Golden Eagles of Brockport: National Collegiate Soccer Co-Champions of 1955

Daniel Cody

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THE GOLDEN EAGLES OF BROCKPORT

NATIONAL COLLEGIATE SOCCER CO-CHAMPIONS

Of 1955

Daniel D. Cody

HIST 499
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Prof. B. Leslie
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Introduction

National champions do not have to come from nationally known schools. Brockport State Teachers College produced a soccer team in 1955 that shared the National title with the large and powerful Penn State University. The quiet sleepy town of Brockport, New York proudly boasted of their college team that would do battle on the soccer field with the established powers of collegiate soccer. On their way to national recognition, the Brockport Golden Eagles won contests with West Point, Colgate University, arch rival Cortland and others that had long histories of soccer success on the collegiate scene. The Golden Eagles would swoop down on their adversaries scoring with a vicious offence and would protect their goal with the stingiest of defenses. Records were set during that season that stood for years. The Co-champs of 1955 were from a program that had only been in existence for only ten seasons and had no scholarship players. This amazing group of soon to be teachers put their school and themselves on the national scene in a way that could not happen in today’s system of Division I, II and III collegiate athletics. The team of 1955 was the pinnacle of a ten year struggle of a program, a coach and the student-athletes who gave their best to be the best.

This paper will explore a brief history of soccer, of how soccer came to America and then became a collegiate sport. It will continue with the facts and situations that made up this winning program, the coach who brought this all together and the players themselves. This paper will share and revisit the glory of the 1955 Golden Eagles.
Prologue

GOAL !!!! The word shouted millions of times by countless people in every corner of the world. It does not matter what language is spoken by the players, how fancy the equipment is or even the age of the players, GOAL sets off a frenzy of celebration for all associated with the scoring and despair among the scored upon.

Such is soccer. The international sport enjoyed by more people than any other sport. Teams and organizations around the world play and promote soccer at every skill level. Soccer is played by school children who swarm to the ball with all legs kicking at random. Professional soccer is played in Europe in leagues that contain most of the world’s most talented players ever. The richest sport team in the world is the Manchester United. David Beckham of Madrid Real is the highest paid athlete in the world. During the First World War, French and German troops played impromptu games during cease-fires. The World Cup of Soccer, held every 4 years, is the largest sports competition in the world. For two weeks life is disrupted and schedules changed as fans spend a fortnight mentally in another time zone.

Why does this game instill such passion, pride and intense love? Where did this simple game of kicking a ball into a designated area, develop and when?

The origins of soccer (“football” to the rest of the world) are debated. English folklore has it that 11th century Englishmen working on an old battlefield dug up a head of a Danish soldier. The much-hated Danes had recently occupied England and the vengeful English kicked the head around. At times in Medieval England the game was banned due to its violence.

In England in the 1860’s the game we know as soccer emerged as an organized game with set rules and laws. British sailors and soldiers, merchants and schoolboys, factory workers and craftsmen not only spread soccer through the British Empire but throughout the world. Few
dispute that the modern game came from the British Isles although Chinese writings from 80 BC refer to a ball game played with only the feet. Today more countries play soccer than are in the United Nations.¹

The origin of soccer in America has its own folklore. The Pilgrims observed the American Indians playing a game in 1620 Massachusetts called “pasuckquakohwog”, meaning, “they gather to play ball with the foot”.² Gerritt Smith Miller organized the Oneidas of Boston in 1862 as the first organized soccer club. They went undefeated 1862-1865 playing local teams that were less organized and had temporary rosters. In 1869, Princeton University and Rutgers University played a game on November 6 in New Brunswick NJ. Some point to this game as the first collegiate football game, but the game was more similar to present-day soccer than football.³

Immigration from England, Scotland, Ireland and Wales during the mid to late 1870’s brought thousands of blue-collar workers to the large metropolitan areas along the East Coast. They found work in the textile mills, shipyards, steel mills, quarries and mines and usually settled in neighborhoods already established by fellow countrymen. They worked hard during the week and on Sunday after church they played hard. The immigrants brought not only their culture and language to America but also their games. Soccer was played on fields crudely cleared, usually next to the factory where they worked. They divided into their ethnic based teams and played. Soccer social groups, or clubs, based on ethnic origin were some of the first forms of modern soccer. Soccer became identified as the game of immigrants and a game of the working class.

