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Special thanks to Dr. Nina Collins, Wheeler Professor and Family and Consumer Sciences Chairperson, Emerita, who researched and wrote this history of Westlake Hall and its predecessor, Horology Hall, in preparation for the rededication of the building on October 12, 2012, following its multi-million-dollar renovation and expansion.

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Groundbreaking for the most recent renovation was held October 22, 2009. By June 1, 2012, offices and classrooms in the 84,591-square-foot building were ready for occupancy. Classrooms are built to support engaged learning with a project-based approach using tables rather than rows of chairs in all classrooms and laboratories. Study areas designed for collaborative learning across disciplinary lines and student lounges are equipped with supporting technology and monitors for students to work in groups on shared work. Laboratories are available for science education, mathematics education, language arts, and social studies education, and a production studio, educational technology, and assistive technology are included in the building. A Counseling Research and Training Clinic, a Teaching Resource Center, a Professional Development Center, and auditorium are also provided for students and faculty.

In many ways this building is faithful to the original purpose of Horology Hall, which was designed for students to enter a profession upon completion of their Bradley education. The very earliest pictures taken in this building show students and faculty working together to learn the intricacies of horology. An early brochure describes horology at Bradley as follows: "... the school did not stop with telling or showing the student ... theory was not neglected but is kept in its proper place." This renovated building allows students of the 21st century to work in engaged learning in well-equipped laboratories under excellent faculty, much like the early School of Horology of which it was said, "... no institution of its kind offers better facilities for instruction."

Westlake or Horology Hall has endured the test of time. As you stand in Westlake Hall today, you may hear echoes of horology students of more than 100 years ago as they diligently worked to complete certificates in engraving, watch work or jewelry or toward becoming an optician making eyeglasses. Or you might hear students of the 1960s who must have been excited to have their own building on Bradley's campus just for students in education. Lydia Moss Bradley created her institute as a means for graduates to lead industrious and useful lives by the aid of practical knowledge of the useful arts and sciences. Mrs. Bradley would certainly be pleased as students, faculty, and staff who study and work in Westlake Hall live out her legacy.







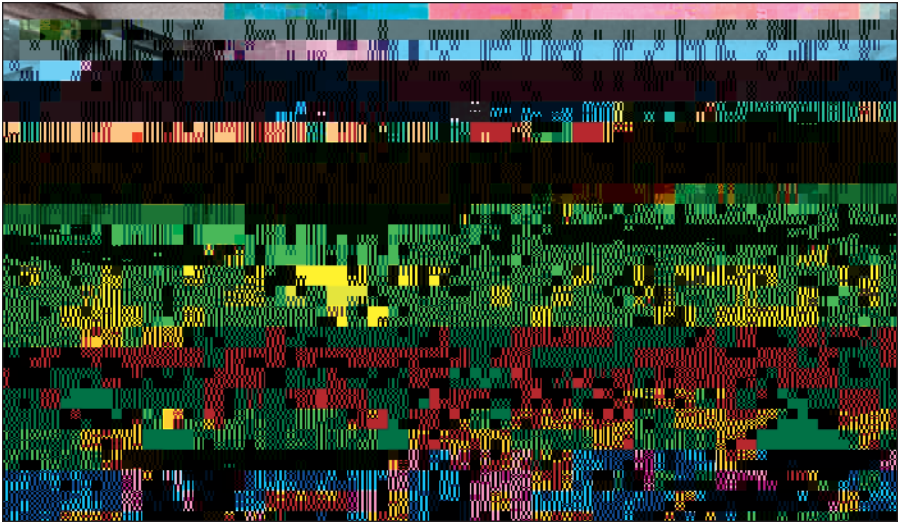
Office in Horology Hall

expanded after her death to include a classical education as well as industrial arts and home economics: “... it being the first object of this Institution to furnish its students with the means of living an independent, industrious and useful life by the aid of a practical knowledge of the useful arts and sciences.” Mrs. Bradley thought it would be a good idea to illustrate how a school would teach “useful arts and sciences” and give the trustees an opportunity to manage a small endeavor before a larger institute would be formed after her death. Dr. Harper was successful in persuading Mrs. Bradley to create her dream school during her lifetime.

Although Mrs. Bradley owned a controlling interest in the school, it continued as Parsons Horological School until it was incorporated into Bradley Polytechnic Institute and moved into the new Horology Hall in 1897. Horology Hall was the first building in the United States erected solely for use as a horology school.

