in a short story because she does not believe that the character took up 350 words in the story. If given a chance to pick out favorite literary characters, invariably the majority of students will choose a

comic book or cartoon character, such as The Pink Panther or The Incredible Hulk.

Those who have students will often come across the old ideas that Poe could write only when drunk or that Emily Dickinson was a poet only because she was crazy. We have those who think that we teach immoral literature. A graduate student--a high school teacher of some reputation--said in her oral examination for a Masters degree that she would never, never have Walt Whitman in a senior high literature class because he was "filthy." She meant his morals and not his appearance. This same teacher felt grammar in the secondary schools should be taught incidentally, as it came up, and in posters. A brilliant student refused because of moral reasons to read Ibsen's plays. Evidently the "Obscene" stigma still dominates the dramatist's image. We have all had students who object to The Scarlet Letter because of the shady subject matter.

Then there was the woman faculty member outside the department who gave lectures on literature in surrounding towns.

In a meeting of faculty from various divisions, she told everyone that Lady Chatterley's Lover, unexpurgated edition, was required reading for the required freshman English courses. This was at the time when Lady Chatterley was considered shocking. Even though the report was denied, she persisted in her statements. She was the same woman who suddenly accused a Shakespeare teacher of deceiving the students into believing Shakespeare was Shakespeare. She said the sixteenth century actor known as Shakespeare wasn't educated enough to write plays.

The writer once had a student who in writing of a fish spoke of its getting a toe-hold on the branches of a tree. Despite the fact that there may be foliage under the sea, she was mistaken, probably because she turned two pages in the encyclopedia instead of one as she copied material verbatim! And the constant mix-ups concerning similar words--angel for angle; knew for new--are usually now taken for granted by instructors. Another phrase which turns up constantly is the use of would, sometimes

accompanied by of for have.

All Fort Hays instructors will say, however, that these slips demonstrate the reasons we have jobs. Without being preachy, we can say that it is our responsibility to give answers, interpretations, and non-sarcastic corrections. The sarcastic comment is sometimes difficult to avoid of course. One staff member tells the story of the American Literature professor from a highly ranked university, who answered an anxious question from an elementary school teacher with a snobbish shrug of shoulders. When he told the class that James Fenimore Cooper was not really a good writer, she asked timidly, "Why, isn't he; the children like him so well?" He said, "That's obvious, isn't it?" Well, it is not obvious. Truly it does seem as though the teachers at Fort Hays do not have this attitude. This is not exaggerated flattery. Most of them become discouraged and disgusted at times, but they truly seem to welcome the opportunity to teach, and they find many refreshing and encouraging students. Those who ask "What is the

difference between English and grammar?" will certainly obtain an answer.

Undoubtedly, the pleasanter side of the department's reputation overbalances the destructively critical. One Dean of the faculty is known to have gone to other campuses to say that the English department is one of the best. I, the writer, firmly believe the moralizing I have done above, and I believe that many people will agree that each person has his strengths and that there is opportunity at Fort Hays to do much. Certainly the departmental members I have consulted believe these are the facts.

It is true, most of us wish to make English interesting and we love the printed word. But some of the routine is not necessarily entertaining. One year a young woman instructor sat on the desk and played a guitar to teach old English ballads. The students all wanted the rest of us to do the same. It is true Bob Maxwell can do this. Many of our teachers are exciting personalities and many are talented. However, others are more quiet. One and all

they do the job, one way or another.

Soberly, we may feel that all is not delight and festival, but our personal memories may be and they also may serve for the betterment of the department. Therefore, anecdotes follow.

Most of the anecdotes concerning the very present English department are not known to this writer. The present generation will have to add its own history, but there are scenes and situations which should be our heritage and a part of common memory.

When accident or crisis strikes one of our members, all rally round, quite often taking in whole meals or cleaning the house and the like. The Doggetts soon after their arrival here were both involved in a bad car accident at holiday times. It took months for the final recovery but like all staff members, John came back as soon as he could. We were all concerned and showed it. Our department is indeed a kind of family department. When Marion and Cora Coulson had their second son, Bruce, the department not only gave a gift

shower for the baby, but a gift for the older boy. This is the normal way: we have had various births, deaths, weddings, and sometimes divorces; but we have always clanned together.

One of the most unifying events of the department is the party element or even social events. The whole department has looked forward to the last several years to the goose-turkey fall dinner at the Gatschet farm home (Editor: the "Ponderosa"). Everyone shows up if at all possible. Mrs. Gatschet supervises the festivities and the food but often other younger members of the family take part in preparations and serving. It turns out to be a relaxed October evening.

Dr. and Mrs. Thompson have given general receptions for the entire speech, journalism, English faculty. For several years, Grace Witt, Virginia Bornholdt and husband Jerry, and Alice McFarland entertained usually at Grace's home, where Mac Reed's music enhanced the atmosphere.

So many parties have taken place-- the Coulson's back yard barbecues, the

summer pot luck party for Verna in the Dave Ison's garden and lawn, the innumerable Christmas and fall parties, the Reindorp's Sunday afternoon reception for the department, Eleanor Davidson's shower in honor of the Isons' new son, Mabel Lacey's festive feasts in her home on Elm Street, even her slumber party for the English women when her home was new, Mrs. Sackett's breakfasts and other home parties, the housewarmings for the Coulsons and for the Witts. Marjorie Sackett and Alice McFarland once gave a party for all of Picken.

The coffee pot and its environs have become the pivot of the English Office. That coffee pot! And remember the cookies, the candies, the cupcakes and the like. Each holiday is celebrated. The office girls often contribute the preparations and the help, as well as sometimes the refreshments themselves. Lest some readers feel we are frivolous, may it be said that the social times have bound together a department which is spread in several buildings and people of different ages and sex,

but of common interests. Often the retired teachers are brought back into the fold and always they are invited to the retirement dinners. The assistants and office secretaries are given a place in the circle. Besides, at moments in the bitter cold of winter or the heat of summer the head office with its coffee pot has served as a place for lunch for those hurrying from class to class.

One may wonder about animal life with so many goodies around. We have had some intruders from time to time, but the secretaries keep the edibles remarkably safe and the counters clean. Several years ago Andy Rematore was in one of the old offices, about the position where Grace Witt has an office now. Finding a mouse in the waste basket or maybe a trap, he disposed of it. I hope not out of the window, but somewhere. As he did, the funeral bell of the Catholic church began to toll. He recited appropriately enough "Seek not for whom the bell tolls; it tolls for thee."

The most unusual visitant was one who stayed a whole day after coming through the

window on the north during the night, one who sat on the counter in the enclosure which was then at the north end of the hall. In 1968 on the moon, Neil Armstrong proclaimed that "the Eagle has landed." Our visitor, Mr. Owl, landed in the English Department on the third floor and it sat bemused and bewildered for some hours on the low partition, until Dr. Coder had the biology department come and remove it.

A kaleidoscope of scenes pass our eyes: Mrs. Mac's colorful jewelry adorning her individual and stylish clothes, Sam Sackett's hearty laugh and his black beard at a time when beards were unusual. Paul Gatschet's red coat, Dave Ison's description of himself going up a hill in a snow storm and a burly overcoat as a St. Bernard hunting for victims lost in a blizzard, Miss Morrison's distinctive chuckle which was so surprising coming from such a controlled person, Dr. Coder's reciting Chaucer at top voice and full speed, the May Fetes and Pageants which the English teachers were sponsors of in the early days of Fort Hays, the days set aside in the 40s

for music festivals in which each of us armed ourselves and patrolled hall classrooms, the proficiency test judgments, Verna's tall tales, the teaching of the soldiers in World War II by Lacey, E. Corder, and Keller, the aiding of foreign students by Warfel, the securing of night orders or Saturday afternoon orders when janitors or police checked on one, the tantalizing bits of blackboard writing and information other teachers wrote, Meade's chats over coffee, the woman teacher (unnamed) who had three engagement rings at once, Senior Day on which we tried to tell the students why they should major in English.

CHAPTER IX
SUMMARY--PERIOD

Several people may have been missed in the telling. There are those who have come in for a year, sometimes a year when the school catalogue was not published. Such might have been a Miss M. Harris, who taught creative writing and related subjects and who resigned to be married. Others would have been part time teachers, many of them faculty wives, such as Mrs. Craine, Mrs. Osborne, Mrs. Wilkins, Mrs. Davidson. Then there are others who taught English in the summer or with connections with other departments--Geneva Herndon, Harriet Ketchum, Helen Francis, Katherine Rogers, Roman Kuchar, Sam Hamilton, Andy Rematore, and others who taught courses related to English. To this list must be added those who taught courses either given credit as being an English course even though it also had another department number also--Helen Francis, Bob Spangler, and Katherine Rogers in Journalism, Donna Harsh and

several teachers of reading in Education, as well as various library instructors, and drama-speech teachers.

Special mention can be made of two teachers who remained only two or three or four years and then went elsewhere, but who are remembered because of impressions made upon people on the campus or town. One of these is Robert Day who came to Hays in 1965, but went on to another academic position. Since leaving Hays, he has written The Last Cattle Drive. The book, according to the Hays Daily News, "is the story of a schoolteacher in Gorham who hires on for the summer as an inexperienced cowboy." Using material involving the fuel shortage and trucking strike of the early 1970s, Day has his leading character and his boss drive 250 head of cattle from Western Kansas to the Kansas City market. In April, 1977, Robert Day returned to Hays as a guest of the Hays Arts Council to autograph copies of his book.

Another professor who was known widely not only for his writings but his hobby was Dr. William Marquardt. He

taught linguistics at Fort Hays from 1970 to 1974. Every holiday and summer term, he was on his bicycle, taking tours of Asiatic countries, Europe, or long distance drives in the United States. After he left Hays he made a year tour of America, tutoring along the way. It was at the start of a world trek in 1976, that he was killed on his bike in New York state. However, as his wife, Pat, an English teacher and librarian, herself suggests, he was doing what he loved in his last days. Although he was no longer a resident of Hays, he was given an editorial by the Hays Daily News. He was one whose horizon was always just ahead.

Finally, there was Fern Brock, a graduate of Indiana University who came to Hays from Marquette, Michigan, and left in 1945 for Detroit and a teaching position there. During the 1939-1940 academic year, she taught General English and Composition I and II. One of the students in those classes was a young man from Brooklyn, New York--Morrison Frank Spillane. The world knows him as "Mickey." Yes, the

creator of the Mike Hammer detective stories, best sellers, is an alumnus of Fort Hays State University.

Special mention should be made of two heads of the department of former years who are still remembered by some residents of Hays. One was Dr. Myrta McGinnis. She is remembered as a conscientious teacher who cared much about the betterment of the student and the department. As so many have done she served on various campus committees and sponsored many groups. So often people tend to forget the regular sponsorship of necessary causes and the day-by-day meeting of one's obligations. Dr. McGinnis was a vocal woman who made her presence felt on the side of principle and solidarity. Ironically, one student remembers her always wearing a ring, probably purple. The student wondered about its symbolism and origin.

Something of mystery surrounds a predecessor of Dr. McGinnis's, Dr. Rob Roy McGregor. The first name, Rob Roy, taken from Sir Walter Scott's hero, adds something of a romantic touch. Dr. McGregor

also was listed in annuals as coming from the region of New Zealand or Australia, and he gave schooling and teaching experience in various European and American universities. In days when records are not as important as they now have become, those people who recall him--one is Marion Coulson--declare him to be an excellent and brilliant teacher. He had, to say the least, an interesting background.

One person who was important to the English department although not an actual member of it was Dr. Reginald Reindorp, the head of liberal arts division between the time of Dr. Coder and Dr. Thompson. He was actually a professor of Spanish but offices for the division were with the English offices. Both Dr. Thompson and Dr. Coder taught English classes while serving as head of Humanities.

There was once a campus sculpture, standing in front of Martin Allen Hall when that building was a center of English teachers' offices. The statue consisted of several figures reaching above them. Whether or not the group was

representative of Browning's line of the reach exceeding one's grasp, I always fancied that it was symbolic for the English department. Perhaps I too have not quite attained the heights I wanted, but I have stretched out my arm.

ADDENDUM
WESTWARD HO!

Some of my colleagues answered my calls for personal information. Some did not, but smiled. I took either of these reactions as Freedom of Speech. For one reason or another, some of the efforts came out somewhat special in accomplishment. Three of these projects follow this introductory paragraph. The first is by Dr. Nancy Vogel. The second is a "mock-epic" with wild originality by John Knight, and the third comes from whence and goes whence? It probably arises from "high jinks." Supposedly Dr. Michael Marks as a relaxation after Ph.D. has taken up editorship. Who else is involved I cannot say. Dr. A. Geritz? Who else?

In regard to Professor Knight's piece of art, it was composed and read at my retirement dinner the latter part of April. It is a kind of sampler of the sort of thing Professor Knight can do in an off moment? If some of you wonder at some of the details in his or any of the other

selections in this section, please realize they are from the late 1970s. I wish that I had a copy of the delightful three act play Dr. Ralph Coder wrote for Verna Parish's dinner of honor in Spring of 1976. Of course it took the acting of the entire department--and the singing--to make the play live. Dr. Coder wrote it well, but a play has to be acted. Acted it was with a plot based on Verna's coming from Arkansas to Hays, Kansas (a wild country).

Now to the sampling.

From My Desk
Nancy Vogel

My degree is from the University. Here in Kansas that means from KU. Jayhawkers know there are hills to climb, but I didn't realize the road from Mount Oread would be uphill all the way to Hays. Any good map would have told me so.

In my official student days (unofficially, they never seem to end), the big thing was to walk down that hill the last time, to put on the black academic gown with the three velvet stripes on the sleeve, to line up behind the law school class and the medics in their green-trimmed gowns, to leave Strong Hall and join the procession through the campanile down the hill, following the chancellor and the Regents and the Governor and the faculty. At KU, commencement is talked about that way, walking down the hill. Actually, the walk breaks into a run, and graduates barely slow as they file through the faculty corridor before taking their seats in the stadium bowl. The night I walked

down, Charles Votaw did too. I'll never forget my surprise when he told me he was going to teach mathematics at Hays. It was reassuring to think that one other person was going to walk down that hill and head for Hays after the ceremony.

Hays seems to be a town where many people have come to stay for a year or two at the most but they never get around to leaving. W. Clement Wood has said he's one of those. I am too. I'm still here. At her retirement dinner in the Presbyterian church, Roberta Stout said that ours is a friendly department. It is genuinely so. Academically speaking, that could be reason enough to stay. There is a department chairman, Paul A. Gatschet (affectionally known as Chairman Mao), wearer of the purple and white of Kansas State, who is one kind of administrator--the very best. There are internationally known colleagues like S. J. Sackett. Once Robert Day was a colleague, that driver of a red Jeep, now novelist, author of The Last Cattle Drive. There is an officemate, red-haired, kind in

manner and keen in linguistics, Samuel L. Warfel. He lets me buy the curtains (just so they're not too feminine) and tolerates my choice of artwork (You've heard of the Cathedral of the Plains? That's the Outhouse of the Plains.) These are just a few of my fine colleagues.

There have been chances to speak at national conventions: NCTE in Philadelphia and CCCC in Boston, where freshmen Kerry Ahrens and Byron Cook flew so we could show our videotape called "Exitus." There has almost been a Rhodes scholar, Rodney Staab. There are students who walk into the classroom and never walk out of a teacher's life. That's a delight, students like Sylvia Edwards, Irene Settle Johnson, Anita Gordon, Stan Basgall, Mark Dreiling, Jerry Marsh; there are so many others too, and they know who they are and some are in school right now.

Climbing the hill at KU from Zone X parking lot by the stadium to the library a mile away can cause even the most serious believer in higher education to doubt. It takes a special kind of pull to get up

that hill, one step at a time, every day, so that one day that hill can be walked down and a diploma will be awarded, certifying a doctor of philosophy. I framed mine. Then one day a student called me "Nancy." First it happened at the Red Coat; today, in Picken. It is another certificate of merit, that first-name basis.

When Phi Delta Kappa opened up its membership to women in 1974, an invitation came to me; it has led to two offices, president and chapter delegate. It may lead to a stone schoolhouse on campus too since Allan Miller and Bill Claflin and I decided at a leadership conference in Salina to apply for a grant to save one of these landmarks in the land of the post rock; the request was granted. PDK had already published my book Robert Frost, Teacher; a comp student, Jim McHenry, did the sculpture on the cover, Icarus or Spirit in Flight. PDK is special.

