

# CALIFORNIA THE FORNIAN

Magazine of the California History Center Foundation/De Anza College  
A Foundation Supporting the Study and Preservation of State and Regional History



**Feature:**  
**Early California Aviation**

## Memories of Bogotá

As readers of **The Californian** know, my wife, Mary, and I recently returned from a leave from the history center, and it seems everyone has been interested in what we did while we were gone. More, folks wonder why we chose to live for a time in Bogotá, Colombia.

To be honest, when we made our choice, we didn't think much about Colombia being a danger spot, a center for the drug trade. Mary simply wanted to live and study Spanish where the language was as pure as possible, and the spot was Colombia. I just followed along, since I could work anywhere on my sabbatical project, finishing a book. In the end, it couldn't have been a better choice.

With almost 8 million souls, Bogotá is a much larger city than we had thought. Abutting against and running north-south along the Andes, it is 8,200 feet above sea level. It seemed strange to have an expansive savannah of rich farm land west of the city — many of our cut flowers are imported from this area — but altitude takes on a whole new meaning near the equator. It was springtime every day.

Bogotá's southern part is terribly impoverished, the center contains the original colonial sector, and the further north one goes the richer the neighborhoods. Fortunately, we found a suite in a hosteria located in La Candelaria de la Vieja, the old colonial sector and most picturesque part of the city. Although a bit close to the impoverished part of the city, La Candelaria is home to a wonderful mix of scholars, artists, politicians, and working class people who jealously and proudly guard their community. In La Candelaria's safety, we managed to cope relatively easily with grinding poverty around us, the fairly rigid class system, and our own latent fears about being in a country with a reputation for danger.

For Mary, La Candelaria was perfect, just an eight block walk to the Universidad de los Andes where she studied Spanish

and social psychology in the regular curriculum. For me, our location was equally good. Although in the middle of the city, it was a quiet and comfortable spot in which to slave away on a writing project, and I am pleased that my almost 14-year book project is finally in the hands of a publisher. Without the peace and quiet of La Candelaria, it might still be far from finished.

Fortunately, we did not spend every moment in Bogotá. One excursion took us to Villa de Leiva, a Spanish colonial town founded around 1700, but the adventure was in getting there. We left early one morning to catch what we thought was a direct bus to the town. Alas it went first to Chiquienquiera, three hours and many kilometers out of the way, made a 45-minute layover, and then moved on to yet another town two hours away and still some distance from our destination. Worse, we wound along torturous, back country, mountain trails — just the sort of route all guide books and the embassy advise one never to go because of guerilla threats. Yet, the scenery was magnificent, the simple and poor farms of the campesinos inspiring, and the openness of the school children who had joined us on the bus at Chiquienquiera something we never saw in the city.

I suppose, if we had our choice, we might still be in Bogotá, but all good things eventually must end. We finally left in part because the Colombian energy crisis led to electrical rationing seven hours a day, which made our daily life a bit awkward. I found this especially ironic, since the topic of the book I was finishing is "energy and the making of modern California."

It is good to be back and in the swing of our work at the history center, but the memory of Bogotá, the Andes, and a special time will linger forever.

**Jim Williams**  
Director



**Front cover:**

*Pioneer aviators gear-up their new fangled flying machine on the beach near San Francisco while the crowd waits anxiously. Photo by Mervyn Silberstein, courtesy of the Gloria Brown collection.*

*La Candelaria de la Vieja, the colonial Sector and most picturesque part of Bogotá.*

# CALENDAR

**1/4** De Anza College classes begin

**1/18** Holiday in observance of the birthday of Martin Luther King. CHC closed; De Anza classes do not meet.

**1/23** “California’s Literary Legacy: Eugene O’Neill National Historic Site”

8:45 a.m. to 3 p.m. Marion Card leads a trip to Danville for a tour of author Eugene O’Neill’s spacious Tao House, c. 1937. Lunch is no-host at the historic Old Danville Hotel. Cost is \$25 for CHCF members, \$31 for non-members, and includes transportation, fees, and honorarium. Reservation deadline: 1/13.



**2/2** “Roundtable Reminiscences”

2 to 4 p.m. at the Trianon. The history center is hosting a unique session in oral history. Long-time De Anza employees will be reminiscing about what De Anza College was really like 25 years ago, and offering commentary about the changes they’ve seen over the years. No fee.

**2/12** Holiday in recognition of Abraham Lincoln’s birthday. CHC closed; De Anza classes do not meet.

**2/15** Holiday in recognition of George Washington’s birthday. CHC closed; De Anza classes do not meet.

**2/19** “Celebrating California’s Cultures: Buoi Trinh Dien Nhac Dan Toc Viet Nam”

7:30-9 p.m. at the Trianon. Musicians Ngoc Lam and Que Lam bring to the California History Center the traditions and songs from Viet Nam for a special celebration of the Vietnamese culture. General admission: \$7; special price for CHCF and DASB members: \$4. Reservations deadline: 2/19.

**3/5** “How the West Was Worn”

7:30-9:30 p.m. at the Trianon. Barbara Murray of the Theatre Arts Department at the University of Santa Clara provides a lively presentation of slides, anecdotes, music, and original garments representative of life in California between 1849 and 1885. General admission: \$4; special price for CHCF and DASB members: \$2.50. Reservations due 2/19.