## **Horology “101”**

The Horology School had departments of Elementary Watch



The escapement room with barrel ceiling.

30, 1910, a Peoria newspaper reported, “The Horological School at BPI let a contract to Walter Benson for \$22,000 with work to begin as soon as weather permitted. Plans for the new wing in the form of a transverse wing, 49 x 40 with two stories and a high basement which would double the capacity of the school from 130 students, described as crowded to the door.” On February 15, 1910, ground was broken for the addition.

The first floor was devoted to jewelry while the third floor housed a finishing department, where advanced watchwork and engraving were taught. The building also had a room for experiments and a large room for general lectures. The second floor contained offices, a “material room,” and a large room for teaching elementary watchwork. The barrel ceilings on the second floor were part of the original building as seen in one of the early photographs.

Horology Hall was used for things other than horology during national crisis. The Army School of Mechanics used the building for instruction during World War I, teaching lens grinding, gunsmithing, and the repairing of instruments

chiefly for the infant Air Force. It was reported in an August 1947 Scout that renovations for WWII included creating a “hangout” for students called the “foxhole” in the basement of this building when the A.S.T.P. soldiers took over the Wigwam (the previous place for Bradley students to congregate) for their main cafeteria.

## Horology Curriculum

Departments within Horology in 1907 included the following:

fä ②- z² aÜäHÖgö¶Ü included filing (learning to make small tools as part of the foundation of practical watch work).

fä GœzH¶Ü included turning staffs, setting jewels, turning down pinion leaves, all pertaining to the lathe.

fä ÝGÖz- z² as students learn to design, calculate and make the several parts of the different escapements. Thirty different skills must be learned to pass Escapement which is taught in the ABC room (standing for sections A, B, and C of Escapement) A: Filing (elementary watch work) B: Lathe work done on a scale of two to three to one and then worked down to the very smallest scale and C: escapement work.

fä Se Öœ” ÆzÄÖie z² æ included only students who completed the Elementary Department or by passing an exam. Students are taught to make or replace any lost or broken parts in a “workmanlike” manner; to make cutters for wheels, pinions, etc. as necessary.

fä z²” Üœ” ÆzÄÖie z² æ included all kinds and styles of engraving; generally completed in six weeks to three months.

fä zö zÜä ÆzÄÖie z² æ gold and silversmith’s branch of working in precious metals and repairing jewelry of all kinds including making medals, college and society pins and charms, rings, artistic diamond settings, setting of



precious stones, enameling, plating and Roman coloring, hard soldering, and all practical and up-to-date methods of repairing jewelry.

**Optics** gives a practice and theory of optics conducted by a skilled practicing oculist lasting 10 weeks with three exercises per week. Study includes the study of reflection and refraction of light, lenses, prisms, physical structure of the eye; errors in refraction and the remedies; in brief, everything an optician needs for actual business. Equipment includes modern apparatus for the examination and testing of the eye.

Tuition in 1898 was as follows: "For first three months after entrance: \$60.00; for each quarter (3 months) thereafter, \$30.00. Students may receive free tuition in the evening classes of the school of arts and sciences ... algebra, geometry, chemistry, English, history, etc. Good board and room can be obtained in the vicinity of the School at from \$3.50 per week and up." By 1907, tuition had increased to \$110 for nine months; 12 months \$135; \$160 for 15 months; \$180 for 18 months and \$200 for two years. If a student left before the end of the time for which he had paid, he was charged for the time attended and the balance was refunded.

Tools were supplied by the school. Tools students needed to own to work in the trade could be purchased at the school at



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The first clock in the clock tower was made by Mr. Parsons and never worked “satisfactorily” as it was “never built right in the beginning.” The second clock was a collaborative effort between Professor Charles Bennett who made the weights, framework, heavy castings, and rough work, and the Horology faculty and students, who attended to the delicate machinery, escapements, etc. It was noted in a 1904 edition of the Tech that the newer clock was ready for the opening of school in 1904.



(Far left) The new clock faces with Roman numerals similar to those on the original clock were put in place in December 2011. (Left) The clock was maintained through the years by members of the Horology faculty.

Architects have noted that the five-story clock tower is in the Italian renaissance style, adapted from a church in Venice, the St. Maria Del Miracoli. The original clock was wound manually twice each week under the oversight of Fred Brown. That clock had four heavy glass dials that weighed 300 pounds each. The hands, as almost all tower clocks, were made of wood. Driving sleet or ice sometimes coated the hands, slowing time or sometimes stopping the clock completely.