My teachers have been many; to name a few but a significant few let me mention the names of Haugh, Gilbert, Willingham, Hinman, Coyle, and Thompson. Their

tradition is east of here; it's to the west I've come, and always I'm reminded that the west is wild. It was January when I came out to Hays as assistant professor; the weather was sunny but my car didn't start for a week because overnight it snowed a foot. One day in Hays and I was snowbound, without food or phone. Friends by the name of Stutz came to the rescue (Larry walked over with soup and bologna and bread), but that's another story. My mother had driven out in the Buick with me; she took the train back east at 5; we walked to the depot in tracks, tracks made by a fire engine, the only ones made all day by a vehicle through the deep wet snow. She got the last seat out of Denver (it was in the ladies lounge). Days later I realized I could have fallen and frozen in the dark. Morning would have been too late.

Now my office is in Picken 313, and I am a professor with a Sandzen on the wall. This suite has one new air conditioner, two windows, flower-embroidered curtains, a view of the foundations and the crabs

that bloom pink--and a door of solid oak. I really value that door because I began with an office in Martin Allen, #213. When three Legislators came out from Topeka on a Ways and Means tour, they could believe that I had an open door policy. Why? There was no door. Grading a set of themes once, I was reminded of the danger of taking anything "for granite." It's bad spelling but good advice; the easiest people to take for granted are the fine support staff, a secretary like Cindy Luhman Elliott from Natoma and Eddie Staab, custodian from Catherine who always knows how to come up with a dozen of those famous heart cookies at Oktoberfest time.

The Stoutiad
by John Knight

"Bout students' first lowly grades, and ink
On those forbidden books whose comic tastes
Wreck brain-cell death in stuffy Picken Hall;
On loss of Martin Allen's roaring tumult
And hellish words from craven mouths, 'til
one
Grand course restore it, old honored epic
light,
Regain those stolid hardwood seats 'neath
calloused rears;
Sing, Plain Muse, or low on Big Creek Bank,
inspired
That chairman past to pick that midwestern
dame
From Michigan's inland sea washing bright
Northwestern's shore
To order Fort Hays chaos sure; or if
Tomanek's fields
Delight thee more, or Saline brook's
sluggish flow
By Ellis oracle command, by them I thence
Invoke thy aid to my pathetic poem
That with no high flight intends to soar
Above this Ellisian grove, and stoutly
mime
Things oft attempted, and better done in
rhyme and prose,
Oh lift my plumed, ball-point quill with
ink,
Oh lower the stained point to preprinted
lines
So parallel, dark and clear, make light
this heavy
Rhyme, illumine these dreary eyes to fill

The leaden, pedagog hand with thin, trite
wit
And justify the ways of students to their
mentors.

Once, 'cross wasted plains, parched she
trecked
To plant Miltonic lore on Big Creek's
barren loam
Almost despaired to find the winding shore
Well nigh boot hill more fit to song and
tale
Of Indian band and ghastly Louis Lamour
and Teuton folk;
Thus girded up her books to climb stoney
Picken's heights,
To raise their minds at least from floor
to floor,
Swung far her bookbag, knocked two lads
from dance
Somewhat extravagant and wild to Walen
Jennings' howl
And proffered in her gentle, kindly hand
Her blind, beloved bard in country music's
stead.

Soon, like shadowed wraiths from Charon's
blackened shore
Did other mentors flock and rally 'bout
the banner stout
And bore fair ancient lit to honored
praise once more.

McFarland of the heavy gems first glitted,
clanged
Into line with weighty Bullfinch tome
tucked 'neath
Her classic smock, bellowed clear those

Grecian tales
Of war and love, gods and love, fawns
and love, love and love--
No wonder Mac's persistent smile.

Then Bornholdt, Virginia born, of the
persuasion Scotch,
Took up the standard fair and ancient
master's pieces
Taught to eyes Teiresian bent and ears
wax filled
Like stout Ulyssean crew--although here
a Q-tip could
Rout a way--but true this LaCrossian
lass marked
Her course through lads and lasses more
dire
Than the Sirens' rending cry or Scylla's
lashing teeth.
Pushed their flailing heads into the books
And harsh opined, "Read, or get ye hence
from paradise."

Dame Marge too joined the run, turned
fast to hybrid lore,
Of ancient oral poems of Slav and Teuton
born
In Ellisland, and Munjorborg, and Catherine
Route, and Herzogstadt.
Grabbed 'way these students' Coors their
thirst to slake
And gave them bier long changed by
culinary hands to rocks.
"Let them eat struddel," she said.

Witt, the flinger of words, patron saint
of Reader's Digest
Word-a-week expansion, floats o'er her

lofty palate sounds
Woven net-like to ensnare the blank
tablet minds, to 'press
Wily, erudite phrases into their heads,
like
Wambly, wapentake, Weltschmerz, and
aardvark.

The Amazonian lass, stout Verna, Texas
bred,
Added bard to blind bard, mixed Avon's
fruited words
With pungent lure on warmish days from
labyrinthine
Bovine pens from 'jacent college farm.
Who once
Has sniffed that mix can ne'er forget
the brew.

This rage wild for lore long gone now
swept
Through Picken's halls, took life and
plunged
To Coder's desk, aged desk, where arm in
arm
With Bath's fair wife he soothed sweet
Geoffrey's verse
Into the youngish brows of Levi's tribes,
the sandled ones,
Brought the Zephyred winds of England's
spring amidst
His class to purse the pigskin plays from
Kansas heads.
"At least," he begged, "use Long Standard"--
(The team has not recovered yet!)

But soon, among this fair and flowered
land, the gorgons grew

Raised up their thin new skin, slinked
into this pastoral scene
With lit (they said) called American
(French they feigned,
Some depth to have), began to snitch
the new-raised minds to tales
Of youthful trips by boys named after
berried bushes by the great
Brown god, the Mississipp', of adolescent
faces masked in Clearasil
More afraid of rush than tests, of poems
that speak of stoney walls
In need of mend and how such walls good
neighbors make.
Oh trite unlettered dust, Oh thinly
guised themes--
Soon are students drawn in rampant droves
from plot outlines
And Classic Comics with poor excuse,
"I can read this stuff."

Native born but traitor sure glides
Edwards back to Hays,
On waxen wings from Daedalus thieved
with no care
About the sun, since western lit ne'er
flies so near the sol.
Slingers of guns, breakers of trails,
flingers of chips
The tales he spins; or marms spinning
poems of cloaks and trains,
Wierd stuff, prime for the hand of
the critic shrink.

Troubadour Bob, coffee named, spiels
out the Kansas line
In song and fest, and thinks learning
should be fun--

What trash. Not count syllables and
feet and rhyme,
But sing full-voiced in Bac'nalian
revelry to happy sighs--
His way, and troops light-hearted treck
to hear the voice
So sweet, the hand so light on taunt
necked strings,
Lilting songs of woe and dust and ill-
taken MTA's.

From damp-banked Hoosier Hills, by dark
college Draculan,
The ideas of Marks float full with
barely tested men
Still wet behind their pens, some with
fingers up against
The dike of ancient lit's pounding seas,
some bellowing
In the wind of ancient lore, more feast-
ing on the oats
Of fair Psyche's fields--these upstart
pens brimmed full
With pride in brace raised 'gainst the
great.

Bird-throated Nancy, Lawrence bred,
initiation spreads
Through kindly tales of boys and girls
so young,
In quest of clean complexions, healthy
hair, and teeth
So Ultra-Bright to dazzle adolescent
eyes and capture
Life-mate fair; alas, the knowledge
thin and late
Again shall miss the point, and Vogel
cries,

"The paste goes on the teeth, the
Clairol on your hair."

To mend the fence comes charging 'midst
the rage
Brave Dave, wavy haired, mixing in this
bookish battle
Of ancient and modern brown, mixing here
sacred and profane,
Hopkins and Whitman, but finding nary
drop of favor there,
Retreats to weighty stuff, to lady
George and hardy Tom,
But in despair at rift so large, slings
on white garb,
Grabs Scott in hand, and heads quickly
to the frat.

Such heady, post romantic stuff will
never do,
Muses Warfel to himself, and chants
the name of Noam
Now low on Cambridge heights to come
amid this fussing gang
And settle this dispute, to bring fair
scientific hue
And cold reason's light to straighten
out this test.
Alas, stout Noam's engaged on higher
planes, cannot descend
To this, but first must find how to
write a book
Someone can understand.

If not science, perhaps an ancient art,
can rend
This tangled pile, so Sackett chants
and incantants

And draws the circlined lines, with
runic sign and words malign
O'er bubbling caldron brews, throws in
a Flemish word or two,
A dance-hall song for spice, and bubbling
up come Mephistoph',
Horned, and mad as hell. "Bother me
again, Sad Sam, in a Royals'
Three-two game, and you'll not survive
to solve a case of flu."

Oh is there, Muse, no way out, no
attractive avenue
To solve this mess, to save the crew of
pedagogs
From havoc spreading through the stacks,
from pages
Torn from PMLA, and College English too?
Send to us solution clean, a sign of
clear resolve,
Lift up our eyes and 'dorn our hearts
with purpose
Tried and true.

There, at the table's head,
There, no pepper ring about his plate
he sits,
Curly haired, farm-child's blood coursing
through his veins,
Fair handed Gatschet rises with fiery
brand aglow,
'Tis rhetoric he waves on high, ancient
sign of golden tongue,
Modern hope for clarity. Lo, Muse, our
courses made clear,
Alight in logic true, and enthymemes,
ellipses, parable and paradox,
With synecdoche and simile, erotema and

litote, and lots
I can't pronounce, but all draw round
that blazened brand
And snatch at its cool fire, and drop
their tomes of literature
For a solid place to stand.

The lesson's clear to those who give
Their time and effort hard:
Think less on flowers, girls, and bards,
Think more on FTE.

THE INQUISITOR
The English Departmental Journal
of Notes and Inquiries
Volume I, No. 3
April, 1977

Notes

Chapter III of the continuing saga of Dr. Geritz. When we last left Al, he had been turned down as a recipient of a SLURP grant. Determined to recoup his fortunes, Al has launched a new project. After extensive negotiations with a Hollywood producer, Al has agreed to write, direct, and star in a modernized version of Hamlet. To achieve the greatest degree of contemporary audience appeal, Dr. Geritz is calling his modernization "The Great Rapier Massacre." The Hays Drive-In theatre is now completing arrangements to offer the world premiere showing of the film.

* * *

FBI agents, who were originally called in by Dr. Edwards, have now exceeded their original authority. Last week they arrested Dr. Warfel for failure to consume his Federal minimum daily requirement of vitamins and minerals. They refused to accept evidence of his consumption of Carnation breakfast bars as a genuine effort to meet the regulations. "Now that I've had my munch for lunch, I guess I have to take the crunch," Dr. Warfel said.

* * *

Contrary to Dr. Walsh's assertion, Dr. Geritz assures parents that they can indeed turn little girls upside-down without their eyeballs falling out. Geritz says their hair becomes a bit disheveled but their eyes definitely do not fall out.

* * *

Is Dr. Sackett really an android?

* * *

Due to the current press of business, Mrs. Elliott has requested that all faculty members who have typing or other work requests for the secretaries should take a number and wait their turn. When their number is called, Mrs. Elliott will get in touch with them via registered messenger. After filing Departmental Form 1045 in triplicate with the secretaries, faculty members may then submit their work requests.

* * *

Why is Dr. Gatschet smiling?

* * *

Die Institute fur Studieren von Nathaniel Hawthorne of Ottoklempersinstadt, West Germany recently announced a grant to Dr. Marks of 5000 Deutsches marks for 1978-79 for advanced research into the topic, "Social-Sensual Pamphleteering in the Age of Hawthorne," which Dr. Marks had submitted for marked consideration of the Committee for Grantishes Consideration von dem Studiern. The writer, printer, publisher, and distributor of THE INQUISITOR

was recently asked to confirm the grant, and Dr. Marks' only reply was a marked, "Jawohl."

* * *

Who wrote that?

* * *

Why does Mr. Knight keep reaching into his knapsack and pulling out hammer, pliers, and wire cutters instead of his lecture notes?

* * *

Who is Savoir Faire?

* * *

Will the person who left the bottle of Pepto Bismal on the food counter in PH311 please contact Mrs. Elliott. The old bottle has been emptied and a new bottle is needed.

* * *

It has been announced by Dr. Edwards that passive constructions will no longer be permitted in compositions by students or in departmental communications. Persons employing or permitting passive constructions will be hunted down and subjected to a minimum of five hours of committee meetings.

* * *

Just before heading his orange truck northward for the spring break, several faculty members noted Dr. Walsh spreading his seed on the front lawn of his property.

He says next fall he might even build a fence so that he can have some privacy while he watches his grass grow.

* * *

In addition to her other duties, Mrs. McFarland has now assumed the duties of hall monitor for Picken. She is to be congratulated on doing a fine job thus far.

* * *

The students ask:

What is Dr. Walsh's phone number?

What's a ligam, Dr. Sackett?

Did Dr. Edwards really know Sky King?

Is Mr. Knight trying to keep somebody out?

Is Mr. Knight trying to keep somebody in?

* * *

In his continuing quest to teach only the best in contemporary literature for his fall course, Dr. Marks announced another thirty-five titles to be added to his list of novels. Later that same afternoon, Fawcett, Avon, Dell, and Modern Library publishers informed him that 27 of his original 28 title submissions are now out of print.

* * *

Where is Dr. Vogel hiding?

* * *

Once again plans for the annual May Day festivities are underway. This year the department's planning problems have been

eased when Dr. Walsh volunteered to play the part of the Maypole, though faculty members are requested to restrain themselves while dancing around him. Decorations are not required, since Dr. Walsh has accumulated his own set of banners, flowers, and other trophies from past performances.

* * *

As a part of the May Day festivities, Dr. Geritz and Mr. Knight will stage an exhibition of broadsword combat as practiced in the tournaments of Merrie Olde Anachronisms, and the matchup has been rated as follows:

TALE OF THE TAPE
(so to speak)

x--indicates an edge in this category

	Knight	Geritz
Expertise	x	
Brute Strength		x
Nimbleness	x	
Fearsomeness		x
Deviousness	x	
Perseverance		x
Dexterity	x	
Fervor		x
Circles to Left Well	x	
Backs Away Well		x
Ability to Lift Broadsword	Neither	

Jimmy the Greek rates the battle a tossup.

* * *

Apparently corrupted by her office-mate

Dr. Vogel has decided to join the linguistic bandwagon. At a recent news conference, she announced to a group of eager reporters, none of whom were present at the time, that she will soon offer a course in "The Social Dynamics of CB language, or How to Meet and Greet Your Friends on the Airwaves." Dr. Vogel has been doing extensive research on the subject and has been running out to her car between classes to keep in practice. And a big TEN FOUR to you, Good Buddy.

* * *

Final Queries

Where is Dr. Walsh hiding?
Who rigged the polygraph to the chair
in Dr. Gatschet's office?
What are Miss Belle Poitrine's chances
of landing a job?
Will the Notorious Frijoles Brothers
leave her alone?
Can the faculty survive another month
of all this?

ENGLISH DEPARTMENT ROOM NUMBERS

1976-1977

Faculty

Bornholdt, Mrs. Virginia	PH312
Edwards, Dr. Clifford	PH302
Gatschet, Dr. Paul	PH311
Geritz, Dr. Al	MA207
Ison, Mr. David	McC308
Knight, Mr. John	McC308
Marks, Dr. Mike	McC308
Maxwell, Mr. Bob	PH301
McFarland, Mrs. Alice	PH213
Meade, Mr. Mike	PH312
Sackett, Mrs. Marjorie	PH213
Sackett, Dr. Sam	PH311
Stout, Dr. Roberta	PH311
Thompson, Dr. W. R.	McC206
Vogel, Dr. Nancy	PH313
Walsh, Dr. Dennis	MA208
Warfel, Dr. Sam	PH313
Witt, Mrs. Grace	PH304

Graduate Assistants

Marshall, Marilyn	MA203
Stearns, Sandra	MA209
Russell, Lorenda	MA205
Wadsworth, Roberta	MA206

Secretaries

Elliott, Cindy	PH311
Becker, Joyce	PH311
Button, Janice	PH311
Rae, Becky	PH311
Ricke, Linda	PH311
York, Lori	McC308



The Editor

Editor's Note

"There is properly no history; only biography."