**3/26** Spring quarter classes end.

**3/27-28** “Shaping A State: Early American Settlers in California”

The private workshop of stagecoach builder Jay Lambert highlights an exploration of some of northern California’s history. Visits to the Bidwell Mansion State Historic Park in Chico and the William B. Ide Adobe State Historic Park in Red Bluff complete the weekend tour. The bus departs from De Anza at 8 a.m. Saturday and returns at 9 p.m. Sunday. Fees cover transportation, lodging, entrance fees, and honorarium; meals are no-host. Cost is \$120 for CHCF members, and \$140 for non-members. Reservations due 2/28.

## Of Interest to Members

A Kaleidoscope of Toys – Toys and Games of Yesterday, exhibit, Campbell Historical Museum, 51 N. Central Ave., Campbell, 408/866-2119, through February 6.

Evolution of a Community: Centennial Exhibit, Vacaville Museum, 707/447-4513, through February 28.

Return of the Yoyo, exhibit, Chico Museum, 916/891-4336, through March.

From Italy to the Golden State: 100 Years of Italian Heritage, exhibit, Courthouse Museum of Merced County, 209/385-7426, through June 20.

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# EDUCATION

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## State and Regional History

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*As a benefit of membership in the California History Center Foundation, the center provides registration assistance to members who are taking only history center classes. All other students wishing to take history center classes — or members taking classes in other departments — must register through the De Anza College Admissions and Records Office. CHCF members who would like registration assistance must come to the center to register. Members may register 8 a.m.-noon and 1-4 p.m., Tuesdays, Wednesdays and Thursdays beginning December 1.*

*For complete course details, including times, dates and fees, please see the De Anza College winter schedule of classes.*

### **Historic San Francisco: From the Barbary Coast to Grand Hotels:** *Betty Hirsch*

From the Wild West's most colorful and intriguing history to present day scoundrels, San Francisco's once wicked, mysterious and elegant past comes to life. Through the writings of Mark Twain, Ambrose Bierce, Dashiell Hammett, Ina Coolbirth, Rudyard Kipling and others, combined with the dramatic history of the building and rebuilding of San Francisco's major hotels, students will be introduced to what was the infamous and glorious history of San Francisco. Four lectures and four field trips included.

**Crossing the Bay/Transportation History:** *Chatham Forbes*  
San Francisco Bay was first a resource then a barrier for Native Americans, Hispanics, Europeans and Americans who came to its shore in early times; and so it remains today. But with increasingly advanced technology, and under the pressure of booming population and industry, various forms of water, bridge, tunnel and air transportation have been developed over the years to move passengers and cargo across the waters. Great ingenuity and creativity, and also a measure of bold technological fantasy, plus the interplay of politics and environmentalism, comprise an intriguing and vital phase of Bay Area history. Two lectures and two Saturday field trips.

### **Early Aviation History:** *Chatham Forbes*

The history of aviation and aeronautical science began at roughly the same time as industry on the Pacific Coast. Superior flying weather, an atmosphere of opportunity for entrepreneurship, and the glamour of flying as a new dimension in transportation and adventure all made the West a center for invention and enterprise in the novel field of aviation. The San Francisco Bay region attracted many creative and bold pioneers in aeronautical science, development, transportation and production. The class will include two lectures and visits to sites and aircraft museums of importance to this history.

### **California Gold – The Middle Mother Lode:** *Brian Smith*

The largest voluntary migration of mankind ever recorded was to the gold fields of California. Most of these adventurous "Forty-niners" hoped to make their fortunes within a month and head back to "civilization." When arriving they found only hard work with little result. In this quest, however, these modern-day argonauts developed highly sophisticated mining methods, laws and a culture that has been transplanted throughout the world. Students will focus on the middle Mother Lode of El Dorado, Amador, Calaveras and Tuolumne counties. Two Saturday field trips included.

### **California and the Wine World:** *Charles Sullivan*

California and the Wine World introduces the student to the major wine styles and types of Europe and traces their historical development there. It also identifies their counterparts in California, with glances to the Pacific Northwest and the rest of the world. The wines that have developed in California since the 1850s have their counterparts in Europe. Six major categories will be studied and the thrust of the course is historical with special emphasis on the evolution of California varietal and generic wines. After each major unit, there will be a comparative evaluation of the wines studied. Field trips to San Francisco included.

### **Sunnyvale: From City of Destiny to the Heart of Silicon Valley:** *Mary Jo Ignoffo*

This course presents an historical overview of Sunnyvale from the Mission period through the 1980s; an era that began when it was a sheep pasture for Mission Santa Clara, through its

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emergence as a town promoters proclaimed “the city of destiny,” to the technological revolution of the 1970s and 1980s when it became known as the “heart of Silicon Valley.” Colorful characters including local Indian Lupe Ynigo, patriarch Martin Murphy, Jr., city clerk Ida Trubschenk, and suffragist Sophie Durst help bring the history of this town alive. One field trip included. The California History Center is currently in the process of publishing Ignoffo’s book on the history of Sunnyvale. The book *Sunnyvale: From the City of Destiny to the Heart of the Silicon Valley*, is an updated, rewritten version of a book first published by the history center in the 1970s.

## Fee Increases for California’s Community Colleges

State-mandated fee increases for all California community college students will go into effect in January, 1993. Enrollment fees will increase from \$4.00 to \$7.00 per quarter unit for undergraduate students and to \$33.00 per unit for those students who have already earned a baccalaureate or higher degree. An important change to also note is that there will no longer be an enrollment fee cap — that is, students must pay for each unit for which they register. In the past, the enrollment fee capped at 10 units, or \$40.00, and there was no charge for additional units beyond 10.