² Foulds, S.T.N. “Sam”; History Timeline United States Soccer: National Soccer Hall of Fame. Oneonta NY
³ Ibid.
Soccer in America continued to grow within the working class and along ethnic divisions into the early 1890's. Then in 1894, six owners of National League baseball teams met to form the first professional soccer league. Baseball had been thriving at the professional level for twenty years. In England, the Football Association had also been thriving. These men believed that soccer in America could be elevated from the immigrant working class into a profitable product. A league was formed and operated exactly like the baseball league. The baseball owned soccer teams were very successful at the gate if played on weekends; 8,000 spectators attended one Baltimore game. But the owners reserved their fields for baseball first and the soccer games were scheduled for day games on weekdays. This led to the failure of the league because the owners failed to acknowledge the true fan base; the working class. This experiment showed that soccer had popular support, but not at the professional level or by the middle class. Teams sponsored by factories and businesses sprung up and competed in industrial leagues, which were organized along ethnic lines. The best soccer players were still usually English, Scottish, Welsh or Irish immigrants or their American-born sons. Cross league rivalries pitted factory teams against ethnic teams. An example would be Bethlehem Steel vs. Fall River Rovers. Soccer thrived during the last decade of the 19th century in this format.  

At the beginning of the 20th century, the dominant sport in many colleges was American football, a wide-open game with few rules regulating physical violence, resulting in too many serious injuries and deaths to ignore. The demand to tame collegiate football was so strong and wide spread that President Theodore Roosevelt instigated an inquiry that led to reforms. In his quest to eliminate brutality from collegiate football, Roosevelt invited a few of the best amateur soccer teams from England to help popularize the sport as perhaps an alternative to football.  

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Many colleges reviewed their football programs at this time. Along with the physical injury issues, there were financial concerns as well. It was expensive to field a football team. The sport favored players who were very large and possessed brute strength or speed. Only a limited number of students filled these requirements. However, soccer did not punish the average sized student. It was attractive for school administrators to start a soccer program due in part to soccer's low expense/high participation ratio. Colleges could provide a team sport that was safer and less expensive than football. A few schools started soccer programs in an effort to create a sense of tradition and of being a proper college in the European style. It was very fashionable among American elite to attend college and university in Europe. A few colleges started soccer programs to draw students away from football while others started soccer before football could take hold. During the first two decades of the century soccer remained the less popular of the two sports at the collegiate level. The 1920's have been referred to as the “Golden Age” of collegiate sport, but soccer was the preferred program at only a few schools. After the First World War, a feeling of nationalism and isolationism swept across the country. Football, basketball, and baseball were perceived as American sports while soccer remained tainted as the European game. College football created media stars such as Red Grange whom young boys idolized. College soccer did not provide such media stars, did not mesmerize the public and therefore remained a second tier sport.

However club soccer in America remained very popular especially along the East coast. Some of the players were first or even second generation Americans while immigrants from the old countries continued to come ashore and fill the soccer rosters and fields. Thus soccer was still viewed as the game of European immigrants and of the working class. Young men grew up watching their fathers play for the ethnic clubs that not only provided a venue for soccer but was

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6 Oliver, Leonard P.
the social environment for the whole family. Most of these "soccer families" could not afford college. There were no scholarships for soccer as there were for football, so most talented soccer players played with the clubs. It was very common for a local soccer club to have more talented players than the local college team.

During the depression, soccer was even more a victim of hard financial times as other sports especially football. Programs were discontinued for lack of funds, lack of opponents, lack of players and for other causes of the times. The larger schools, with their deeper pockets, could afford to continue their programs, some very successfully. Penn State, Pennsylvania and Princeton were outstanding teams of the era. There were no national awards during the years 1936-1939 due to the impact of the Depression.