--Ralph Waldo Emerson

Sometime in the late 1970s the idea for a history of the Department of English at Fort Hays State University came to the mind of Professor Paul A. Gatschet, then the Chairman. It was some years before Professor Roberta Stout, the faculty member selected for the assignment, could complete her research and reminiscences. When the invitation to edit the manuscript came to me at the beginning of the fall semester in 1982, I decided to expand the project by adding two sections (one archival and one pictorial) to the basic text of Doctor Stout's. This document now joins the growing list of publications in the developing field of institutional history.

1983

Nancy Vogel

ENGLISH FACULTY

Elizabeth M. Batty	Albert J. Geritz
Katherine I. Bogart	Orvis Grout
Virginia Bornholdt	Margaret Harrison
Fern Brock	P. Caspar Harvey
Myrna Gilstrap Carver	Dora Grass Hayes
Edna Triplett Coder	Louise Propst Herring
Ralph V. Coder	John S. Hillman
Marion F. Coulson	Elizabeth Hodges
Dale W. Davis	Thelma S. Hruza
Robert Paul Day, Jr.	David L. Ison
Gwendolyn Demmiet	Lorraine M. Keilstrap
Grace Dion	Anna Keller
Jo Ella Doggett	Robert Kingsley
John R. Doggett	Berte Leroy Kinkade
James Duckworth	Martin C. Kirkland, Jr.
Albert D. Dunavan	John H. Knight
Virgil V. Edmonds	Wendell Kellogg
Clifford D. Edwards	Mabel Lacey
Ralph Fairchild	Ivyl Barker Lackey
Kurt J. Fickert	Frank Leisher
Annette Foster	Donabel Linney
Naomi Garner	William E. Maher
Paul A. Gatschet	Helen C. Malcolm
Nancy E. Geist	Michael C. Marks

Alice McFarland	Guy E. Spear
Myrta E. McGinnis	James Start
Rob Roy Ian McGregor	Roberta C. Stout
Michael F. Meade	Kim Sukson
Alice Morrison	William R. Thompson
Robert Maxwell	Nancy Vogel
William Marquardt	Allen Wagenheim
Verna M. Parish	Dennis Walsh
Oscar E. Reeves	Douglas E. Ward
Reginald Reindorp	Samuel L. Warfel
Andrew Rematore	Thornton W. Wells
Marjorie Sackett	Richard Whittington
Samuel J. Sackett	Charles Fisher Wiest
Dorothy Sampson	Ruth Pearl Willard
Paul Scott	Celesta Wine
Clarice E. Short	Grace Witt
Austin J. Skelton	

Graduate Assistantships

1961-62	Terry Hopkins	1970-71	(continued) Howard Nutt Norma Ross Dixie Westervelt
1963-64	Avis P. Burnett Ronald J. Cooke		
1965-66	Robert Maxwell (Dean of Students)	1971-72	Laurence DePiesse Gail Hixenbaugh Howard Nutt Clement Stang Jean Stegmeier
1966-67	Marlys J. Anderson Virginia Bornholdt Charles DeVore Robert K. Hamilton Vicki Peatling Mary L. Rupp Dallas P. Sissel Claudel J. Thomas Grace Witt	1972-73	Laurence DePiesse Gloria Eller Elizabeth McLain June Sutley
1967-68	Connie L. Parish Pao-shu Sun	1973-74	Gloria Eller Linda Bennett Jones James Keller Anita Taylor
1968-69	Connie Conyac James Flavin Shari Forbes Audrey Henry Zelda Neeley Nadean Rutt Marcia Lorimor Janet Garten	1974-75	Stan Basgall Vicki Miles Kenneth Ross
		1975-76	Stan Basgall Kenneth Ross Janice Wieck
1969-70	Connie Conyac James Flavin Janet Garten Zelda Neeley Nadeen Leonard Rachel Whittecar Howard Nutt Gary Pogue	1976-77	Mike Legleiter Marilyn Marshall Roberta Wadsworth Lorinda Russell
		1977-78	Larry Walker Jolene Karst Marilyn Marshall Deborah Martin
1970-71	Marcia Lorimor Paula Murphy Mary Sherwood Rose Mary Schwindt David Oberly Gary Pogue	1978-79	Margaret Allen Diedre Moore Bonnie Newcomer Lavona Suppes Larry Walker
		Su 1979	Christina Ericksen

1979-80 Deborah Martin
Christina Ericksen
Rodney W. Staab
Billie Holbein

1980-81 Jolene Karst

Su 1981 Sue Bradley
William I. Myers

1981-82 William I. Myers
Ramsey Stecklein

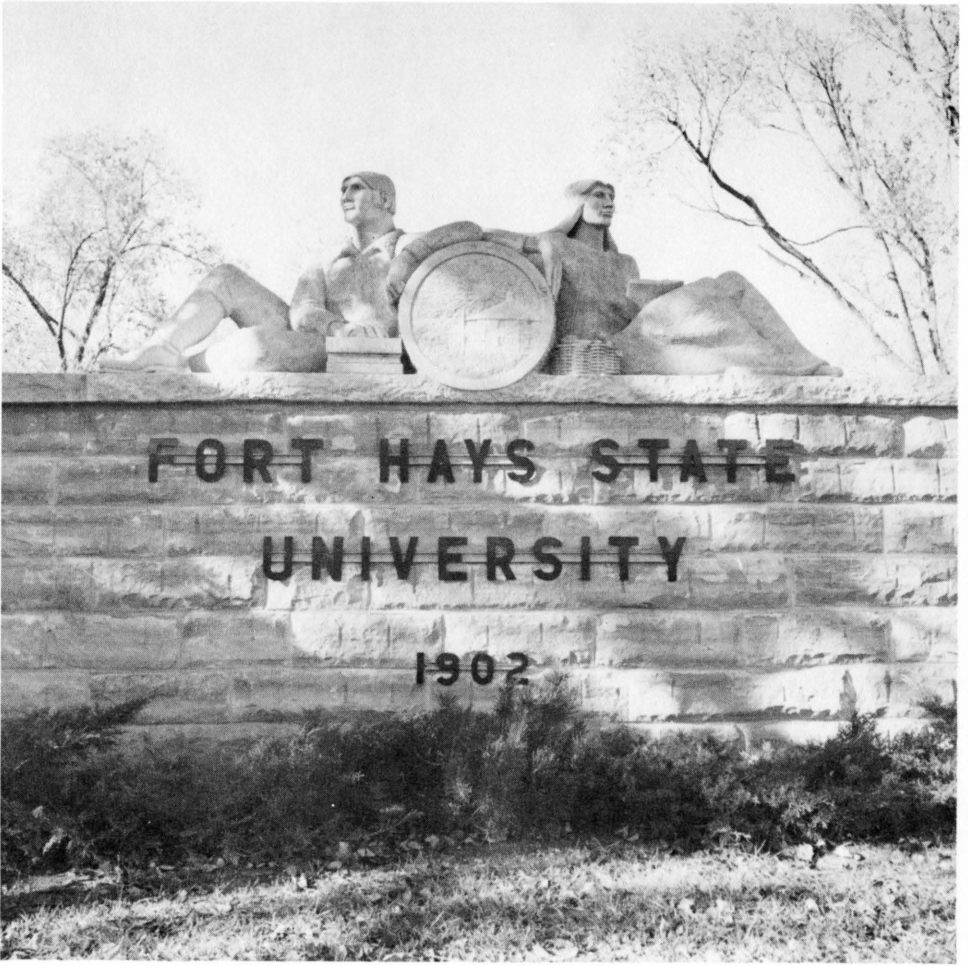
Su 1982 Rocky B. Neelly

1982-83 William I. Myers
Ramsey Stecklein

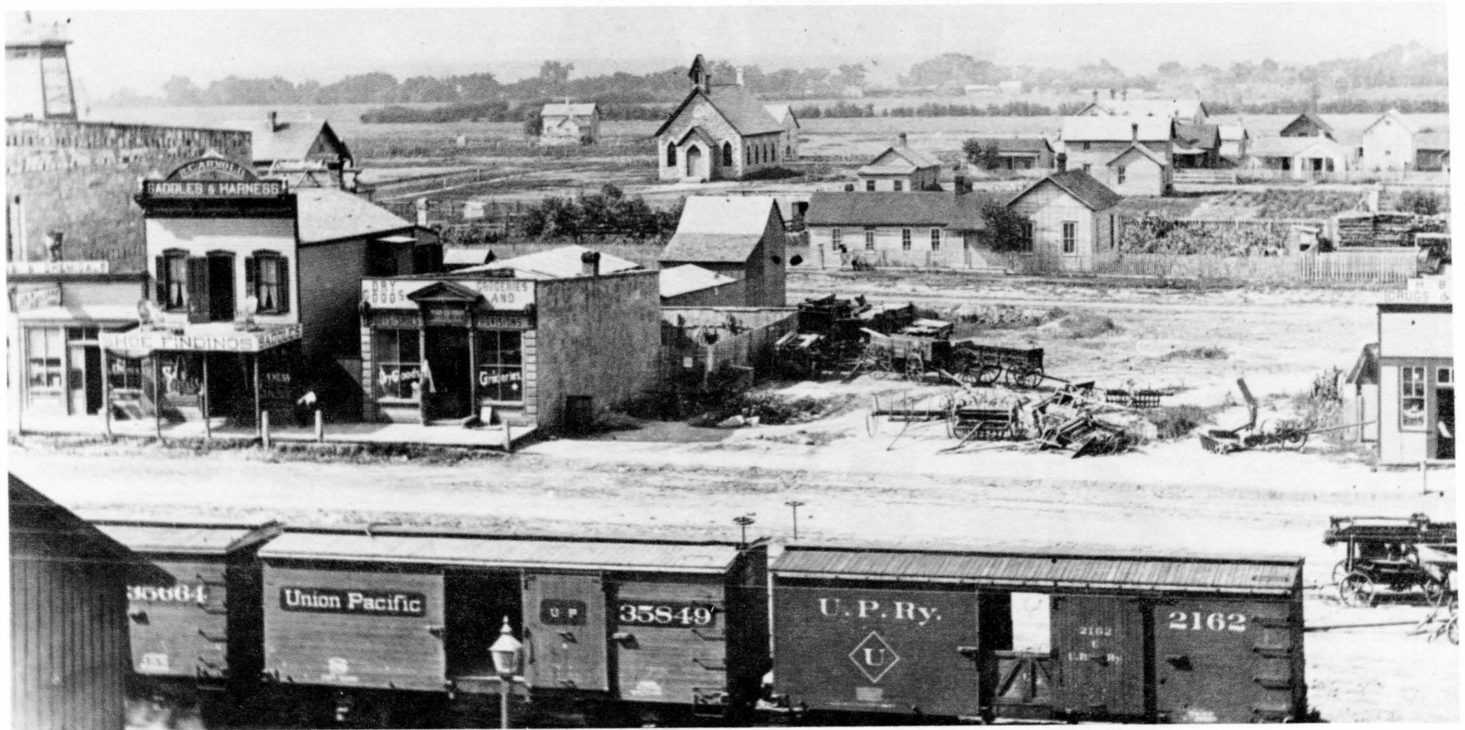
Fellowships

- 1957-58 Doris Chipman
Clifford Edwards
Larry White
- 1958-59 Bill Galligan
Gary Long
- 1959-60 Paul Gatschet
Jerry Lester
- 1960-61 Charles Neelly
Agnes Newbrey
- 1962-63 Charles Wood
- 1963-64 Tracey Miller
- 1964-65 Wayne Schumacher
- 1965-66 Nicki Lewis
- 1967-68 Zelda Neeley
- 1968-69 Nadean Leonard (Rutt)
- 1969-70 Paula Murphy
- 1970-71 Gail Hixenbaugh
- 1971-72 Gail Hixenbaugh
Stephen Caselman
- 1972-73 Mark Dreiling
June Sutley (summer)
- 1974-75 Nancy Farwell
Diane Werth
- 1975-76 Roberta Wadsworth
David Dye Joplin
JoAnn Watkins
- 1976-77 Marilyn Marshall

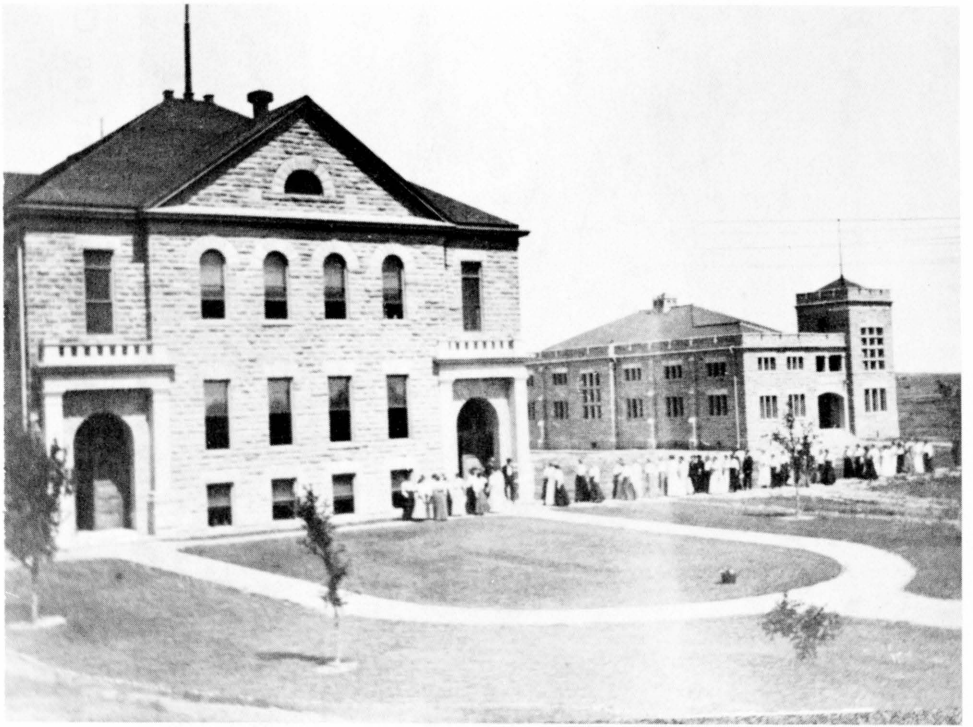
Album



Student Heritage, sculpture by Pete Felten



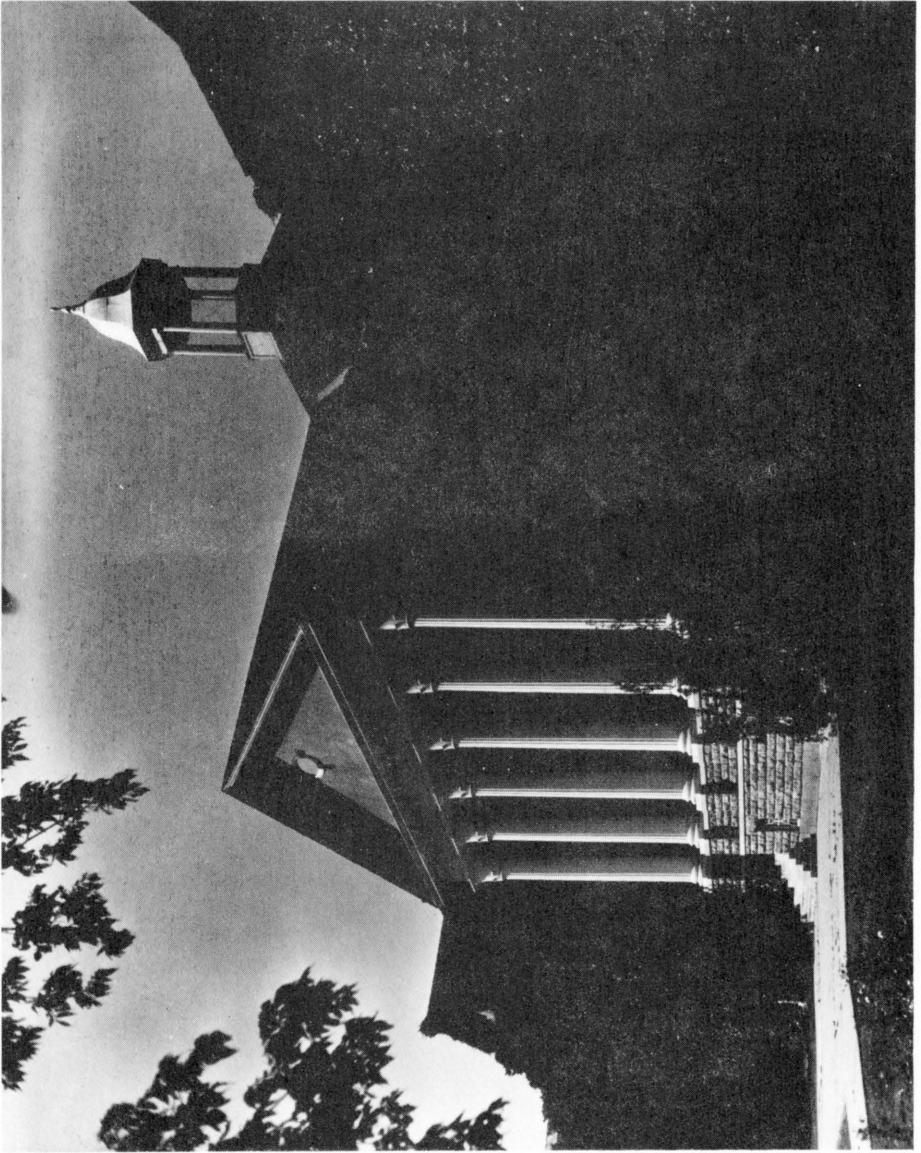
Early Hays City, with railroad tracks and the Presbyterian Church