Students may apply for a waiver of the differential fees. Students must, however, sign a form indicating they fit into one of three categories, 1) dislocated worker, 2) displaced homemaker or 3) public assistance recipient. Students must meet certain criteria under each designation to be in compliance. Forms are available through the Admissions and Records office.

These new enrollment fees could very well have a major impact on the California History Center’s academic program. CHC students are encouraged to contact California State Senator Rebecca Morgan at 415/688-6330, Assembly Member Charles Quackenbush at 408/446-4114 and Governor Pete Wilson at 916/445-2841 to voice your concerns and opinions about the fee increases.



*Does the office look familiar? Does the fellow look familiar? If you are able to help identify either the person or location of this photo please call the California History Center Library.*

## Early California Aviation: John Joseph Montgomery

by Daniel Tchen

An invention is defined as “a new method, process or device evolved from study and testing.” Then a person who comes up with a new method or process, from studying and testing, is called an inventor. History is full of inventors. And their interests and inventions all have a very broad subject area; from having the desire to improve gold mining in the mines, to having the desire to fly in the air like a bird. John Joseph Montgomery was one of those inventors who had the desire to fly. In 1852, a man named Sir George Cayley had the desire to fly. He built a glider and used his coachman as pilot. The glider, once in the air, was able to stay airborne for a short distance across a small valley, which was probably the intention of the inventor. But lacking sufficient methods and controls, the coachman was unable to control the glider and crashed. This example of an early flight in history was shared by many other inventors who had not yet solved one of their major problems: an uncontrollable flight. Montgomery came up with new methods of building aeroplanes so that the rider could be in control of the flight. He accomplished these “improvements for aeroplanes” from years of studying and experimenting. With his invention, Montgomery became the first American to fly a heavier-than-air machine, and be in control of the flight. From his experiments, he discovered some of the basics of aerodynamics. And his development of some of the principles of aerodynamics helped in a modest way to lay the foundation of modern aviation.

To really understand and see Montgomery’s accomplishments, it is necessary to describe and talk about his past; a past that is both interesting and somewhat unique. Interesting in the way that Montgomery’s interest in flying began at a very early age. Unique in the way that throughout his life, he always seemed to be preoccupied with the thought of flying and pursued it in any and every way he could, no matter what the circumstances were.

John Joseph Montgomery was born February 15, 1858, in Yuba City, California. His father, named Zachary Montgomery, was a former assistant attorney-general. Montgomery’s mother was Ellen Evoy Montgomery, daughter of Bridget Shannon Evoy, “probably the only woman who led a covered wagon train across

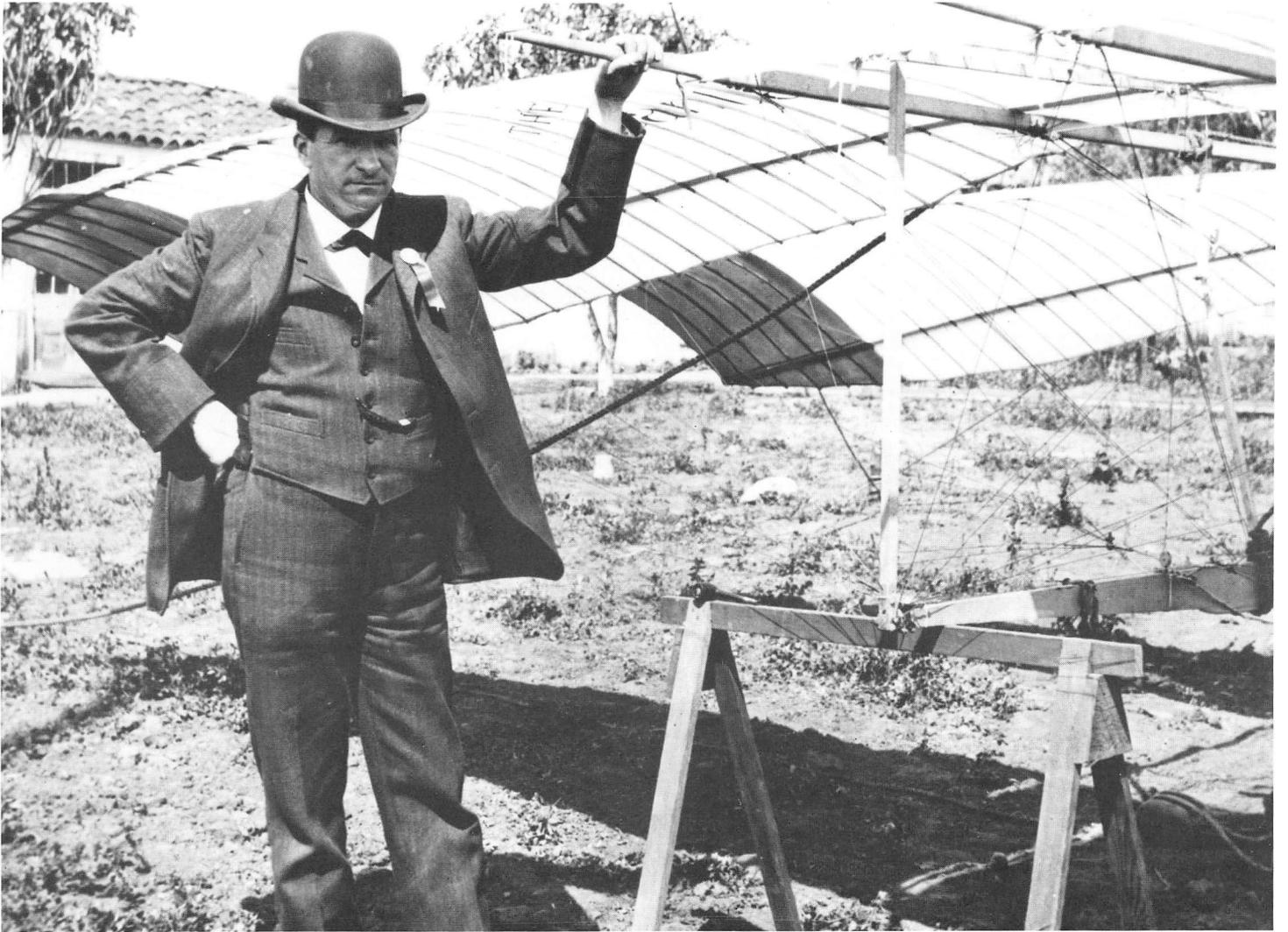
the plains in 1849-1850.” John was the second oldest of a family of three sons and three daughters. John was twin-brother to Thomas and the eldest of the family was named James. After John and Thomas were born, came, in chronological order, Mary, Richard, Margaret, and Jane, the youngest.