The current clock tower is an important part of the 2012 renovated building. A crew of 15 laborers carefully handcrafted the dome. The previous copper dome on the Westlake Hall clock tower had long ago turned a rich green





The renovation and expansion of Westlake Hall was completed in June of 2012 at a cost of approximately \$24 million. The original limestone



exterior and copper gutters are incorporated into the design to preserve the original character of the structure.

patina color. With the renovation comes the beginning of a new visual lifecycle for the copper-clad clock tower. In its current state, the copper dome shines for the whole campus to see, adding a new luster to Bradley’s educational facilities. In addition, the university replaced the clock face with one that features Roman numerals further imitating the original.

### “The Horological School”

J.R. Parsons was the dean of horology from the beginning until February 2, 1899, when he severed his connection with the Horological department at BPI due to illness. Upon Parsons departure, Edward O. Sisson, Director of B.P.I., served as dean for an interim until Allen Westlake was named dean. Westlake came to Peoria in the early 1890s with Parsons, who was personally selected by Mrs. Bradley to be retained as principal. The last dean was George Wild, a 1920 graduate of BPI. He taught at the Horology School for 41 years and was named dean after the death of Westlake in 1931. He served as dean until the school closed at Bradley in 1961.

### “The Opening Ceremony of the Horological School”

The opening ceremony for Bradley Polytechnic Institute was celebrated on October 8, 1897, with a large crowd including some 75 men and women of note from Chicago, the U.S. Secretary of the Treasury, and much pomp and circumstance. In contrast, the opening of the Horological School was held more than a month later on a Friday afternoon with the Institute faculty in usual cap and gown, followed by the faculty of Horology, Principal Parsons, four platform speakers, Dr. Harper, and Mrs. Bradley. According to an 1898 Tech, “In consequence of very little advertising, there was but a small audience present, consisting principally of the students of the Horological school, about seventy in number.”

Horological students were separate from the rest of the students in the Institute. Semesters with prescribed starting and ending times for everyone along with semester breaks were observed by BPI students known as “Poly” students. These “Poly” students took a variety of classes that lasted from one-and-a-half to two hours long each day. Graduation with classmates with the typical ceremony was observed in late spring. On the other hand, Horology students could begin their work any week and spent eight hours each day under the guidance of an instructor. They could finish some of their courses in jucri3osnykweek with tn iuneremonyiousendiof tTj T\*(their w

A newspaper article of February, 27, 1910, reported that “The matter is really far more serious than was at first supposed and the crisis will probably take the shape of a formal demand from the Horologs that they be allowed the same privileges in the Gymnasium and on the athletic field that is accorded the Polys. This is supposed to be the case now, but there has always been a distinction made and the Polys have been given the preference.”

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Bradley announced in 1959 that the Horology School would be closed in June 1961. Enrollment had declined from more than 400 to only 100 at the end of 1959. The school, including equipment, some faculty, and Dean George Wild, went to the Horology Division of the Gem City School in Quincy, Illinois.

The last horology diploma was issued to Roland Behrens, age 27, in May 1961, in Dean Wild’s office. There was no formal graduation ceremony for horology graduates.

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The name of Horology Hall was changed to Westlake Hall,

# ABE Teacher Education

Teacher Education, or the Teacher Training Program, began at Bradley Polytechnic Institute (BPI) in 1908, although Bradley graduates enrolled in education classes and were teachers upon leaving campus in 1904. In 1914, the program was extended to the Bachelor of Science degree for some BPI graduates. However, the first time there is a BPI faculty member listed as teaching education is in 1920-21 as BPI transitioned to Bradley College.

In the 1904-1905 "Register" (pg. 12) for the first time, note is made of "Teachers' Courses in Manual Training and Domestic Economy." Although no courses in pedagogy are noted, "requirements for teaching Manual Training, besides the major include: English, Mathematics, Foreign Language, Science and History. It should also include, if possible, work in Freehand Drawing and Woodwork and Mechanical Drawing. For teaching Domestic Economy, English, Mathematics, Foreign Language, Science and History were required. A year of Physics and a year of Chemistry with strong laboratory courses in each, and if possible Drawing, should be included in the high school course. A 'certificate' in teaching is then awarded to those who meet these requirements."