Picken Hall and Martin Allen Hall



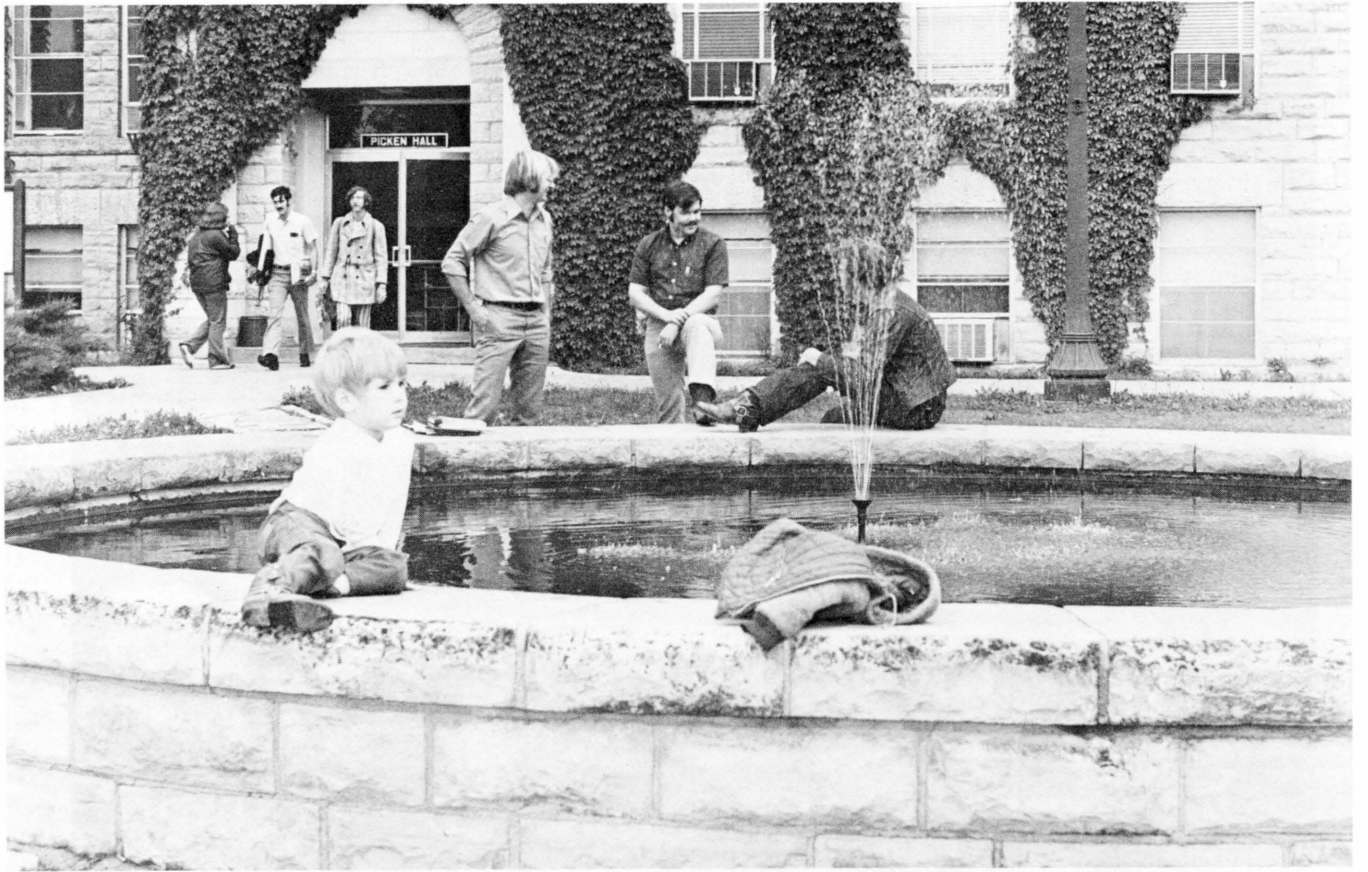
Picken Hall, "1908" (rear view, before the columns)



Pickens Hall



Picken Hall



Picken Hall and Fountain



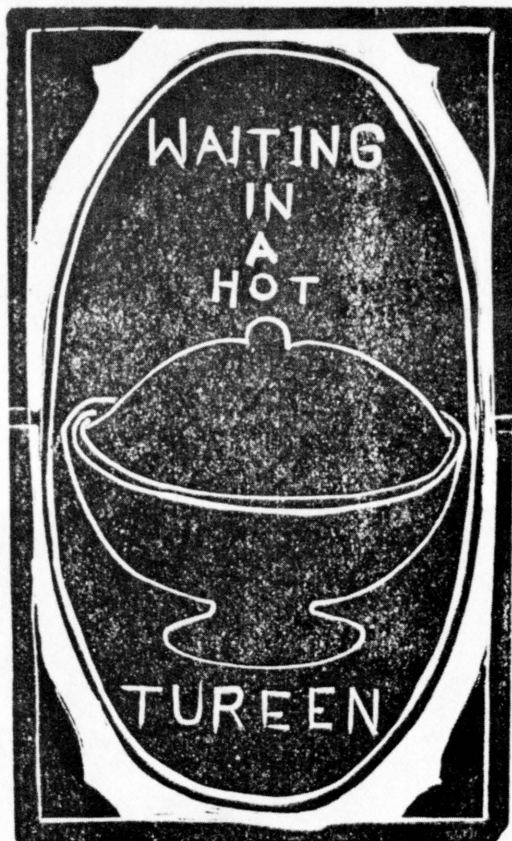
Picken Hall



Sheridan Coliseum

*Kansas Association of Teachers
of English*

FORT HAYS KANSAS STATE COLLEGE



Jefferson School
SATURDAY, MARCH 4, 1950
Hays, Kansas

KATE Program

THEME: Alice through the Looking Glass

9:00 a.m.—REGISTRATION

10:00 a.m.—PROGRAM

“Faster, Faster!” ----- Father Brice Schratz
St. Joseph’s Catholic College

“What poem shall I repeat to her?” -----
Mrs. Elva McBeth, Newton High School

“It is the most impossible, impossible” -----
Hays Junior High School

“Check” ----- Naomi Garner
Fort Hays State

“Let’s sing Queen Alice a song” -----
Fort Hays State Men’s Quartet

12:30 p.m.—“ALICE’S DINNER PARTY”
Jefferson School Dining Room

“You are welcome to Queen Alice’s Dinner Party”
Dr. M. C. Cunningham
Mr. Clyde Rothgeb

“Nohow! Contrariwise” ----- Jesse Stuart
Author of The Thread That Runs So True

.YKCOWREBBAJ

sevot yhtils eht dna ,gillirb sawT'
:ebaw eht ni elbmig dna eryg diD
esvogorob eht erew ysmim llA
.ebargtuo shtar emom eht dna

KATE Program



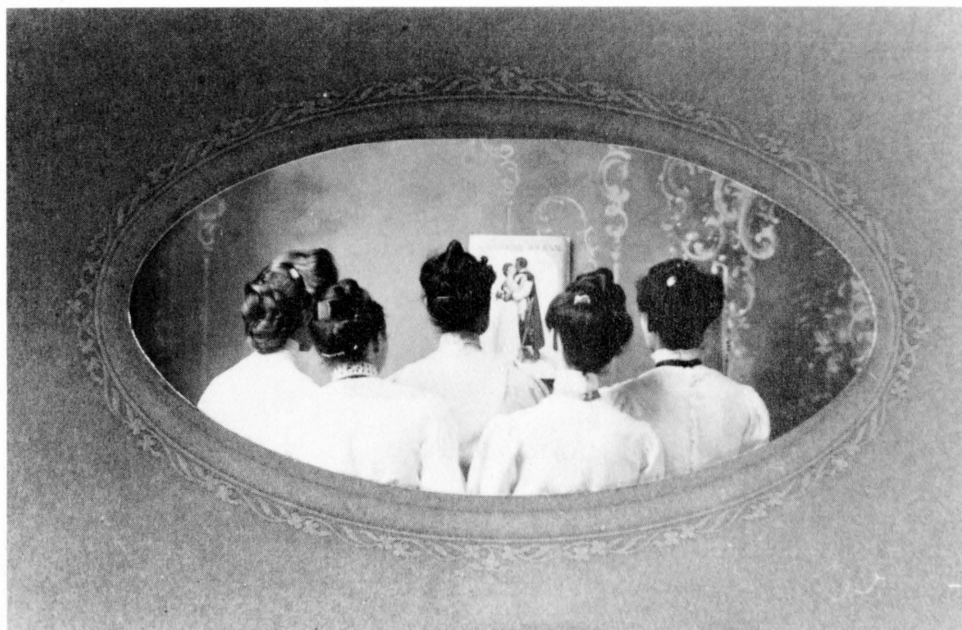
Thornton W. Wells (with a trophy of scalps
from golfers)



Dora Grass and Students



P. Caspar Harvey and James R. Start



Five Faculty Women (prior to World War I):
Standing: Jennie Nickles, Anna Keller;
Sitting: Julia Stone, Annette Foster,
Lulu Bice.



Anna Keller



Naomi Garner



Mabel Lacey



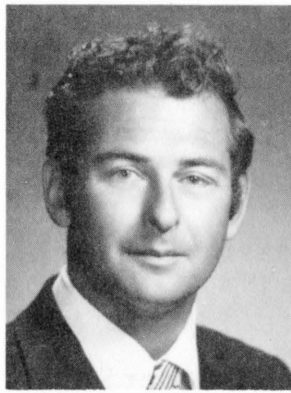
Katherine Bogart



Alice R.
McFarland



Verna M. Parish



Paul A. Gatschet



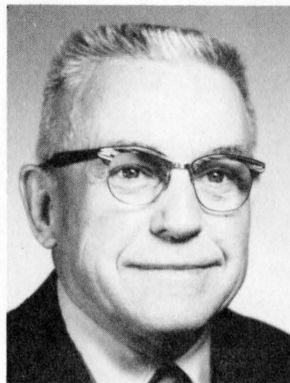
William R.
Thompson



Ralph V. Coder



Clifford D.
Edwards



Marion Coulson

The Famous Retirement Cakes

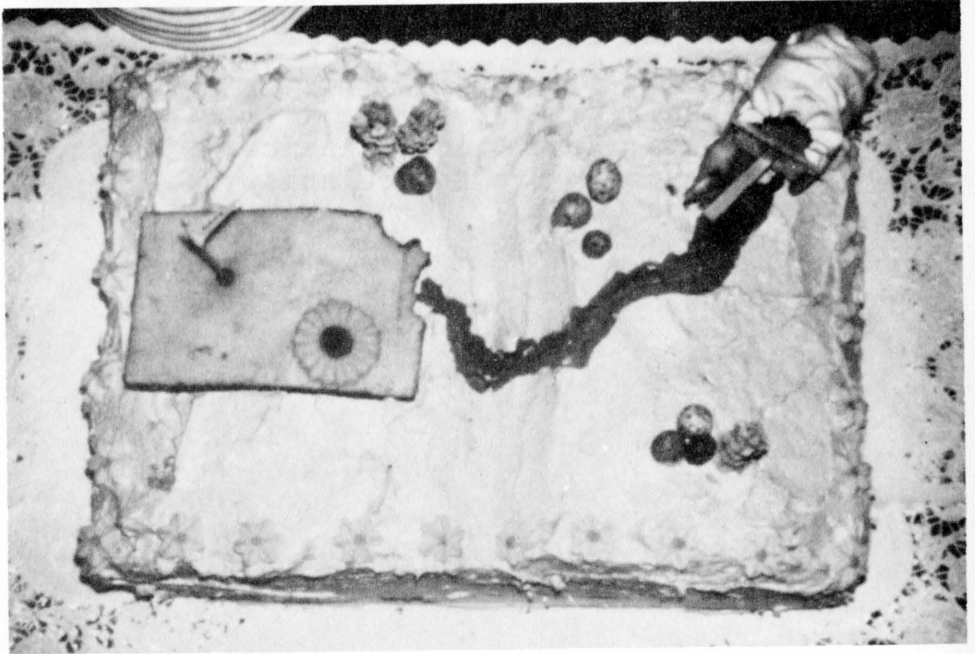
Katherine Bogart's: mythology, with Pegasus

Ralph Coder's: Chaucer, with Tale of the
Wyfe of Bathe

Marion Coulson's: American literature:

Kansas, a sunflower, and a covered wagon







English Faculty, 1943

T. W. Wells, Fern Brock, Clarice E. Short,
Myrna Carver, Myrta E. McGinnis, Paul T.
Scott, Edna Coder



NDEA Institute, 1968. Faculty pictured: Clifford D. Edwards (second row, far left), R. Paul Day (third row, far left); Samuel J. Sackett (back row, third from right)



The Misplaced Modifiers: Cliff Edwards, Bob Maxwell, Sam Warfel



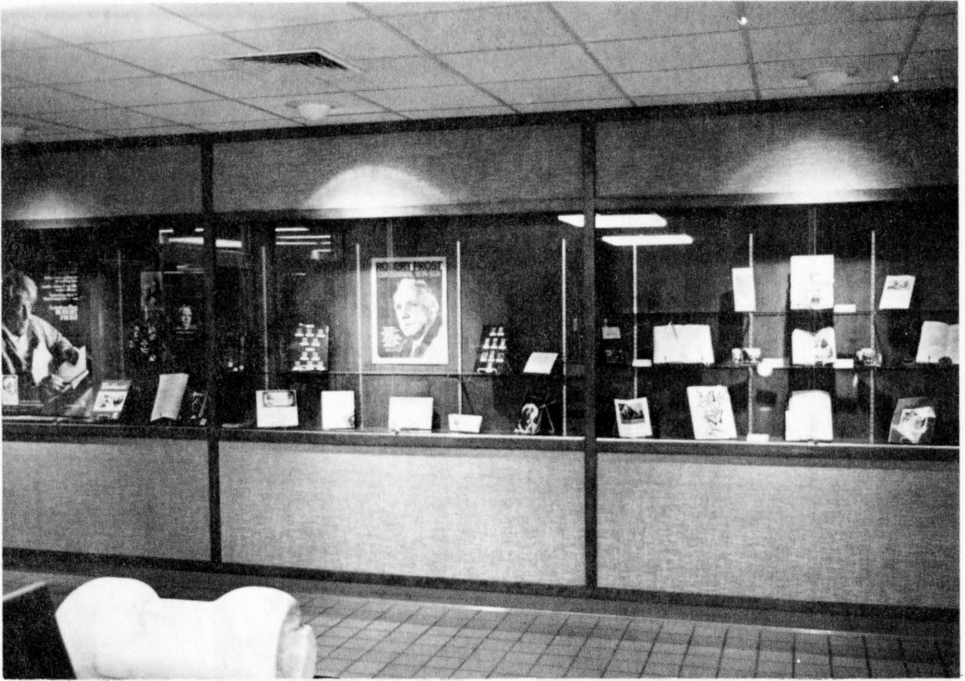
Administrators: John R. Doggett, Ralph V. Coder, Verna M. Parish