John’s interest in flying started at a very young age. When he was three years old, he was fascinated by the white clouds in the skies. He was astonished by the way the white clouds floated, so silently and so smoothly, just like a bird, and used to dream of jumping on top of one of those clouds and riding the skies. According to his mother, John, as a little boy, used to lie on his stomach, extend his arms out and pretend to fly.

John wanted to fly like a bird. He was not too sure of how to do it but at least knew that he would need some type of wings. Most of all, he wanted to be able to control his flight. While most kids are usually pleased with just knowing what things are, John always wanted to know more. He wanted to know not only what things were, but also why they were that way. And because of his desire for knowledge, John started to study and experiment with different things that would puzzle him, such as why birds had curved wings, etc. . . .

One day, John found a piece of sheet iron and like any other little boy, threw it in the air. But when the sheet iron came down, John noticed that it came down in a very unusual manner. Instead of dropping straight down, he noticed that the sheet iron curved as it was falling, and even seemed to pause at some moments. He also noticed that the edge of the sheet iron was bent in a curved way, and believed that the curved edge had something to do with the way the sheet iron fell. This phenomena really puzzled John, causing him to later start research on the impact of air and water against edge surfaces, using both plane and curved edge surfaces. With his research, he discovered that a current of air approaching



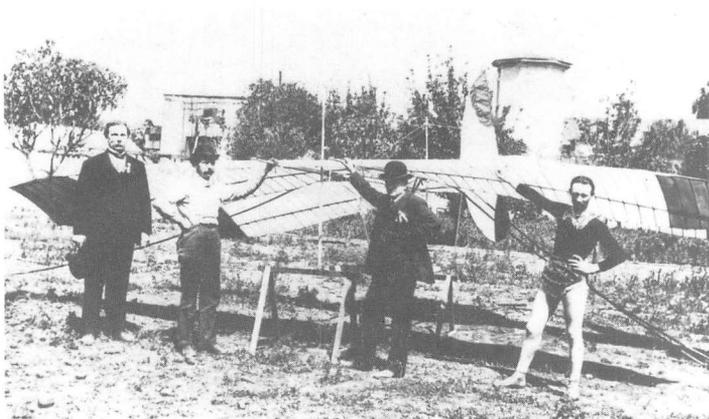
*John J. Montgomery and his aeroplane, the "Santa Clara," on Santa Clara College campus. Courtesy of Santa Clara University Archives. Circa 1905.*

an inclined surface was deflected far in advance of the leading edge and, approaching it in a gradual curve, reached it at an abrupt angle. He likewise saw clearly that pressure was greatest at the leading edge of the wing and decreased toward the rear.

On another occasion, while riding in a ferryboat, Montgomery noticed that seagulls' wings could stay almost motionless while flying in the skies, and that with just a little flap of their wings, the seagulls could either rise up or down, or change the direction of their flight. By observing the flight of other birds, Montgomery concluded that the secret to flying had to be related to a bird's wing anatomy or construction. Once again, due to his drive for knowledge, Montgomery went on to study the wings of birds. He would shoot the birds down and spread their wings on a table so as to be able to study them very carefully. He would also capture the birds live to be able to study their wings in action. Eventually, after many experiments, John Joseph Montgomery discovered the lifting power of the curved surface wing.

In the meantime, while experimenting and studying, Montgomery also flew some toy-model airships to test their flight capability. When he first began building these airships, he followed the pattern of a flat-winged surface for the wings, since other experimenters were doing it that way. But every time Montgomery would launch his toy-model airships, they would turn into failure rather than success. So after discovering the lifting power of the curved surface wing, he began to follow the pattern of a bird's wings for the wings of his new model airships.

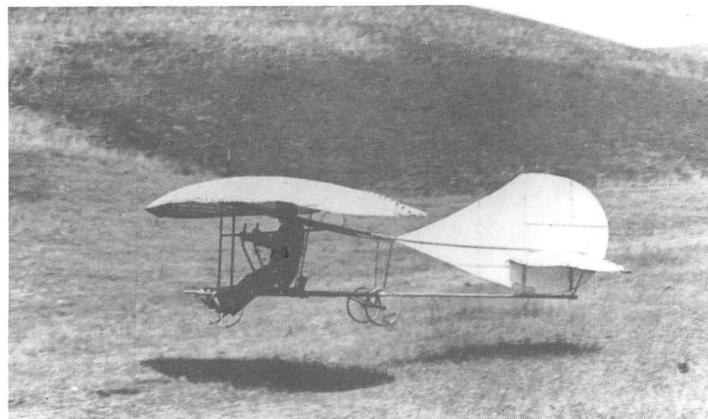
Montgomery's knowledge did not all come by just studying and experimenting phenomena. He had an education; an education that helped him fulfill his dream of flying.