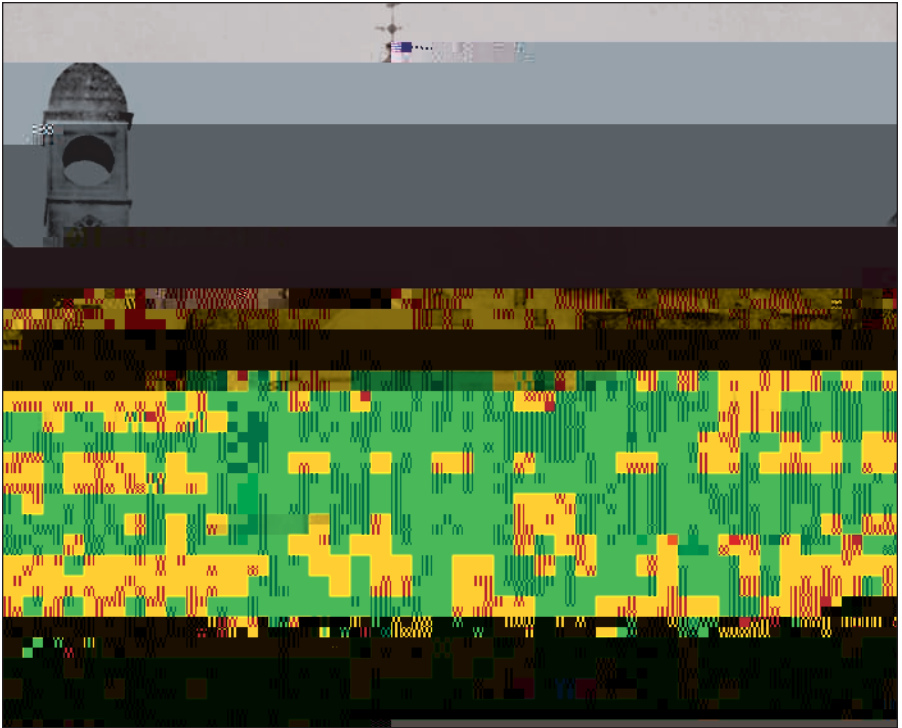
By the time the Register of 1912-1913 was published, the requirements for teaching Domestic Economy or Manual Training were more specific. "There are now five courses listed under "pedagogy" including "History of Education," "Organization of the Manual Arts for Educational Ends," "History of Manual Arts in Education," "Teaching Manual Arts," and "Psychology (noted with ...special reference to education and teaching)." The reader is directed to the Manual



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Arts section for further courses offered by the Manual Arts faculty. However, under the list of faculty at the beginning of this Register, there are no faculty members listed as teaching pedagogy.

By 1917, the required curriculum required “Practice Teaching” for all Manual Arts and Domestic Economy students who earned a B.S. degree in teaching. In the 1919-1920 Register, Domestic Economy is referred to as Home Economics. Albert Siepert, previously referred to as Professor of Manual Arts, was now referred to as Professor of Industrial Education.



1897

The first time a faculty member in education is listed is in the 1920-21 Register when Joseph V. Hanna, A.M., is listed as assistant professor of education. Although “education” was listed under Manual Arts, it appears for the first time as a department in the 1920-21 Register with two faculty members - Siepert and Hanna. And, at that time, 17 specific courses were now listed under this heading. Albert Siepert was listed as Dean of the Technical College as well as Director of the School of Education in 1947. He was Professor of Education earning an A.M. from the University of Chicago in 1924. He taught at Bradley from 1913 until his death on April 30, 1947.





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Manley Elroy MacDonald was the dean of education from 1947 to 1952. He earned a Ph.D. from the University of Michigan. Dean MacDonald was credited with establishing the first doctoral programs at Bradley in 1947. The first doctoral degree was conferred in 1950 to William Arther Sellon in industrial arts education. The following year the first Ph.D. was awarded to Edward Dwight Gates. In the 1951 *Hilltopics* alumni publication, President Owen noted that Bradley had 520 graduate students working on master's degrees and 129 working on doctorates. In total, 49 doctorates in education (Ed.D.) were awarded between 1950 and 1967 and 13 doctorates in philosophy (Ph.D.) were awarded from 1951 to 1962.