Faculty, 1978



Dracula Fest, 1973, the first of many Halloween-time celebrations given direction by Dr. Robert Luehrs (History); Dr. Eugene Fleharty (Biology, right), pointing out a feature of a live South American bat to Professors John Klier (History), David L. Ison (English), and Samuel J. Sackett (English)



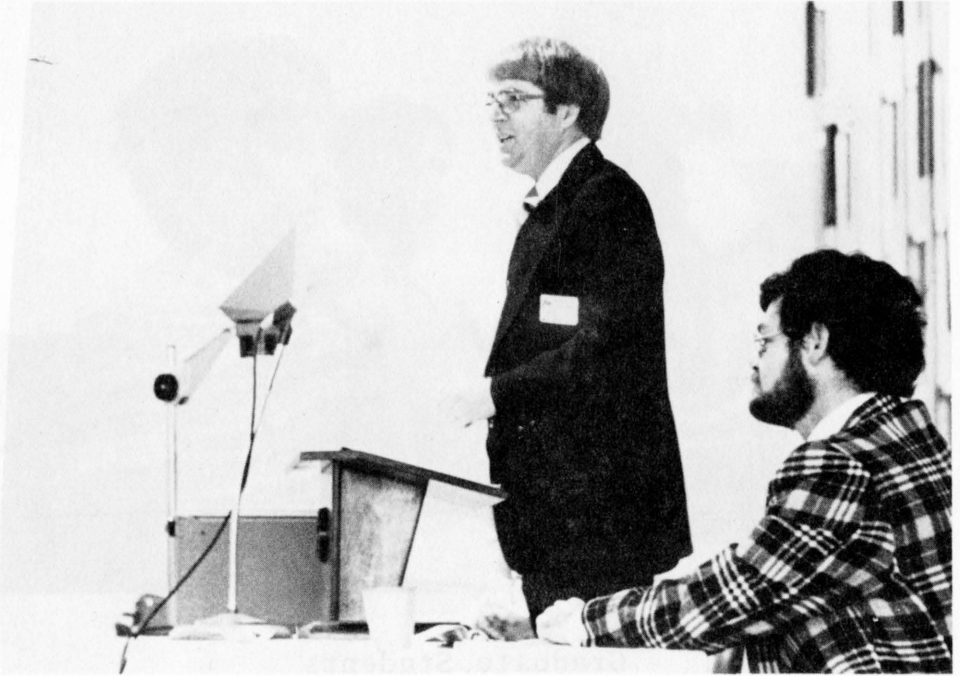
A display organized by English 775 in Forsyth Library commemorating the Robert Frost centennial, featuring all postage stamps honoring American authors (loaned by Gary Werling)

Fall English Workshop



Edwyna Condon Gilbert (University of Kansas),
discussing Ordinary People. Listening:
Albert J. Geritz

Fall English Workshop



Samuel L. Warfel and John H. Knight, reporting on linguistic research



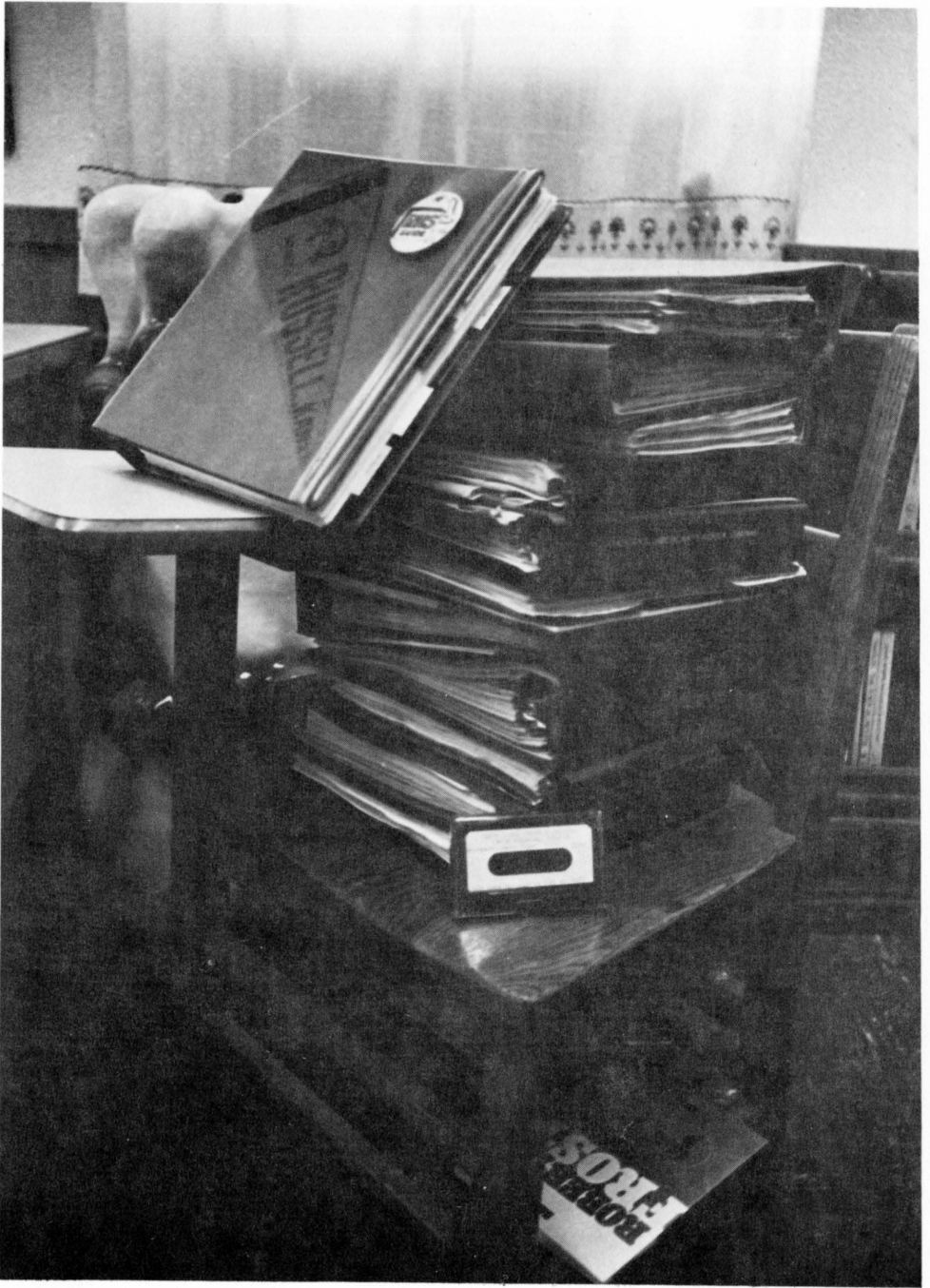
Graduate Students



Graduate Students



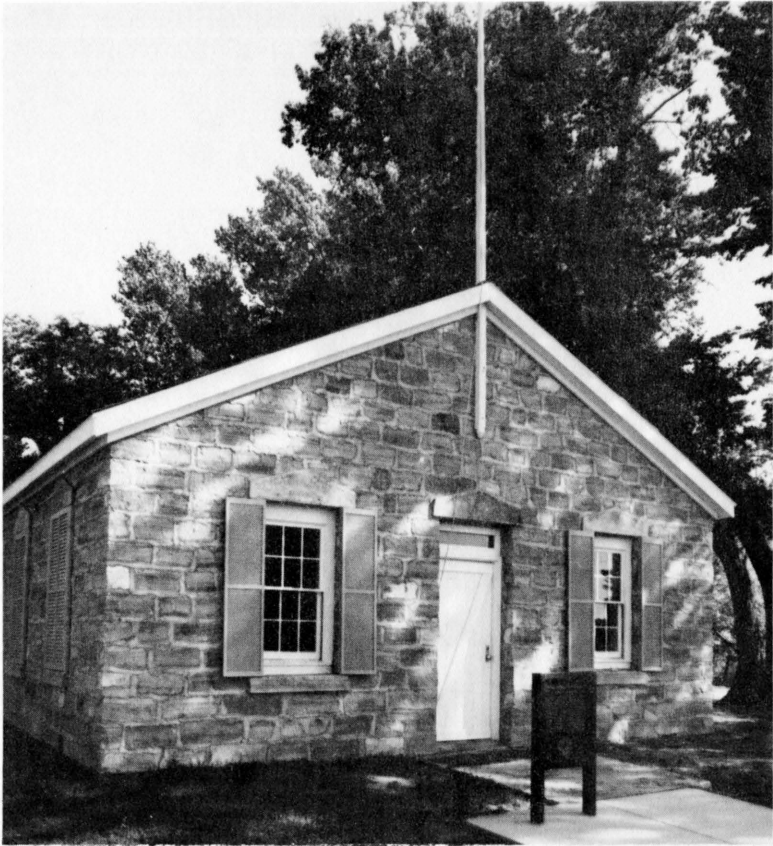
Picken Hall, Room 310



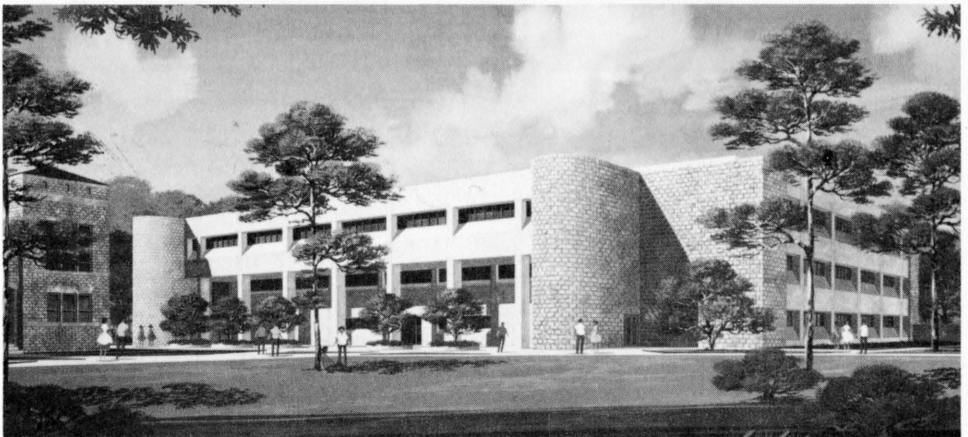
Notebooks from a Summer Workshop



Picken Hall
and
Cars
and
Horse-drawn Carriages



Past (Plymouth School)



Future (New Rarick Hall)



Home on the Range

FORT HAYS STATE UNIVERSITY ENGLISH ALUMNI
 Unofficial List
 (To 1983)

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Abbott, Gregory B.	BA	74
Ackerman, Julie A. (Riisoe)	AB	70
Adams, George	BS	37
Aderholdt, Vera (Gereke)	BS	34
Ahrens, Elma (Huetfle)	AB	50
Aiken, Gerald K.	AB/MA	60/63
Akasofu, Tetsuji	MA	63
Albertson, Mrs. Fred	BS	32
Allen, Linda Joyce	BA	77
Allen, Mary K. (Staub)	AB	65
Allen, Pamela Sue (Henderson)	BA	80
Alley, Marvin E., Jr. (Rev.)	AB	59
Allison, Jerry	AB	62
Anderson, Dale	MA	61
Anderson, Gene F.	AB	70
Anderson, Hildur (Peterson)	BS	20
Anderson, Leota L. (Branch)	AB/MS	67/70
Anderson, Les W.	AB	70
Anderson, Marlys J.	MA	68
Anschutz, Diane	BA	75
Apsley, Kenneth E.	AB	63
Armstrong, Susan D. (Trout)	AB	71
Artman, Melinda (McAfee)	AB	72
Artz, Iva	BS	27
Asher, Velda M. (Poag)	AB	63
Avery, Rozanne	AB	71
Ayers, Tonya A. (Tomanek)	AB	72
Babcock, Dane	AB	74
Babcock, Ruth E. (Northup)	BS	34
Back, Izella J. (Jackson)	AB	39
Bair, Kristine D. (Dutton)	BA	77
Bane, Randy P.	AB	69
Barber, Luella (Squier)	AB	64
Barclay, Bonnie M.	BA	82
Barnes, Jerry T.	BA	68
Bartel, Elva Ellen	BS/MS	40/47
Barthelme, Aloysia (Sister)	BS	30
Basgall, Steven Ray	BA	79
Basgall, Virgil	AB	34
Battin, Gloria J. (McFarland)	AB	66
Baumgardner, Elizabeth (Gibs)	AB	41

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Baumgartner, Jacquelyn (Waite)	AB	73
Beach, Lodema Y. (Young)	BS	34
Bearden, James P. (Rev.)	AB	50
Beavers, Mrs. Wayne	MS	41
Becker, Antoinette A. (Kanshk)	AB	72
Becker, Joyce Diane	BA	78
Befort, Norma K.	AB	65
Beecham, Beverly B. (Baylor)	MA	73
Beecher, Lowell K.	AB	62
Bell, Leslie R. (Beecher)	AB	73
Bell, Stephen W.	AB	73
Bemis, Mrs. Lawrence	BS	34
Benedict, Agnes M. (Turman)	AB	47
Bengston, Barbara S. (Hand)	AB	67
Benson, Iva G. (Houghton)	BS	26
Bentrup, Margaret A. (Walker)	AB	64
Berg, Arthur	AB	43
Berry, Leona P.	MA	42
Berry, Richard M.	AB	70
Berry, Stanley E.	AB	74
Bethke, Roslyn A. (Moran)	AB	68
Betts, Florence (Johnson)	BS	46
Biays, Paul	Minor/MA	60/62
Bickle, Rochelle G. (Herrman)	BA	71
Bigelow, Jane C.	BA	77
Bigge, Jeannette	BS	41
Billinger, Jeanette L. (Rohr)	AB	72
Binter, Nancy Mary	BA	80
Birmingham, Marilyn (Orme)	AB	63
Bishop, Francis H.	BS	32
Blain, Steve M.	AB	62
Blair, Barbara B. (Bowman)	AB	50
Bland, Edna F. (Close)	BS	38
Blau, Marilla A. (Alford)	MS	41
Bogart, Eleanor	AB	54
Bolz, Donna M. (Kirk)	MA	75
Bonewell, William A.	BS	41
Bornholdt, Virginia (Wise)	Minor/MA	64/67
Bradley, Sue Ann (Mills)	BA	75
Bradshaw, Karne S. (Parker)	AB	71
Brasel, Michael D.	MS	76
Braun, Linda M. (Leiker)	AB	67
Breding, Connie Jean	MA	80
Brennan, Margaret	Minor/MA	55/62
Brent, Sherry L. (Powers)	AB	68

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Breathower, Debra K.	BA	82
Brentz, Cheryl K. (Burger)	AB	70
Brewer, Marvin E. (Rev.)	MS	58
Brewer, Norman	BA	66
Briery, Mrs. Howard	AB	34
Brin, Paula A. (Murphy)	AB/MA	70/72
Brittain, Reva W. (Whorton)	BS	43
Brooks, Ida Darlene	BS	27
Brown, Dr. Forrest	MS	31
Brown, Mary Ruth (Cox)	MA	77
Brown, Stanley D.	MS	64
Brown, Thomas	AB	39
Bruce, Deborah Sue (Soeken)	BA	77
Bruegel, Ehrenfried	BS	27
Bruhn, Gladys S. (Swain)	Minor/MA	61/66
Bruhn, Vern F.	AB	70
Brunmitt, Mary E. (Reedy)	MS	54
Brungardt, Kevin Mark	BA	77
Brungardt, Margaret	BS	34
Brungardt, Maude S. (Scherer)	BS	38
Brungardt, Pauline	BS	38
Brungardt, Roy R.	BA	73
Bryant, Janice E. (Pinney)	AB	63
Buckman, Repha Glenn (Glenn)	MA	78
Bula, Joe R.	AB	65
Bunker, Lynn T.	AB	71
Burkhead, Janice F. (Graf)	AB	71
Burnett, Avis P. (Pomeroy)	Minor/MA	63/65
Burnett, Mrs. Robert	BS	28
Burtscher, Doris R. (Swanson)	AB	42
Buxton, Jerold C.	AB	66
Buxton, Margaret M. (Peterson)	Minor/MS	68/68
Byer, Sylvia K. (Kaiser)	AB	60
Campbell, Dean	AB	63
Canfield, Louise C. (Hopkins)	AB	64
Capps, Thomas A.	AB	65
Cardiff, Candace Ann (Unger)	BA	79
Carlisle, Susan K. (Conrad)	AB	68
Carmichael, Lela L. (Lee)	MS	68
Carnaghi, Raymond R.	MA	66
Carney, Alfred (Father)	Minor/MS	27/33
Carpenter, Edith B.	BS	36
Carpenter, Toma Lene (Herri)	BA	71
Carr, Roger J.	AB	70
Carter, Roy E., Jr. (Dr.)	BA	48