*1905 demonstration of the glider designed and built by Mr. John J. Montgomery. Mr. Frank Hamilton, owner of the hot air balloon that lifted the glider into the air and Mr. Dan Maloney, aeronaut and tester of the glider. Left to right: Assoc. Justice W. G. Lorigan, Frank Hamilton, John J. Montgomery, Dan Maloney. Courtesy Santa Clara University Archives.*

He started his primary grades at Notre Dame Academy, and finished his primary grades at home, tutored by his parents. He went on to the Christian Brother's Academy for his secondary years of school. After finishing Christian Brothers Academy, Montgomery was enrolled by his father Zachary in Santa Clara College on August 11, 1874. While attending Santa Clara, he studied astronomy, continued to research for new ideas on his obsession to fly, and also had the opportunity to see a solar microscope being used to project enlarged pictures or images onto a screen. From that experience, Montgomery went on to build himself a solar microscope projector to enable him to study the anatomy of an insect's wings. He knew how to take advantage of the opportunities of the things around him. Montgomery transferred to St. Ignatius College after only one year at Santa Clara, where he received his Bachelor of Science degree in 1879. A year later, in 1880, he received his Master's degree from St. Ignatius College.

Not much has been said yet about the role that the rest of the Montgomery family played in the accomplishments of John Montgomery's dream. Yet directly and indirectly, the members of the family eventually helped him finish his dream, or at least reach his first step.



*Evergreen experimental flights, 1911. Courtesy Santa Clara University Archives.*

On December 18, 1881, the Montgomery family moved to a farm named Fruitland Farm, in Otay Valley, California. During this time, John Montgomery was still living with his grandmother back home in Oakland, California. When he joined the rest of the family in Otay Valley in 1882, he first started helping with the family's needs by cultivating the land and planting grapevines, but eventually he went back to his flying research. Montgomery ended up taking the space in the large barn and turned it into a laboratory. It was in this laboratory at Fruitland Farm that Montgomery built his first man-carrying aeroplane. In the process of building his first aeroplanes, he had the helping hand of his youngest sister, Jane. She helped fashion the wooden ribs needed to resemble the curve of a bird's wing. She also helped work on the air bellows to fan the coals under his steam boiler when Montgomery was softening wood strips to be able to shape them in the right form. It was from this laboratory that he built his first gull-winged aeroplane that he successfully flew on August 28, 1883.

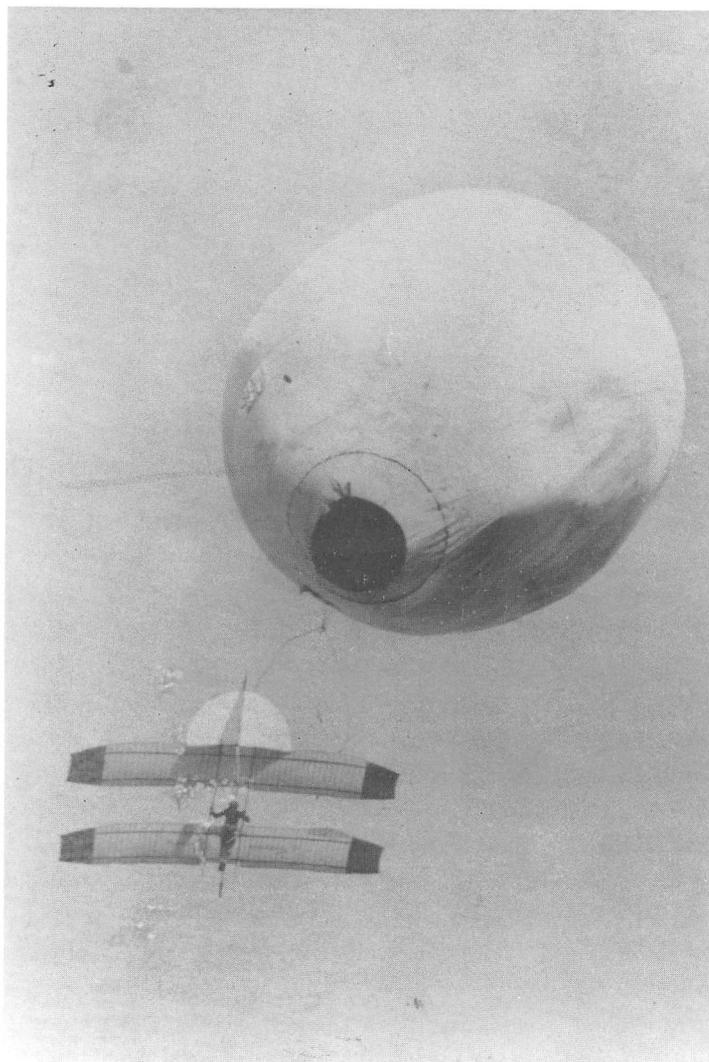
In 1893, Montgomery gave a speech on his discoveries of the basic principles of aerodynamics to the Aeronautical Conference in Chicago. It was at this conference that he met Octave Chanute, a pioneer aviation experimenter who would play an important part in Montgomery's success. In 1894, Montgomery joined the faculty at St. Joseph's College where he taught mathematics. In 1896, he joined the faculty at Santa Clara College upon the recommen-