A College of Education was first established at Bradley in 1952, and Leo Bent served as its Dean until 1977. By 1954, the College was offering televised courses broadcast on WEEK-TV. The first television course offered was Methods and Problems of Child Development. A year later Guidance and Personnel programs were added in the college. A news release on June 20, 1960, announced, "An educational diagnostic center, intended to serve the students of Bradley University as well as the citizens of the Peoria area, will be opened this fall as the result of an initial gift of \$5,000 from Peoria television station, WEEK-TV... Dr. Leo Bent, Dean of the College of Education and Director of Special Services at Bradley will head the center ... a staff of counselors, a full time psychometrist, clerical help and part time professional persons will be available in the Center when it is established ... at 819 N. Glenwood ... once established, the Center is expected to be self-supporting through fees charged for the services offered."

Under Dean Bent's guidance the College grew from an enrollment of 131 students to a peak of more than 1,000 majoring in primary and secondary education. More than 500 students were working towards advanced degrees in the college during his tenure.

Upon Dean Bent's death, George Harrison served as acting dean during the 1976-1977 school year.

Larry Bright was Dean of Education from 1977 to 1981. Under Dean Bright and Dean James Mullendore, Dean of the College of Health Sciences, faculty worked in collaborative research in the area of students with special needs. During the 1970s a master's degree in Learning Disabilities was established and a degree in Special Education-Social/Emotional Disorders was approved. The degree in social emotional disorders was led by Dr. Joan L. Sattler, professor of special education.

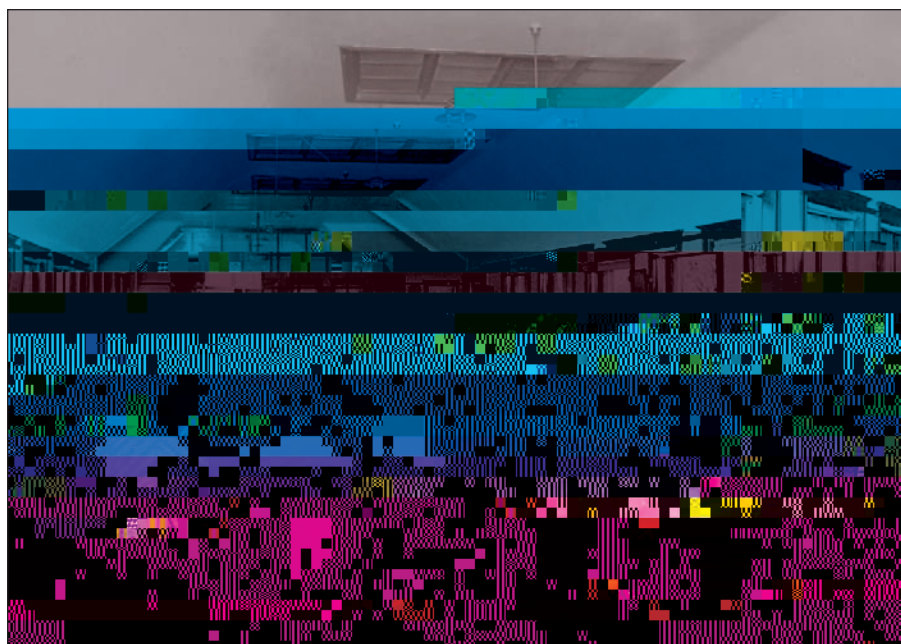
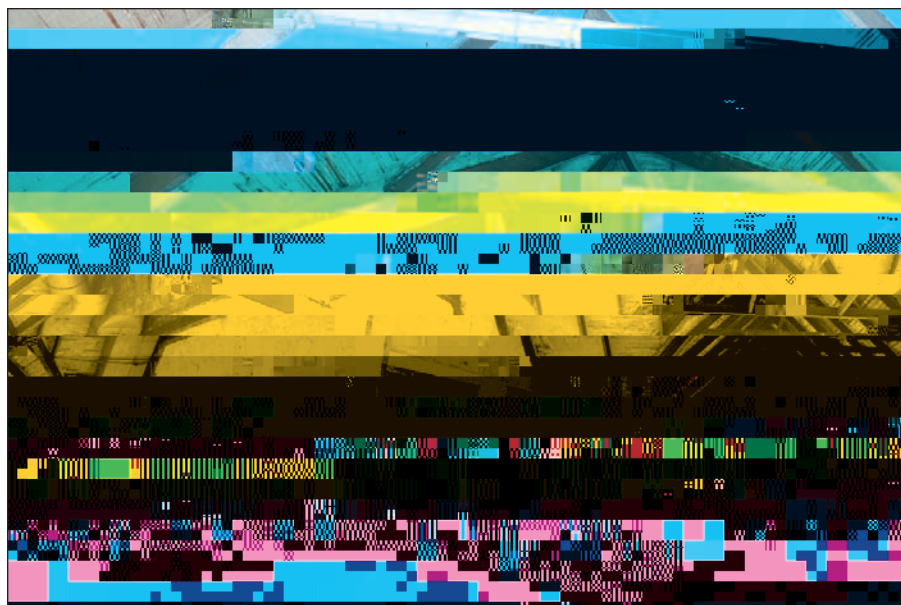
Dr. Steve Permuth served as dean from 1981 to 1985. During his tenure, the Bradley University Institute for Gifted and Talented Youth was created to supplement and complement existing programs for gifted students in the surrounding area including nearly 100 public and private schools in eight counties.