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Carver, Myrna R. (Gilstrap)	BS/MA	41/42
Case, Jody L.	BA	78
Caselman, Stephen F.	AB/MA	66/74
Caswell, Dean	BS	35
Catron, Leona J. (Pingry)	BS	38
Catudal, Gertrude H. (Hemm)	AB	57
Chalker, Mildren S. (Stevens)	AB	40
Chandler, Donald L.	MS	59
Channell, Bonnie E. (Deines)	AB	70
Chapman, R. Elaine (Harrens)	AB	44
Chaturachinda, Kam	AB	63
Chestnut, David	AB	74
Chipman, Clark D. (Dr.)	AB	68
Chipman, Donald	MS	58
Chipman, Doris I. (Thompson)	AB	55
Chlumsky, Michael L.	AB	72
Choitz, John F. (Dr.)	MS	41
Christians, Nina (Weeks)	BS	38
Clark, David L.	BA	82
Clark, Nelda I.	AB	68
Clifford, Mrs. Jess	BS	32
Clinton, Natalie (Mathews)	MS	70
Cloutman, Jacqueline (Rucker)	AB	73
Coffin, Allene	AB	67
Cohoon, Sharon A. (Pfeifer)	AB	66
Cole, Karen S. (Freeman)	AB	72
Cole, Lucy	BS	30
Collier, Kent	AB	40
Collins, Barry C.	AB	73
Collins, Brent	Minor/MA	62/66
Colony, Harold	AB	57
Combest, Gayle	MS	52
Combs, Bonita (Fryrear)	AB	64
Compton, Doris (Robinson)	AB	49
Compton, Mrs. Lloyd	BS	28
Conrad, Mrs. Plano	BS	36
Conry, Floyd	AB	37
Constable, Vicki L. (Werts)	AB	69
Converse, Carole R.	Minor/MS	70/72
Converse, Nancy B. (Johnson)	MS	71
Cooke, L. E. (Rev.)	BA	31
Cooke, Ronald G.	AB	63
Cooley, Linda B. (Daniel)	AB	70
Coover, Charles	MS	68
Coover, Joyce (Marshall)	AB	52

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Corash, Marian (Delay)	AB	67
Corder, Susan J. (Carlson)	AB	72
Corman, Swinley E.	BA	73
Couch, Debbie R. (Little)	BA	75
Coulson, Bruce W.	BA	71
Coulson, Marion F.	Minor/MS	32/41
Courtney, Rachel B. (Bartholomew)	AB	34
Crabbs, Clarence Wayne	AB	68
Craighead, Everett	BS	38
Craine, Carol W. (Ward)	MA	62
Crane, Hila J. (Janson)	BS	31
Crawford, Donald W.	AB	57
Crawford, Dorothy (A/1C)	BA	79
Crawford, Gladys C. (Chegwid)	BS	32
Creamer, Janice S. (Kurth)	AB	68
Crist, Carole H. (Huffman)	AB	69
Criswell, Janice G.	AB	69
Cross, Crystal K. (Dickerson)	AB/MS	69/71
Crotts, Carolyn H. (Devore)	AB	61
Crumpacker, Sylvia (Schlege)	BS	31
Cully, Catherine L. (Smith)	AB	42
Cudney, Roy Everett	BS	35
Cundiff, Lucille (Burke)	Minor	40
Curtis, Betty J. (Feldmann)	MS	71
Curtis, Jane (Hull)	AB	45
Cushenberry, Steven	AB	74
Cusick, Patricia Ann	BA	76
Custer, Raymond E.	AB	47
Dailey, John L.	AB	73
Daniels, Norma Jane (Rowton)	AB	45
Danikas, Christos P.	MS	69
Darnell, Marilyn L.	AB/MA	73/82
Davidson, Bertha R. (Russell)	BS	35
Davidson, Eleanor (Ingalls)	MA	65
Davis, Marilyn J. (Sutton)	AB	56
Davis, Marvella B. (Schridde)	BS	37
Dechant, Lois J. (Burns)	MS	62
Deets, Thelma W. (Wilson)	BS	32
Deines, Ruth Sue (Bergaman)	AB	72
Delay, Jody Lynn (Case)	BA	78
Delp, Neva U. (Underwood)	BS	32
Demel, Gerald F.	AB	65
Demuth, Nancy Sue	MS	72
Depe, Delores M. (Lewis)	AB/MA	64/70
Depew, Monette Evelyn (Kumle)	BA	78
Depiesse, Larry J.	AB/MS	71/73
Desaire, Elizabeth Ann (Dom)	BA	71
Devore, C. Lynn	MA	67

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Devore, Janet K. (Rader)	AB	58
Dewey, Carolyn	AB	71
Dey, Delmar E.	AB	49
Deyoe, Fred M.	AB	50
Deyoe, Velma L. (Paul)	AB	48
Dial, Pearle (Snowbarger)	BS	41
Dibble, Terry J. (Dr.)	Minor/MS	56/57
Dickson, Robert G.	MA	74
Dietz, Sheila G. (Hallagin)	AB	65
Dike, Mary (Popp)	BS	38
Dillon, Ann (Sister)	BS	29
Djupedal, Gwendolyn (Gassen)	MS	76
Doobosh, Mrs. Drew	BS	27
Dodd, Dixie Lee	AB	62
Doherly, Katherine Elizabeth	BA	77
Donlay, Linda M. (Meier)	AB	72
Deran, Carol A. (Elder)	AB	74
Drake, Carrie L.	AB	37
Dreiling, Edwin	AB	32
Dreiling, Eugene A.	AB	71
Dreiling, Linus H.	AB	35
Dreiling, Mark M.	Minor/MA	72/74
Driscoll, Elaine K. (Rynerso)	AB	70
Dungan, Norman M.	MA	65
Dunham, Joseph E.	AB	66
Dunlop, Roger L.	AB	63
Dunn, Gary A.	AB	72
Durall, Mary Louise (Horning)	AB	63
Durall, Michael D.	AB	70
Durler, Lee C. (Barlow)	AB	73
Easterly, Estella (Hayes)	AB/MS	46/67
Easterly, Hettie C.	BS/MS	51/52
Eberle, Delores D.	BA	77
Ediger, Marilyn (Claassen)	AB	67
Edmonds, John McKillip	Minor	78
Edwards, Clifford D. (Dr.)	AB	58
Edwards, Floyd K.	AB	40
Edwards, Kenneth	MS	70
Edwards, Luke P.	AB/MS	66/72
Edwards, Sylvia L. (Boe)	MA	73
Edwards, Thomas T.	AB	72
Eisiminger, Carole K. (Hughes)	AB	64
Ekey, Doyle	AB	55
Eller, Gloria K. (Bates)	AB/MA	72/74
Elliott, Janice (Schmidtberger)	AB	58
Ellithorpe, Gilbert P.	AB	49
Ellsworth, Deborah D. (Massey)	Minor	71
Emrisek, Gene J. (Father)	MA	73

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Endsley, L. I. (Rev.)	AB	47
Erichsen, Christina S.	BA	77
Erickson, Dolores M. (Williams)	AB	65
Eulert, Donald D. (Dr.)	AB	57
Everitt, Sarah R.	BA	76
Fagre, Roger T.	AB	73
Farmer, Mary E.	AB	71
Faulkender, Sherri E. (Shaver)	AB	73
Feaster, James S.	BA	82
Felible, John E. (Dr.)	AB	43
Fellers, Patricia C. (Gross)	AB	66
Fetsch, Karen S.	AB	72
Fields, Shirley M. (Baird)	AB	34
Filener, Rebecca D.	BA	82
Fink, John B. III	AB	67
Fireovéd, Elgie	BS	25
Fischer, Lucille L. (Love)	BS	43
Fischli, Delores N. (Wills)	AB	55
Fischli, Ronald D.	BA	68
Fisher, Karon K. (Kirk)	AB	67
Fitzwater, Hazel (Rabourn)	BS	39
Flannagan, Katharine (Pivon)	AB	69
Flavin, James P.	AB/MS	68/71
Fleming, Jane A. (Weis)	AB	72
Fleming, Karen J.	Minor	65
Flick, Freya K. (Schultz)	AB	71
Flock, Hazel (Manning)	AB/MS	60/62
Flohr, Elizabeth (Stoskopf)	AB	61
Flokerts, Charlotte (Baker)	AB	61
Forbes, Della M.	AB	70
Forbes, Sharon S. (Thomas)	AB/MS	65/69
Forsyth, G. Lillian (Halekas)	AB	50
Foster, Mrs. Frank	BS	25
Foster, Ralph D.	MS	69
Fountain, Nadine Bernice	BA	78
Fox, C. Maynard (Dr.)	AB/MS	37/39
Francis, Deanna R. (Lockman)	AB	60
Francis, Helen D. (Dannefer)	BS	35
Frazier, Mark William	MA	81
French, Carolyn (Mrs.)	AB	72
Fretz, William D. (Dr.)	AB	69
Frick, Barbara A. (Dragt)	AB	55
Fricker, Mary Jane	BA	79
Friend, Barbara J.	AB	71
Froelick, Marie K. (Dreiling)	BA	76
Frost, Patricia Lee (Brown)	AB	71
Frusher, Hugh	AB	71
Fukasawa, Sherri	AB	73

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Fuller, Rozanne L. (Avery)	AB	71
Fullington, Annie L. (Daniel)	AB	43
Funkner, Mrs. Albert	BS	35
Funston, Gwendolen (Lane)	AB/MS	40/41
Fusillo, Robert	AB/MS	51/52
Gallagher, J. Simeon (Father)	MA	80
Galligan, William	MS	61
Galligos, Carl D.	BS	68
Gallion, Randall	BS	37
Galloway, Gary R.	AB	64
Ganstrom, Wendell K.	BA	73
Gantz, Yvonne K. (Kiener)	AB	71
Gardner, Eleanor (Ormsbee)	AB/MS	51/53
Garrigues, Julia A. (Harris)	AB	52
Gater, Helen L. (Patterson)	AB	62
Gatschet, Paul A. (Dr.)	AB	57
Geiger, Sue A. (Frydendall)	AB	66
Geist, Phyllis Carrol	MA	78
Giebler, Patrick J.	MA	67
Giebler, Philip S.	AB	74
Gilbert, Clarence	AB	70
Gillam, Sarah Gertrude	BS	31
Gilstrap, Jess	MA	71
Glaze, Chester V.	BS	50
Godfrey, Thomas E.	AB/MS	58/62
Goerl, Stephannie Ann (Hunsley)	BA	79
Goetz, Charlene M.	AB	60
Goff, Margaret Mary	BA	79
Goodrow, Jane E.	AB	68
Gordon, Anita L.	AB/MA	74/78
Gorges, Evelyn (Sister)	BS	34
Goulding, Timothy Brian	BA	80
Gowdy, Diane (Mrs.)	AB	71
Gower, Norma S. (Smedley)	BS	41
Grant, Esther (Lauderbaugh)	BS	36
Gray, Lois (Witter)	BS	35
Green, Rebecca S. (Bodenhame)	AB	66
Greene, Nettie L. (Shipley)	BS	30
Greenlee, Flossie (Manges)	BS	34
Griffing, Roberta J. (Brown)	AB	46
Griffiths, Elizabeth (Coles)	BS/MS	28/30
Gritten, Mary L.	BS	38
Grosdidier, H. G. Jr. (Rev.)	AB	48
Gross, Berneice (Johnson)	BS	34
Grout, Homer I.	BS	25
Grout, Orvis O.	AB/MS	34/37
Gum, Dianne L.	AB	68
Gunn, Elizabeth (Eppstein)	Minor/MA	35/67

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Gunzelman, Margo (Fielder)	AB	69
Gustafson, Debra Ann	BA	80
Guy, Lynnette P. (Pearson)	AB	55
Guyer, M. Alberta (Rouner)	BS	33
Haas, Michael Henry	AB	71
Haas, Syble L. (Fincher)	Minor	36
Hacker, Connie J. (Winkler)	AB	69
Hamburg, James F.	AB	63
Hamilton, Barbara (Bice)	MS	72
Hammer, Vicki S. (Reece)	AB/MS	64/69
Hampton, Martha T. (Todd)	AB	64
Hancock, Barbara	AB	72
Hand, Peggy A. (Hanousek)	AB	75
Hanēke, Elinor L. (Bringing)	AB/MS	46/47
Haney, Mrs. Hobat	BS	25
Harding, Cathie Adair (Boet)	MA	80
Hardy, Roberta K.	MA	82
Hargis, Marjorie K. (Querbac)	AB	65
Harkness, Lois M.	AB/MS	69/71
Harrah, Herbert A.	MS	74
Hartman, Catharine J. (Williams)	AB	69
Harvey, Mary L. (Blakely)	AB/MS	47/56
Haselhorst, Ronald J.	BA	79
Hauder, Lois T. (Tucker)	AB	57
Haun, Sandra J. (Mrs.)	AB	71
Havel, Stella A.	BS	34
Hawkes, Lela P. (Pitts)	BS	34
Hawley, Virginia M. (Hammer)	BA	77
Hayden, Patricia A.	BA	77
Hayden, Shirley M. (Crabb)	AB	72
Hayes, William F.	AB	62
Hays, Mary K. (Breneman)	AB	45
Hayzlett, Dennis L.	AB	73
Heape, Ronald W.	AB	71
Heffinger, Agnes T. (Twenter)	AB	37
Heim, Sharron K. (Northrup)	AB	63
Heinze, Kathleen A. (Pirotte)	AB	70
Heinze, Leland E. (Dr.)	BS/MS	47/49
Hemphill, Frederic	AB	34
Hennigh, Leta K. (Libby)	AB	66
Henry, Audrey F. (Roorda)	EDS	69
Herman, Anna (Locke)	AB	63
Hickel, Joseph M.	AB	51
High, F. Henry	AB	32
Hildebrand, Don	BS	38
Hildenbrand, Chris A.	MA	65
Hildenbrand, Kathleen (Hirs)	AB	69
Hill, Anet R. (Rogers)	AB	60

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Hill, Byron C.	AB/MA	65/68
Hill, Leland N.	AB	58
Hines, Ruth B. (Dr.)	AB	38
Hinkle, Mildred M. (Marshall)	BS	36
Hinman, Donna S. (Linenberger)	AB	74
Hinnergardt, Ethel (Shearer)	BS	29
Hinshaw, Annette (Ruder)	AB	60
Hirschler, Edward E.	BS/MS	36/37
Hixenbaugh, Gail W.	AB/MS	70/71
Hoart, Lillian C. (Claar)	AB	32
Hobart, Josephine (Walker)	BS	47
Hochman, Diane Marie (Werth)	Minor	75
Hoffman, Harland L.	AB/MS	51/55
Hoffman, Sharon K. (Roth)	AB/MA	69/77
Hogsett, Virginia K.	AB/MA	57/66
Hoisington, Ethel J. (Evans)	BA	66
Holmes, Richard Joel	AB	73
Holston, Angela B. (Trepoy)	AB	71
Homan, Norman J.	MS	69
Homburg, Arthur (Dr.)	AB	55
Homelvig, Ann Christine	BA	80
Hooper, Robert L.	AB	63
Hooper, Vicki L. (Steen)	AB	70
Hoover, Dorothy (Ames)	AB	39
Hope, Holly T.	BA	78
Hopkins, Terry M.	AB/MA	61/66
Hopper, Ruth (Freshour)	AB	49
Hoss, Cynthia J. (Bryant)	BA/MA	75/78
Houghton, Myrtle	BS	30
Howgill, Doris W. (Broach)	AB/MS	68/70
Howgill, Martyn W.	AB	70
Hoxmeier, Kelly A. (Fagg)	AB	70
Hrabe, Debert M.	AB	62
Hrabik, Janice E. (Lundgrin)	AB	63
Hubbard, Minnie G. (Getrow) (Dr.)	AB/MA	59/61
Hubert, Betty (Mrs.)	AB	60
Hudson, James F.	AB	69
Hudson, Myrna K.	AB	65
Huffman, Janet F. (Garten)	MS	70
Hull, D. Lee	BS	38
Hull, Kenneth	AB/MA	58/66
Hull, Lisa Y.	BA	77
Hull, Thelma (Kelly)	BS	36
Hunt, Cynthia D. (Fazel)	AB	72
Hutchinson, Charlene (Trapp)	AB	67
Ingram, Frances F. (Finch)	AB	38
Irby, Richard A.	AB/MA	72/78
Irwin, Connie J. (Winkler)	AB	69