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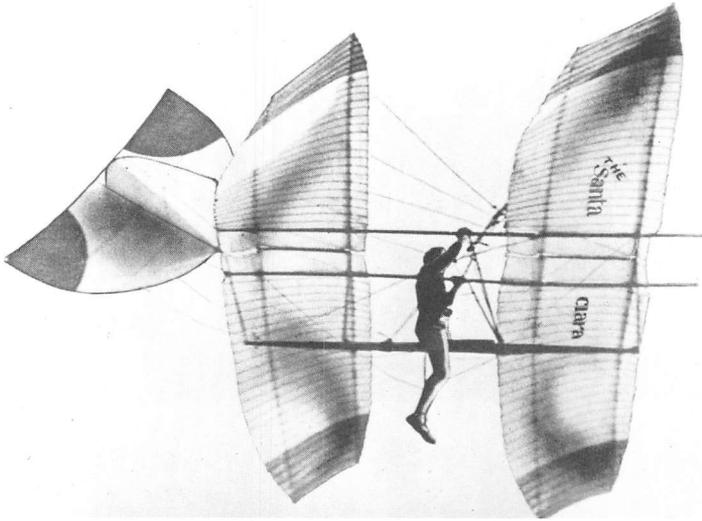
dation of his half-cousin Bishop George Montgomery. While teaching at Santa Clara, Montgomery took advantage of the laboratories available to him at the college to continue his research and experiments in flying. The events that occurred between the years 1893 and 1896 were not extremely significant to the development of his research. It was in the coming years that John J. Montgomery finally reached his goal.

Between the years of 1896 and 1904, Montgomery experimented with four- to eight-foot wingspread models which he tested near Aptos, California. He launched the models from different sites such as a roof, a canyon, and a rope. He also released the model aeroplanes in all kinds of positions. Montgomery wanted to see if he released the aeroplanes sideways, upside down, or backwards, would they straighten themselves back to normal flight position and land smoothly. After performing successful tests with his four- to eight-foot wingspread models, he went on to experiment with 24-foot wingspread models. He also put the 24-foot wingspread models through the same tests that he performed with the smaller models. Eventually, all of Montgomery's tests turned out successfully and in 1904, he hired Dan Maloney to start testing his man-carrying aeroplanes. After several tests performed by Maloney, it was time for Montgomery to show the public the invention that took him years to develop.

On April 29, 1905, Santa Clara College was celebrating President's Day in honor of Robert Kenna, a former professor at the college. Montgomery decided to take the opportunity to present his invention to the public and give an exhibition flight. But only the students, faculty members, and a few reporters were allowed to attend the exhibition. At 8:00 a.m., the balloon which was to lift the aeroplane into the air was inflated. This idea of launching an aeroplane from a balloon in mid-air was another idea discovered by Montgomery. The aeroplane would be suspended from the balloon by a rope and when the aeroplane reached a certain desired height, the pilot of the aeroplane was to cut the rope and . . . fly! So on that day of April 29, 1905, Dan Maloney was lifted into the air by a balloon and when he reached the desired height of 4,000 feet, he cut himself loose from the rope and flew in the air in John Joseph Montgomery's aeroplane named the "Santa Clara."



*In 1905 Aeronaut Dan Maloney was carried aloft by a balloon to an altitude of 4,000 feet where he was cut loose and flew successfully to a predesigned spot. Photo by Rev. D. D. Spearman, S.J., Santa Clara University Archives.*



*Aeronaut Daniel Maloney flying John J. Montgomery's aeroplane, the "Santa Clara." Courtesy of Santa Clara University Archives.*

Maloney remained airborne for about fifteen to twenty minutes, and was in control of the flight, which helped him land perfectly and smoothly. His flight was so successful that Montgomery decided to set up another exhibition, this time for the public.

The second exhibition took place on May 21, 1906, in front of the people of San Jose. The demonstration was a success once again. Montgomery's whole purpose in setting the demonstrations was to prove to the public the power and equilibrium of his aeroplanes. And with these two demonstrations, he gained wide public recognition for his accomplishments.

Montgomery was a man with a dream, an obsession. He was one of those fortunate enough to have their dreams come true. In 1906, the United States Patent Office issued Patent No. 831,173 to Montgomery for "Improvement in Aeroplanes." His story, however, is not without tragedy.

Three months after the exhibition of May 21, 1906, Dan Maloney plunged to his death from mid-air in the Santa Clara when the aeroplane broke a strut during a demonstration. In 1911, Montgomery built a new aeroplane with new methods and controls which he named the "Evergreen." He decided to test the new aeroplane himself. Because of new controls that Montgomery was not yet too familiar with, the aeroplane the "Evergreen" pulled up sharply and side slipped. He died a couple of hours later from a stove bolt that had penetrated his brain behind his ear.

John Joseph Montgomery was a man who was obsessed with the idea of flying. After many years of experimentation, his dream came true. He invented and built an aeroplane that was capable of flying and still gave control of the flight to the pilot. Even though Montgomery had been widely recognized by the public for his invention, some still argued his exploits. "Montgomery was not lacking in courage, but he lacked in knowledge and experience, and despite the ingenious idea of launching a glider from a balloon, he made no real contribution to aviation." Nevertheless, Montgomery discovered the lifting power of the curved surface wing and was the first American to build and successfully fly a heavier-than-air machine. And as Alexander Graham Bell said, "All subsequent attempts in aviation must begin with the Montgomery machine."