# E T C O & H S

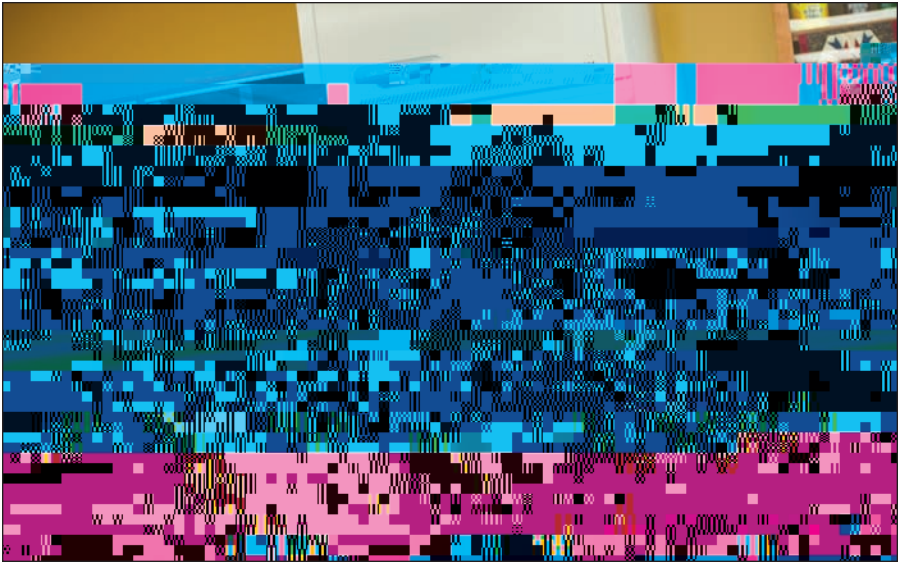
In 1985, Bradley underwent another reorganization of academic units merging the College of Education and the College of Health Sciences into one college. Dr. Joan L. Sattler was appointed Interim Dean and then Dean of the newly organized College of Education and Health Sciences.

Dr. Sattler has been responsible for leading much of the growth within the college. Programs within the college, but housed in other campus buildings, include the departments of Physical Therapy and Health Science, Nursing, and Family and Consumer Sciences. Dean Sattler has led all five departments in a variety of new initiatives. For example, in the Nursing Department, graduate programs in nursing administration, nursing education, and nurse administered anesthesia were established under Dean Sattler. In Family and Consumer Sciences, a graduate certificate and Dietetics Internship and undergraduate program in Hospitality Leadership were established. The first Bachelor of Science degree in Physical Therapy was established in 1990 in the newly created department of Physical Therapy under Dean Sattler's leadership. The Bachelor of Science degree in Physical Therapy has since transitioned to a master's degree (MSPT) and now the professional doctorate in physical therapy (DPT) established in 2005. The department also provides an undergraduate, interdisciplinary Health Science major.