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Isbell, Clarence	AB	38
Jackson, Betty (radcliffe)	MS	60
Jacobs, Corliss G. (Preston)	AB/MA	67/70
Jacobs, Marietta	AB	34
James, Bette L. (Mitleson)	AB/MS	65/71
James, Mary L. (Fox)	AB	54
Jansen, Linda D. (Hager)	AB	73
Jansonius, Marilyn (Denham)	AB	65
Jeffus, Allen W.	AB	65
Jellison, Katherine	BA	82
Jennings, Nora L. (Simpson)	AB	67
Jennison, Tillie Y. (Young)	BS	37
Johnson, Irene Cacilia	MA	76
Johnson, Judy L.	AB	66
Johnson, Marie (Abblebaugh)	BS	25
Johnson, Mary V. (Scovil)	AB	65
Johnson, Ronald Eugene	BA	81
Johnson, Sandra	AB	72
Johnston, William B.	AB	60
Jones, Alice C. (Dykes)	BS	40
Jones, Alice M. (Worley)	AB	51
Jones, Linda L. (Bennett)	AB	74
Joplin, David D.	MS	76
Joy, David D.	BA	80
Juenemann, Kimberly (Knudson)	BA	77
Junger, John A.	AB	69
Kaberlein, Robert E.	MS	72
Kanaga, Lynn D.	MS	69
Kane, Jeanne C. (Streit)	BA	70
Karlin, John W.	AB/MA	56/58
Karls, Audrey	MA	64
Karst, Jolene M. (Younger)	BA	76
Kasl, Virginia G. (Potter)	AB	72
Kaupp, C. Louis	AB	64
Kautzmann, Dianne M. (Smith)	AB	66
Kearney, David M.	AB	73
Keathley, Gladys K. (Krause)	BS	27
Keating, Robert Dean	BA	76
Keck, C. James	MA	66
Keeton, Vi Vi (Sterling)	AB	65
Kegley, Inez W. (Wibbeler)	BS	40
Keller, Arthur	BS	26
Keller, James B.	AB	73
Kelley, Amy L. (Graves)	AB	64
Keltner, Michael K.	AB	73
Kent, Joy B. (Bray)	AB	64
Keyser, Helen	BS	42
Kimberly, Wilma A. (Louderba)	AB	61

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
King, Mary J. (Booth)	AB/MA	71/77
King, Mrs. John		37
King, Paul (Dr.)	AB/MS	35/36
Kingsley, C. M.	BS	34
Kinzie, Rachel L.	AB	64
Kirkpatrick, Donna Marie	BA	79
Kisner, Ernest L.	AB	61
Kisner, Garold J.	AB	67
Klee, Bernita	AB	66
Klein, Joyce R. (Kessler)	AB	68
Kline, Barbara A. (Thompson)	Minor	68
Klusman, Cathy J.	AB	72
Knoll, Carroll A.	AB	61
Koch, Robert E.	Minor	61
Koelling, Jean M. (Emmons)	AB	42
Kohman, Lawana W. (Webb)	AB	52
Koirtzmann, Barbara J.	AB	72
Kolacny, Elizabeth A. (Rowla)	AB	69
Kraemer, Richard G.	AB	74
Kraft, Duane A.	AB	67
Kraisinger, Margaret (Belle)	AB	54
Krampe, Donald J.	AB	73
Krannawitter, Michael J.	BA	76
Kraus, Robert C.	AB	72
Krause, Mary D. (Duba)	MA	66
Krehbiel, Gary A.	AB	68
Krehbiel, Vicki L. (Dietz)	AB	69
Krull, Christina L. (Wogan)	BA	73
Kruse, Larry F.	AB/MS	66/69
Kuehn, Betty J. (Bradley)	AB	66
Kuhn, Donna J. (Adams)	AB	68
Kuhn, Thomas Joel	BA	75
Kulp, Mary R. (Russell)	BS	27
Kunz, Robert A. (Rev.)	AB	68
Kupzyk, Mary Lou (Appel)	BA	75
Laas, Larry	AB	73
Lacey, Mabel	BS	35
Lackey, Judy L.	AB	69
Laman, Stephen J.	AB	69
Lamoreux, Louise T. (Twenter)	AB	35
Lancaster, Patricia J.	AB	51
Lance, Nina F. (Porter)	MA	73
Landau, Elvita, A. (Juno)	AB	71
Landry, Ethel A. (Hurlock)	BS	28
Lange, Dorothy M.	AB	47
Lange, Marva J.	AB/MS	47/51
Larmer, Nancy D.	AB/MA	54/60
Larson, Vivian M. (Munger)	AB	56

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Laubhan, Larry W.	BA	73
Laughlin, Mildred K. (Dr.)	AB	46
Lauver, Philip J.	BS	39
Leak, Wilmet S. (Squire)	AB	49
Leas, Sandra (Ball)	BA	75
Lechner, Debra Faye	BA	80
Lee, Betty M. (Perrin)	AB	64
Leffingwell, Patricia	AB	64
Legleiter, Michael A.	BA	76
Lehman, Lela (Olson)	LD	19
Lehto, Eva K.	MS	70
Lemon, Cleta E.	AB	72
Lenz, Elizabeth J. (Moore)	AB	59
Leonard, Nadean W. (Koch)	MA	70
Leshner, Jessie	AB/MA	46/56
Lewis, Beatrice R. (Rishel)	LD	20
Lewis, Ioleane (Williams)	BS	26
Lewis, Mary Ann (Lofstead)	AB	62
Lillard, Thomas	MA	63
Lindner, Ann Christine	BA	80
Lindsay, R. Rex	AB	59
Linenberger, Donna	AB	74
Linville, Patricia A.	BA	77
Livingston, Barbara L. (Smith)	AB	68
Lohrey, Mary V. (Meistrell)	AB	47
Long, Donna A. (Horinek)	BS	63
Long, Ella M. (Moe)	BS	23
Long, Gary	MS	59
Long, Lora A. (Alcorn) (Dr.)	AB/MS	50/53
Long, Rosemyre L. (Spena)	AB/MA	51/53
Longfellow, David K.	BA/MA	71
Longoria, Jane S. (Snyder)	AB	65
Lorimor, Marcia C.	AB	69
Lott, Joyce Roberts (Roberts)	Minor	61
Lowenthal, Ruth M. (Huetfles)	AB	45
Loyd, Ralph	BS	41
Luedtke, Jackie Sue (Stebbins)	MA	82
Lukenbill, Flora L. (Cochran)	AB	39
Lukens, Mrs. A. E.	BS	29
Lynch, Doris E. (Kay)	BS	43
Lyness, Celesta T. (Kabele)	BS	25
Lytte, John L.	Minor	72
Mabe, Lois (McElhaney)	BS	30
MacGregor, Valrie (Wiruth)	BS	31
Macy, Barbara M.	AB	72
Macy, Warren	BS	50
Mader, Marvin E.	AB	61
Madl, Donald E.	BS/MS	57

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Magill, Eva (Mitchell)	BS	32
Mahlman, Lee C.	AB	72
Mai, Norman (Captain)	AB	63
Maier, Ruth Olive (Brown)	MS	61
Majerus, M. Servana (Sister)	BS	36
Malcolm, Helen	BS	29
Malcolm, W. B.	AB	35
Malek, Katherine		39
Malmberg, Richard	AB	64
Mannebach, William Allen	BA	76
Marchand, Ruth A. (Hogan)	BS	31
Mardock, Marvin	MS	57
Markle, Marjorie (Wallerstein)	BS/MA	37/62
Marks, Ann M. (Titus)	MA	73
Marrs, Catherine E. (Lewis)	Minor/MS	27/36
Martin, Deborah Lea	MA	80
Martin, Del	MS	56
Martin, Hazel Annette	BA	82
Martin, Nadine V.	AB	65
Martin, Vicki L. (Peatling)	MA	73
Martins, Carol Ann	AB	59
Masters, Sherrie K.	BA	81
Matheson, Ruth A. (McKain)	AB	71
Mathews, Virginia L.	AB	63
Maxwell, Leonard C.	AB	63
Maxwell, Robert L.	AB/MA	59/66
Maydew, Gary (Mrs.)	AB	62
McCarthy, M. Justina (Sister)	BS	32
McClain, Galen	AB	57
McClellan, Beverly J.	AB	74
McClure, Gary A.	BA/MA	77/82
McCoid, Carrie B. (Baier)	MA	45
McCreight, M. Elaine (Williams)	Minor	50
McCullough, Betty (Brown)	BS	38
McDougall, Leone B. (Smith)	BS	30
McEvoy, Janice L. (Smith)	AB	60
McFarland, Alice R. (Wesely)	MS	57
MGovern, Carolyn (Gilmore)	AB	65
McGowen, Shelba J. (Lackey)	AB	71
McKenzie, Neva (Riegel)	BS	41
McKittrick, Richard L.	AB	53
McLain, Elizabeth (Sherman)	AB	72
McLean, Avis E. (Gault)	AB	43
McMasters, Kathryn M. (Offerle)	BS	33
McMullen, Kathy	AB	70
McMullen, Kelly	MS	72
McNeal, Denzil D.	BA	61
Medina, Jess R.	BA	76

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Meier, Annette	AB	74
Meier, Linda	AB/MA	72/77
Mendell, Beatrice I.	Minor	67
Meredith, Hazel A. (Jent)	AB	60
Merritt, George W.	AB/MA	58/65
Meyer, Dana Rene	BA	81
Meyer, Richard E. (Dr.)	Minor	61
Michaelis, Dennis F. (Dr.)	MA	70
Michels, Karen M. (Steele)	BA	80
Michelson, Joyce E. (Heronome)	AB	72
Mick, James F.	MS	70
Miles, Vicki (Milam)	BA	72
Miller, Cherie E.	AB	69
Miller, Julie K.	BA	82
Miller, Neil R.	BA	77
Miller, Ronda L. (Chappel)	AB	70
Miller, Tracey R. (Dr.)	MA	64
Mills, Maxine	AB	69
Mindrup, Margaret Mary	BA	81
Mitchell, Gwendolyn D. (Dell)	ES	42
Mizer, Enid L.	BS	42
Mlynar, Carol B. (Banister)	BS	48
Moore, Denise Kay (Schreiber)	BA	80
Moore, Edmund S. II	AB	71
Moore, Jane M. (Koch)	AB	69
Moore, Richard E.	AB	58
Moos, Harry A.	AB	57
Morgan, Alyce J. (Barstow)		51
Morgan, Arlin	AB	57
Morgan, Marla M.	AB	66
Morris, Mary Jo	BA	76
Morrisette, Alta L. (Cline)	BS	36
Mosier, Janice B. (Ball)	AB	62
Mosier, Naomi L. (Griffith)	BS	39
Moss, Arlene L. (Harrison)	BS	37
Moss, Nella M. (Marshall)	BS	38
Motley, Florence G. (Graf)	BS	38
Muir, Michael D.	AB	74
Munsinger, V. Celeste (Butner)	AB	62
Murphy, Pauline V. (Huxman)	BS	39
Myers, William Ira	BA	81
Nagel, Glennis L. (Carpenter)	AB	68
Nebergall, Bettie R. (Wester)	MS	69
Needels, Mariam E.	AB	65
Neelly, Rock D.	BA	82
Neely, Zelda R. (Fisher)	AB	68
Nelson, Constance E.	BA	77
Nelson, Judith	AB	66

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Newbold, Myrtle E.	BS	30
Newbrey, Agnes D. (Arasmith)	AB/MS	60/69
Newcomer, Bonnie Jean (Eubanks)	MA	80
Newton, Ray	AB	57
Nichol, Don	Minor	50
Nichol, Patricia (O'Toole)	AB	51
Nicholas, Loretto	BS	34
Nichols, Amy	MS	50
Nichols, Karen K. (Splitter)	MA	74
Nichols, William	BA	75
Nicholson, Betty J. (Lowe)	AB	47
Nickels, C. Charles (Dr.)	AB	62
Nickle, Bonnie L. (Holmes)	AB	41
Nicodemus, Roy W.	BA	75
Niewald, MaryLee H. (Harvey)	BS	37
Noland, Roberta (Ringer)	BA	64
Nord, Kay H. (Hahn)	AB	55
Norris, Joseph M.	AB	69
North, Peggy J. (Miller)	AB	71
Nuckolls, Kathy L.	BA	76
Nuss, Eldon L.	Minor	80
Nutt, Howard W.	BA	73
Oberley, David R.	MS	71
Ochs, Kathleen A. (Walters)	AB	68
Odom, Elanor R. (Rockwell)	AB	51
Offutt, Wilda B. (Murphy)	AB	72
Ohnmacht, J. C. (Mrs.)	AB	65
Olomon, Denise	AB	72
Olson, Evelyn (Kraus)	AB	44
Oppliger, John Henry	BA	82
Osborne, Barbara	MA	72
Oswald, Lloyd E.	AB	62
Ottem, Steven A.	MA	76
Owens, William	AB	38
Oyer, Vanna M. (Hainline)	BS	26
Padun, Jurg	MA	78
Page, John W.	BS	37
Palmberg, John E.	AB	69
Parish, Barbara L. (Shirk)	AB	64
Parish, Connie L. (Cusick)	AB/MS	67/70
Parker, William Dennison	MA	78
Parks, Deborah A. (Hall)	AB	74
Parsley, David	MS	59
Parsons, Mildred	MS	51
Pastine, Maureen D. (Hillman)	AB	67
Payne, Marion R.	AB	56
Pearce, Dennis K.	AB	68
Pearson, Mary E. (Earl)	AB	70

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Pennington, Mary L. (Fellers)	AB	49
Perry, Miriam	MS	52
Perry, V. Carey (Coles)	BS/MS	28/30
Peterie, Pearl	BS/MS	36/59
Petersilie, Harriet J. (Shan)	AB	74
Peterson, Deanna D. (Miller)	AB	69
Peterson, Ollie P. (Connally)	AB	59
Petrus, Sharon K. (Schneider)	AB	65
Pfannenstiel, Ann E. (Beeler)	AB	67
Pfannenstiel, Cynthia (Bittner)	AB	66
Phifer, Sally M. (Runman)	AB	67
Philip, George IV	AB	35
Philip, Scotty	AB	35
Pierson, Catharine S. (Stone)	MS	69
Pitman, Helen E. (Delander)	AB	62
Pochop, Rebecca	BA	80
Pogue, Gary L.	Minor/MS	67/71
Pommert, John D.	MS	72
Porsch, Kathy Eileen	BA	79
Porter, Ronnie D.	AB	66
Portschy, A. Dale	AB	52
Pound, Debra R. (Kindhart)	AB	74
Powell, Mary M. (Miller)	BS	32
Powers, Hazel W. (Wilson)	MS	54
Pratt, Joan Elizabeth (Kess)	BA	80
Presnall, Barbara B. (Arensd)	BA	79
Price, Kenneth D.	AB	67
Pry, Mrs. Oscar	BS	40
Pugh, Walter E.	AB	67
Querbach, Maxine B. (Brumfield)	BS	36
Quint, Jan Marie	AB	73
Rabas, Joyce M. (Luder)	AB	70
Rachbauer, Aloysia (Sister)	BS	27
Raish, Marjorie (Gamet)	MS	37
Ramsey, Jeannette Alee (Mar)	BA	76
Randall, Jean (Robinson)	AB	41
Randolph, Richard W.	MA	81
Randolph, Ronald L.	BA	77
Rath, Robert L.	BS	40
Read, Maxa R. (Rorabaugh)	AB	48
Redetzke, Marlyn	BS	72
Reed, Mrs. Floyd	MA	47
Reed, Irma M. (Martin)	LD	22
Reichert, Fred F.	MS	68
Reinert, Cecelia A. (Buser)	AB	72
Reinert, Ruth A.	BA	78
Reynolds, Lucinda (Hale)	AB	68
Rhoades, Charles	AB	40