*Tchen was a California History 10 student in Fall, 1988. This essay was his research paper for the class.*

**Please note:** The history center is offering a class on Early California Aviation during Winter Quarter. Please see the Education section, pages 4-5, for a course description.

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# CULTURAL PRESERVATION

## CHC Celebrates a Man and His Legacy

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*"It is the honor of the California History Center and the Trianon Foundation to announce the establishment of the Louis E. Stocklmeir Sr. Regional History Library."*

These words from an early California History Center brochure tied a man and an institution together to a common purpose. The man, Louis Stocklmeir, was born in the Santa Clara Valley of 1892. Talented and industrious, the young Stocklmeir recognized and availed himself of the Valley's opportunities for education (from the one-roomed San Antonio School to Stanford University) and experience, in civil engineering, insurance, horticulture, industry, and historic preservation, eventually emerging as a participant and leader in a Renaissance-style array of pursuits.

These pursuits led him in the late 1960s to take center stage in a drama unfolding only a few blocks east of his home near Cupertino's Blackberry Farm. It was a drama in which he would become protagonist and hero, summoning wisdom, knowledge and energy from his complex life to give the play a happy ending. What Mr. Stocklmeir found was the Petit Trianon, a beautiful but

endangered building dating from the decade of his own birth, now in the way of progress as De Anza College rose around it. Stocklmeir and other passionate, committed individuals saved the building and simultaneously envisioned its rich future.

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" . . . toward an understanding that all generations must live with their history — both the history they remember and the history they create."

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The years spent saving the Trianon and the years that followed were filled with accolades for Stocklmeir, referred to as the "Ben Franklin of Cupertino." "Man of the Year" in 1966, a Cupertino Union School District school took his name in 1968. A day was proclaimed in honor of him in May 1976 in conjunction with the naming of a library, to be located in the restored Trianon building.

As an historian and historic preservationist, Stocklmeir's contributions ranged from participation in and direction of local historical societies, essays on historical subjects, lectures, advocacy, collection of historical materials, and teaching. The children of Cupertino benefitted from his love of the subject and his love of young people as he spoke to them of his, and their, common history.

Louis Stocklmeir both remembered history and created it.

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"Increasingly, we realize that if we are to pass on livable times and spaces for our children, we must achieve the intellectual perspective necessary to examine what we are — in light of what we have been and what we may become."

### THE POETRY OF EARTH IS NEVER DEAD



*Stocklmeir bookplate*

### Stocklmeir Library Helps to Build a Richer, Wiser Community

Peter Hero, director of the Santa Clara County Community Foundation, has observed that art is the expression of culture, while history is the embodiment of culture. The California History Center Foundation agrees, and its mission reflects this belief: the preservation, documentation, and interpretation of our regional



*Louis Stocklmeir, left, De Anza President Bob De Hart, center, and District Trustee Bob Smithwick stand by for the moving of the Trianon building in the early 1970s. Photo courtesy California History Center Stocklmeir Library.*

community and state history. Cultural preservation through our magazine and book publications, classes, events, and exhibitions comprises the essence of our role in the De Anza College community.

At the core of our effort is the Louis Stocklmeir Regional History Library, located in the Petit Trianon Building near the Flint Center. This is where the action is. This is where authors, teachers, historians, preservationists, genealogists, students, designers of exhibits, and writers of motion pictures mine our resources, each coming face to face with who we are.

Opened in 1982, the Stocklmeir Library has grown from a few volumes donated by its namesake to a first-rate collection of books, journals, pamphlets, manuscripts, photographs, oral history tapes, videos, and maps. No dusty old archive, researchers are joined everyday by a small army of history center volunteers — Nancy Bratman, Marjorie Carrere, Janet Hoffman, Helen Riisberg, Dee Liotta, and others — all working with Librarian Lisa Christiansen to catalog materials, maintain clipping files, and manage the diverse collection.

Lively conversations reveal a steady convergence of past and present, broken by silent reflection or researchers' questions: Where can I find something about African-American community life in Santa Clara County? Do you have some information concerning the California woman suffrage movement? Is there a translator available for these local Vietnamese newspapers? How about the Spanish land grant documents?

Always new ideas! Always new understandings! Always new donations of family papers or letters, photographs, business receipts from the 1940s, a community organization's minutes, collections of newspapers, or a book. "The Stocklmeir Library shelves frequently appear to be on the verge of saturation," observes Lisa, "as new materials are added to the collection," donated by the community members throughout the region. "We often look as though we are moving," she adds. "I trust we are moving forward."

There's no doubt. The Stocklmeir Library is the engine which drives the California History Center forward, providing the knowledge which makes possible our exhibitions, publications, and course materials. It is the storehouse of our culture. It is a foundation on which we build a richer, wiser community.

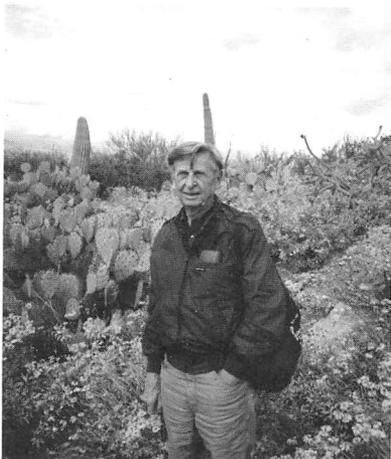
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# FOUNDATION NOTES

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## CHC Recognizes Fritz

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When someone volunteers 40 hours per year for four years to the California History Center, we recognize that person's effort by dedicating an issue of **The Californian** to her or him. It is with pleasure that this issue of **The Californian** is dedicated to "our Man Friday" Fritz Sperling.