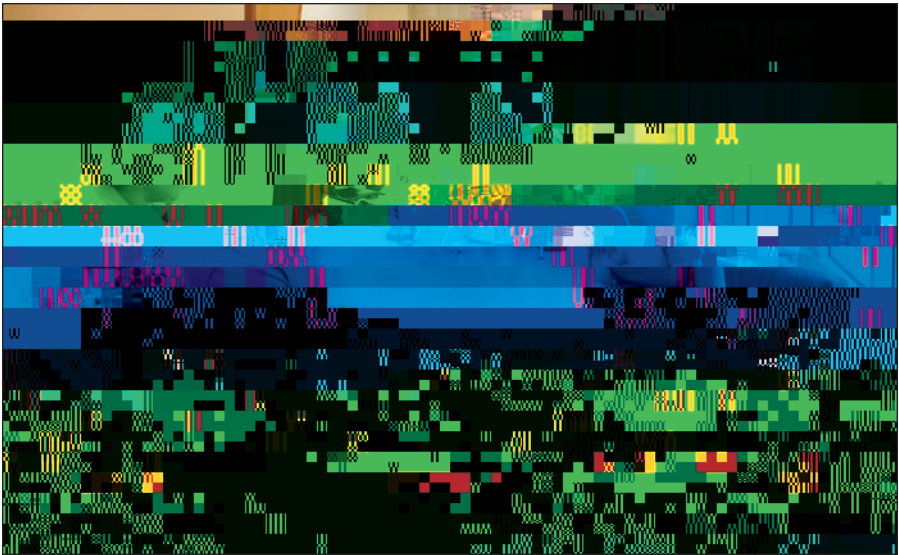
the Center for Collaborative Brain Research, and the Turner School of Entrepreneurship and Innovation have all found a home in Westlake Hall in 2012. Classrooms and laboratories

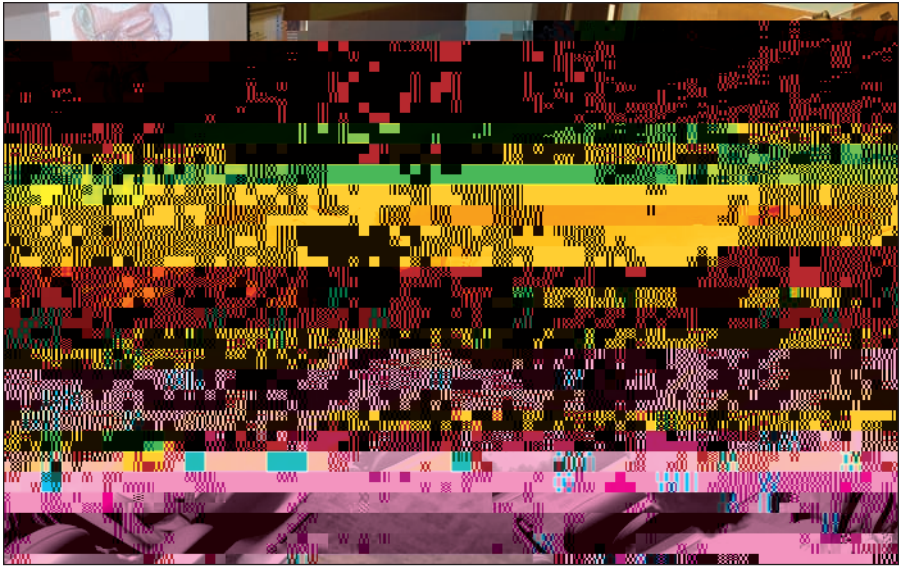


Finishing and engraving room

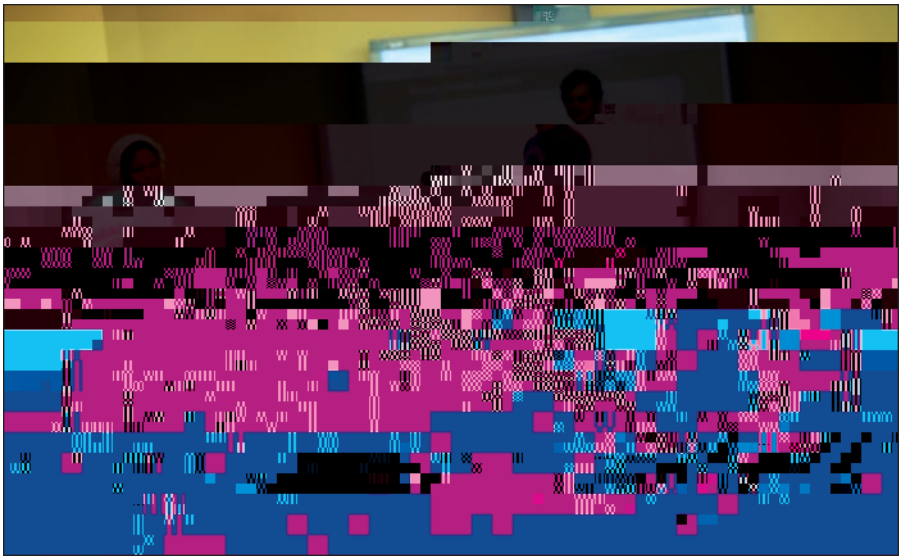


The renovated and expanded Westlake Hall is designed to facilitate the engaged and project-based approach to collaborative learning with tables and state-of-the-art technology in classrooms, labs, and study/work areas. Renewable resources including cork are used throughout the building. "Idea walls" for use with dry-erase markers and flat-screen monitors are