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Rhoades, Maxine (Clark)	BS	35
Rhodin, Nione D. (Olson)	AB	66
Rice, Richard W. (Captain)	AB	67
Rice, Rick A.	BA	75
Rich, Shirley (Dawes)	BS	38
Richards, Dorothy (Dresher)	MS	54
Richards, Jean G. (Fuller)	AB	65
Richards, Martha A. (Pate)	AB	54
Richardson, Donald	AB/MA	52/71
Richardson, Donald J.	Minor	67
Richardson, Rose Mary (Selo)	AB	70
Richey, Zara (Sharp)	AB	42
Ridgway, Carolyn J. (Johnson)	AB	67
Riedel, Lutie	MS	72
Riegel, David A.	AB/MS	54/55
Rietzke, Dorene P. (Prior)	AB	46
Riggs, Margaret J. (Walker)	AB	56
Rinehart, Fern V. (Vincent)	AB	36
Ritterhouse, Mary K. (Beggs)	BA	66
Robbins, R. Faye (Gilchrist)	AB	69
Roberts, Aubrey W.	BS	30
Roberts, Oliver R.	AB	48
Roberts, Rena R. (Reed)	BS	36
Robertson, Jack B.	AB	73
Robinson, Mrs. Sam	BS	29
Roche, Joseph	MA	69
Rogers, Mrs. Glen	MS	31
Rogers, Katherine (Rhoades)	BS/MA	33/
Rook, Helen F. (Ferguson)	AB	49
Ross, Donna G.	BA	80
Ross, Francis T. (Rev.)	MS	58
Ross, Karen Louise (McAfee)	BA	76
Ross, Kenneth F.	AB/MA	69/77
Ross, Mary Jolene	BA	81
Ross, Norma J. (Smith)	AB/MS	70/72
Ross, Phyllis Diane (Berens)	AB	67
Ross, Velma (Mackey)	BS	38
Roth, Wayne J.	AB	72
Rowe, Janne R. (Henning)	BA	82
Rowland, Phyllis C. (Wilson)	AB	70
Rubottom, Avonne M. (Melton)	AB	67
Rucker, Dorothy A. (Thomas)	AB	74
Rudd, Annette	AB	60
Ruff, Ruth A. (Bonner)	BS	27
Rupp, Faith M. (Givens)	AB	64
Rupp, Mary A. (Herron)	AB/MS	57/70
Rupp, Mary L. (Schmidt)	AB	65
Rusch, Dorothy A. (Arnhold)	AB	72

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Russell, Leo J.	AB	61
Ryan, Mrs. Frederick	BS	35
Sackett, Marjorie M. (McGrath)	AB	46
Sackrider, Barbara W. (Werth)	AB	59
Sams, Martha J. (Ricklefs)	AB	74
Samuelson, Nellie M. (Marshall)	MS	56
Sandell, Linda L. (Voran)	AB	74
Sander, Karen S.	BA	79
Sangrungruang, Sombat	AB	58
Satchell, Linda D. (Letsch)	AB	72
Saunders, Dwight M.	AB	64
Sayler, Lawrence E.	BS	31
Sayler, Mrs. Maurine	MS	41
Scapellati, Norma J. (Powers)	AB	51
Schafer, Geanene R. (Raburn)	AB	69
Schafer, Olive R. (Reed)	BS	36
Schartz, Jennifer Marie (Potter)	BA	77
Scheck, Karen Marie	BA	82
Scheetz, Philomena	BS	26
Schenk, Cheryle Terese (Beckmann)	BA	77
Scheuerman, LuAnne J. (Lebsa)	AB	51
Scheuerman, Robert P.	AB	58
Schlegel, Myrna (Ruder)	AB	72
Schlegel, Stephen M.	AB	69
Schmeller, Wilma J.	MA	73
Schmidt, Michael P.	AB	70
Schmidt, Sandra (Shipek)	AB	67
Schmidtberger, Loren	AB	51
Schneider, Louverne (Williams)	BS/MS	38/71
Schneider, Matilda (Hower)	BS	25
Schnell, Vaunita K. (Rusco)	AB	57
Schoenfeldt, Donald E.	BA	78
Schreiber, Denise K.	BA	80
Schreiber, Denise Y. (Oloman)	AB	71
Schreiner, Wayne R.	AB	62
Schrepel, Wilfred	AB	57
Schroeder, David	MA	76
Schoen, Carolyn	AB	61
Schuetz, Dianne S. (Schaefer)	AB	65
Schultz, Freya	AB	71
Schulz, Dianne L.	BA	75
Schumacher, Paula	AB	60
Schumacher, Wayne A.	AB/MA	62/66
Schwartz, Carole J. (Pfeifer)	AB	67
Schwein, Rex	AB	38
Schwein, Richard R.	AB	69
Schwindt, Mary E. (Boone)	MS	68
Schwindt, Rose Mary	MS	71

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Scott, Dolores R. (Srajer)	BA	75
Scott, Doris L. (Hampton)	AB	74
Scott, Fred W.	AB	65
Sebelius, Nancy (Gruver)	MA	80
Seirer, P. Scott	BA	77
Selley, Charla J. (Carr)	AB	68
Seronsky, Louise (Dr.)	BS	35
Shafer, Mrs. Olive	BS	36
Shaffer, Jan M.	AB	70
Shaffer, Pamela K. (Schmidt)	AB	70
Shaffstall, Judith (Dressel)	AB	66
Sharp, Esther (Williams)	BS	40
Sharpe, Delilah M.	AB	71
Shaw, Violet L. (Spiers)	AB	64
Shearer, Virginia (Maxwell)	AB	34
Sheetz, Philomena M.		
Sheffer, Alberta (Alexander)	BS	32
Sheldon, Audria M. (Jennings)	AB	53
Shepherd, Niki L. (Lewis)	AB	65
Sherman, Elizabeth	AB	72
Sherwood, Anna E. (Portland)	AB/MS	60/70
Sherwood, Mary G. (Gay)	AB/MS	70/71
Shortle, Charles David	BA	77
Shubert, Ann (Davis)	BA	77
Shuster, Merlene F. (England)	AB	72
Sidener, Ronald L.	AB	67
Sigler, C. Keith	MS	57
Simmons, Carla J. (Brohammer)	BA	75
Simons, Mrs. Kenneth	AB	60
Simpson, Ethel (Liss)	MS	47
Simpson, Kathryne M. (Harrel)	BS	38
Simpson, Richard	AB	57
Sims, Dale	BA	82
Slusher, Kathy H. (Hubble)	BA	80
Small, Effie K. (Denison)	BS	33
Smedley, Elizabeth Anne	BS	28
Smith, Arlene (Goetz)	AB	64
Smith, Bedford D.	AB/MA	66
Smith, Clyde	BS	30
Smith, Mary E. (Enfield)		34
Smith, Robert A.	AB	62
Smith, Robert Deloyd	BS	61
Smith, Sara A.	AB	66
Smith, Sheila	BA	80
Smith, Warren P. (Rev.)	AB	53
Smith, Wilda (Dr.)	AB	53
Smitherman, Donald (Dr.)	BS	38
Soice, Nicki J. (Mayrath)	AB	68

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Sorensen, Ruth Ann (Reinert)	BA	78
Sosa, Annette (Meier)	AB	74
Spacil, Karen Sue (Sander)	BA	78
Spady, Carol R. (Huff)	MS	76
Spangler, Robert J. (Rev.)	MA	62
Spies, Wm. Arlen	AB	59
Spragg, Amanda	BS	38
Staab, Rodney W.	BA	77
Stacey, Raymond L.	AB	61
Stacy, Pauline M. (French)	MS	71
Stang, Clement G.	AB	69
Stanley, Donna M. (McCants)	AB	71
Stanley, Ellen M. (Durr)	AB	72
Starke, Nancy A.	BA	77
Starkey, Maxine N. (Nelson)	AB	49
Starks, Margaret M. (Kubits)	BS	41
Starliper, Doris E.	MS	54
Staten, Alexis A. (Morgan)	AB	73
Stearns, Sandra K. (Johnson)	BA/MA	71/78
Stecklein, Juleen (Schumacher)	AB/MS	65/71
Stecklein, Ramsey Terrence	BA	80
Steedman, Marian M. (Matthew)	BS	38
Steeple, Olive K. (Kobler)	BS/MS	25/56
Stegman, James	MS	70
Stegmeier, R. Jean (Cromer)	MS	72
Steiger, Faye	BS	31
Steimel, Maridell I. (Goings)	AB	69
Stein, Kathleen A. (Selbe)	AB	69
Stein, Paula R. (Razak)	AB	71
Stephen, Cynthia S. (Coen)	BS	67
Stepp, Mary L. (Barry)	AB	48
Stewart, Dorothy	AB	53
Stewart, Mary (Scherer)	BS	42
Stone, Linda K. (Steitz)	AB	69
Storm, Marilyn	AB	49
Stoskopf, Sherry J.	MA	67
Stout, Joyce Y.	AB	66
Stover, Anna L. (Galloway)	BS	37
Stauss, Carol	AB	65
Stauss, Jacqueline (Straus)	BS	72
Strecker, (Middleton)	MA	81
Strouse, Beverly J. (Tittel)	AB	66
Struss, Esther N. (Neff)	BS	34
Stubnea, M. Hilda (Sister)	MS	63
Stull, Genevieve B.	BS	36
Sturgeon, Norma M. (Boyd)	AB	58
Sugg, Robert E.	MA	66
Suppes, Lavona L.	MA	82

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Suran, Irene H. (Hancock)	MS	51
Surprise, Donna J. (Kleinsch)	AB	70
Sutley, June A. (Robinson)	AB	72
Swafford, Lindon L.	BS	60
Swanson, Marvin E.	AB	48
Sweek, Steven R.	MA	82
Sweet, Bertina (Johnson)	BS/MS	48/54
Swift, Lisa Yvonne (Hull)	BA	77
Tallman, Gilmory (Rev.)	MA	74
Tarbet, Mary Susan (Whitesi)	BA	73
Taylor, Anita B. (Brown)	AB	70
Taylor, Dianne	BA	75
Tegtmeyer, Peggy (Coder0	AB	62
Teichmann, Charlotte (Lanma(AB/MA	65/80
Teske, Susan Lynn (McAfee)	MA	81
Tewksbury, M. Juleff (Coles)	BS	27
Tharp, James	AB	38
Thibault, Patricia L. (Schuc)	AB	69
Thomas, Jacqueline C. (Torbe)	MS	70
Thomas, Vera (Mayfield)	BS/MA	55/67
Thompson, Mrs. Dean	AB	53
Thompson, George G. (Dr.)	AB/MS	37/39
Tidball, Kenneth R.	BA	63
Todd, Lola K. (Loving)	AB	70
Toepfer, Denise L. (Liggett)	BA	75
Toland, Pauline	MS	62
Tomson, Marion	AB	67
Tonkin, Mary	BS	42
Tracy, Charles R.	BS	36
Trail, Frances L. (Linden)	AB	69
Tramel, Joanne N. (Watson)	AB	67
Trapp, Herman R.	AB	55
Taylor, H. Leland	MS	65
Trowbridge, Josephine (McKi)	AB	64
Trull, Lowell C.	AB	36
Turkle, Diana L.	AB	72
Tustin, Gordon R.	AB	62
Tuttle, Camellia R.	BA	76
Uffman, Margaret S. (Summers)	BS	35
Underwood, Lowell P.	MS	72
Unruh, Alice E.	BS/MS	28/53
Unruh, Galen W. (Rev.)	BA	73
Unruh, Mary E. (Baker)	AB	49
Urban, Edward J.	AB	55
Vangundy, Frances (Hull)	BS	37
Vanmetre, Olive	AB/MS	32/36
Vanover, Wilma (Corzine)	BS	39
Vanscyoc, Leo (Dr.)	AB/MS	50

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Veal, Lois O. (Tracy)	BS	36
Vernon, Dorothy (Henry)	AB	48
Vernon, Ellen H. (Hill)	AB	46
Vilock, Mrs. William	BS	34
Vincent, Kathryne L. (Herman)	AB	74
Vincent, Stephen E.	AB	74
Vliet, Rodney M. (Dr.)	MA	65
Vocelli, Virginia K. (Gilmore)	AB	68
Voss, Debra Rae	BA	76
Voss, Ralph F. (Dr.)	AB/MA	65/67
Wadsworth, Roberta K. (Millie)	AB/MA	71/78
Waggle, Terry D. (Deal)	AB	61
Wahrman, JoAnn (Grauerholz)	AB	69
Walden, Marilyn P. (Parsons)	BS	65
Walker, Larry D.	BA/MA	75/81
Walker, Sharen K. (Bohall)	AB	66
Walter, Elizabeth B. (Bartho)	BA	82
Walters, Mark J.	BA	82
Walters, Martha F. (Kissell)	AB	54
Walters, Thomas W.	BA	79
Walz, Wayne A.	AB/MA	65/68
Wampler, Vera M. (Kennedy)	AB	39
Wangerin, Albina B. (Basgall)	AB	35
Ward, Mildred E. (Lee)	MS	33
Warfel, Samuel L.	MA	69
Warren, Patricia A. (Linville)	BA	76
Wasinger, Christine Louise	BA	80
Wasinger, John R.	AB	59
Wasinger, Robert L.	AB	57
Watkins, M. Jane (Weigel)	AB	66
Weaverling, Fred E.	BS25	
Webb, Charles R.	AB	51
Weber, Hallie R.	BS	31
Weber, James J.	AB	57
Weber, M. Victorine (Sister)	BS	29
Webster, David R. (Dr.)	AB	63
Weidle, Mrs. Vance	BS	31
Weigel, Edwin	AB	35
Welk, Ruth (Bodmer)	BS	30
Wellman, Loren	BS	35
Welsh, Polly A. (Williams)	AB	67
Welter, Mary L.	BA	77
Welty, June G. (Gale)	AB	47
Wenty, Emmry	BA	80
Werhahn, Darlienne (Thompson)	BS	40
Werling, Gary W.	BA	75
Wessling, David L.	AB/MA	74/79
Westbrook, Mrs. Jerry	AB	61

<u>NAME</u>	<u>DEGREE</u>	<u>YEAR</u>
Westerman, Michael W.	AB	70
Westervelt, Dixie	AB/MS	70/71
Wetzel, Anna Marie	BA	81
Wetzel, Charles	MS	58
Whalen, Teri Jean (Rasing)	BA	77
White, Jerry E. (Rev.)	MS	59
Whiteside, Mary	AB	74
Whittecare, Mrs. Donald	MS	70
Wickizer, Eleanor W. (Winter)	BS	35
Wieck, Janice E.	BS/MA	70/80
Wiehl, Beverly J. (Fabín)	AB	74
Wiley, Susan E. (Lord)	MA	78
Williams, Beatrice (Jacquar)	AB	35
Williams, E. Pearl (Shutts)	BS	26
Williams, G. C. (Mann)	BS/MS	31/37
Williams, Kathleen R. (Clark)	AB	68
Wilson, Audrey C. (Miller)	AB	47
Windholz, Frank J.	BS/MS	42/52
Winton, Ruth L. (Nelson)	BS	42
Wirtz, Amadea (Sister)	BS	31
Witt, Grace P. (Piros)	MA	67
Wolf, Lynette M. Wahrman)	AB	69
Wolf, Richard L.	BS	60
Womochil, Bonnie M. (Harbaug)	AB	59
Wonner, Frank	AB	40
Wood, Charles W.	AB/MA	62/65
Wood, Karen D. (Bebb)	AB	63
Wood, Sheila (Smith)	BA	80
Woods, Margaret (Johnson)	MS	61
Workman, Thelma (Starr)	AB	58
Wright, Edgar	AB	63
Wright, Jolene F. (Harris)	AB	59
Wright, Julie Diane	BA	82
Wright, Patricia A. (Eilers)	AB	62
Wright, Robert	AB/MA	59/6a2
Wright, Vena	AB	48
Yeargan, Richard G.	AB	59
Young, Rena M. (Reed)		71
Zabel, Phyllis L. (Hermanns)	AB	70
Ziller, Lorna L.	AB	67
Zimbelman, Karen K. (McGuire)	AB/MS	64/69
Zimmerman, Hester H.	BS	32

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