Fritz comes in every Friday afternoon and does "anything I can do to help." One of our few male volunteers, Fritz brings an interesting background to the center.

He was born in Ditzfurt, Germany; a small town in the Harz Mountains. His father was a farmer and his mother a homemaker. Fritz's father emigrated to Canada in 1929 and after one year moved to Detroit where he started work at the Wonder Bakery company. That same year he brought his wife and only child, Fritz, to the United States.

Fritz learned to defend himself early in his adopted country. He was put into kindergarten in Detroit even though he was already 10 years old. This, in addition to being required to wear Lederhosen until he was in second grade, made for a few "disagreements" with the other students.

According to Fritz he lived in what was considered then a typical German household. His father did not allow him to join the Boy Scouts and insisted that he attend a trade high school — learning a trade was something useful, paramount to "education."

During World War Two, Fritz was sent overseas, serving as a tank driver in Germany. While in Germany, even though in the middle of a war, he was able to visit the grandmother he hadn't seen in years.

After the war Fritz attended Glendale Junior College and earned an engineering degree from UCLA. He was employed as an electrical engineer by Lockheed for 37 years, retiring in 1987.

Fritz and wife Jackie (also a CHCF volunteer) and their two children moved to Northern California in 1958. The Sperlings now have two grandchildren as well.

An article in the Cupertino Courier announcing a volunteer recruitment tea at the California History Center brought Fritz to us four years ago. And even though Fritz is in the early stages of Alzheimer's disease he and Jackie agree that his volunteer time at the center makes him feel needed and gives him the knowledge that he is still a valuable participant in society. Fritz "loves doing things here." And thank you Fritz for all that you do!

## Community Partners Gets Involved

This year the CHCF board and staff are spending some time rethinking and refocusing the organization to meet the challenges of the next century. Assisting us in this process are volunteers from the Community Partners Program of the Harvard Business School. Community Partners accepted a proposal from the CHCF last spring and agreed to give us help in developing a shared vision and 5-year plan.

Many hours have already gone into the project, and we feel lucky to have management consultants Bill Ralston and Jim Pardee working with us. They attended and coordinated the morning session of the Board of Trustees/staff retreat held on November 13 and will be working closely with us over the next several months. We are very excited about the project and in having the expert guidance of Community Partners. We will keep you posted as the process continues.

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## Exhibit Opening Draws a Crowd

## De Anza Honors Founding President



Photo by Bob Keys

Sunday, November 1 saw the opening of the CHC's latest exhibit **De Anza Odyssey: The First Quarter Century**, celebrating the 25th anniversary of the opening of De Anza College. Live jazz and a tasting of 10 different coffees by Gloria Jean's Gourmet Coffees made for a wonderful morning.

The exhibit traces De Anza's 25-year journey in five major areas: early years and beginnings, instruction, student life, student services, and community services. Each area is highlighted with text and photos. Artifacts range from a selection of sports uniforms, De Anza Day photos and tee shirts, to faculty written books and music of the era.

Visitors to the exhibit are invited to leave their memories in three different ways; by writing on a graffiti board, typing on longtime faculty member Ken Bruce's IBM Executive (in use since he came to the campus in 1967) and inputting on an Apple computer.

The exhibit will be at the history center through May 30. It is colorful, uplifting and a delightful trip down the last 25-years of memory lane. Plan to stop by; make sure you call before hand to confirm our hours.



Left to right—Don Perata, interim district chancellor, Rena Frabony-De Hart, Bob De Hart, Acting Vice President of Student Services, Greg Druehl. Photo by Bob Keys.

Bob De Hart, founding and only president of De Anza College during its first 25 years, was honored at a reception held at the history center on Thursday, November 5. Between 300 and 400 people attended the event, which also served as the dedication ceremony for naming De Anza's Learning Center the A. Robert De Hart Learning Center. Although on medical leave the past year, De Hart officially retires from De Anza on December 1. He was characterized by the various speakers that evening as a visionary leader. Through such leadership De Anza College is held in high esteem in both the educational and surrounding communities.

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## Givens Bench Dedicated



Last spring CHC volunteers thought about ways they, as a group, could recognize the many years of contribution made by Mary Jane Givens, much loved and respected volunteer coordinator who passed away unexpectedly after surgery in December 1991. They decided to purchase a park bench that could be placed in the tiled patio area of the Trianon.

On Saturday, November 7th the bench was placed in the courtyard and dedicated in a ceremony attended by Mary Jane's husband Ken, daughters Pat and Barbara, sister Edna May Garrod, son-in-law, grandsons and CHC volunteers and staff. The morning was an emotional one and yet it brought back the many wonderful memories of Mary Jane we all carry with us.

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## New Members

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\$1<sup>50</sup> per Issue

Non-Profit Organization  
U.S. Postage Paid  
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A Center for the Study of State and Regional History

De Anza College

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**Lisa Christiansen**

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**Composite Artts**

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## CALIFORNIAN

is published tri-annually by the California History Center & Foundation. The Magazine is mailed to members as a benefit of annual membership in the CHC Foundation. Membership categories: \$25 Individual; \$35 Family; \$45 Supporter; \$100 Sponsor; \$500 Patron; \$1,000 Colleague.

Your contribution is tax-deductible to the extent allowed by law. The value of goods received as a benefit of membership must be deducted from the amount of all contributions claimed as a deduction. CHCF members receive tri-annual issues of "The Californian" magazine and members who contribute at the \$45 level and above also receive a yearly Local History Studies publication.

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ISSN: 0742-5465

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