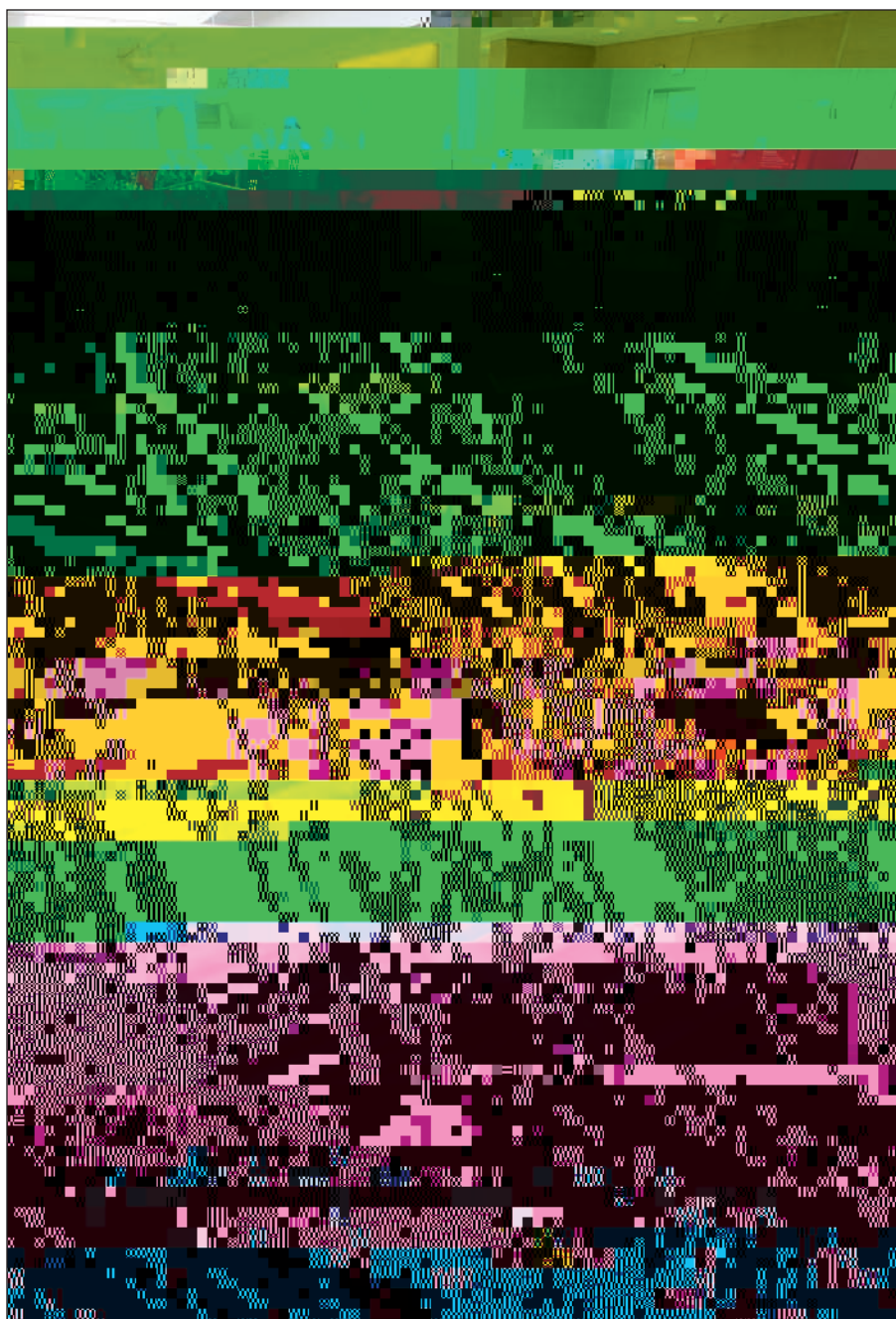




included in study areas throughout the building to provide a collaborative learning environment. Smart-board technology is installed in classrooms and labs throughout the building. Bamboo plants are planted in the atrium to create a natural look and to enhance the interior environment of the building.







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