Following the Depression, the hurdle collegiate sports faced was World War II. Military service absorbed many would be college students. Many colleges ended or suspended their soccer programs until the war ended. However some schools did continue with college soccer through the war. There were no national championships given during the war years but a few of the undefeated and untied teams were: Springfield (2 yrs.), Navy (3 yrs.), Amherst (2 yrs.), Princeton, Haverford, and Rensselaer Poly (2 yrs.). It is worth noting that the colleges that had successful programs during the Depression and WWII were on the East Coast. This is the same geographic area where club soccer prospered and where the majority of soccer playing immigrants settled.

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7 NCAA College Soccer Championships, www.sover.net
8 Ibid.
I. Post War Brockport and Soccer

World War II was over. The tragedies and sacrifices of wartime were over and people were looking forward to the future, especially among the returning servicemen. To better their futures, several million former soldiers and sailors traded in their weapons of war for weapons of education. Armed with the GI Bill, servicemen by the thousands marched off to college campuses large and small across America.

Prior to the war Brockport State Teachers College (Brockport) had been a predominantly female Normal School. During the Depression the college nearly closed due to many of the same issues that faced other struggling institutions of higher learning. The returning servicemen were interested in playing competitive sports. During their military service, many GIs participated in sports to relax and enjoy their time away from the front. Their desire to play sports along with their impressions of what college life should be led many colleges, including Brockport, to invigorate their sporting programs. This was the start of the renewed spirit of athletic competition at Brockport.

Brockport had little soccer tradition, only having fielded a men’s soccer team from 1938 to 1941, coached 1938 to 1940 by J.B. Whitelaw and in 1941 by Ernest Tuttle. There was no soccer team at Brockport from 1942 to 1945 due the war\(^9\); by 1945 there were only five male students. But 1946 was a benchmark year for the soccer program at Brockport. Soccer was re-established and there was a new coach.

A. Huntley Parker Jr. was born in Troy, New York but moved with his family to Rochester, New York, where he attended John Marshall High School. Parker was the first athlete

\(^9\) Men's Soccer History at SUNY College at Brockport; SUNY Brockport Athletic Dept. SUNY Brockport Archives RG 11/19/3
in Marshall history to letter in four sports: soccer, basketball, baseball, and golf. This was achieved when letters had to be earned through successful participation not just team membership. After high school, Parker attended Springfield College in Massachusetts where he lettered in both soccer and baseball for three varsity years. He graduated with his B.S. degree in 1933 after being named an All-American in soccer in 1931 and 1932. He was an outstanding member of the 1931 National Champions of Springfield. He earned his M.Ed. degree from Penn State in 1941. Before starting his collegiate teaching career, Parker taught at three western New York high schools; Nunda Central School 1934-1941, Williamson Central School 1941-1943 and Dansville Central School 1943-1946. In addition to teaching Physical Education at these schools he coached soccer, football, basketball, baseball and golf.10,11

In 1946 the decision was made to re-establish intercollegiate athletics at Brockport. The student population wanted sports and voted so. The Brockport administration agreed to re-establish soccer, basketball and baseball programs.12 Football would come the next year. The head of the Physical Education Department and head of men’s athletic activities in 1946 was Ernest Tuttle, a graduate of Springfield College. Tuttle believed strongly in the ideal of pure amateurism in college sports. He never wanted Brockport to over emphasize athletics. He always stressed that students were really at Brockport for an education. His beliefs set the philosophy of the sports programs. There was no recruiting players for any team during the Tuttle years.13 Mr. Tuttle’s philosophy for all sports at Brockport was “physical education first, intramurals second and intercollegiate sports third”14 It was also Tuttle’s policy to hire only the most qualified

10 Stylus, February 26, 1965,
11 Stylus, November 15, 1968
12 Stylus, February 26, 1965
13 Carpenter, Anthony; The Birth of an Athletic Program Intercollegiate Athletics at SUNY Brockport 1946-1970 pgs. 4-9
14 Marchionda, Lisa Louisa; Ernest Harold Tuttle: His Life and Contributions to Physical Education at the State University of New York at Brockport, SUNY Brockport 1986 pg.31
candidates for his department. He hired Physical Education instructors who would also coach a sport or two. His philosophy was: "If you do not know how to perform a sport skill, then you had better read and practice until you can, and if you can't perform the skill then you can't teach it." It was in this environment that Parker accepted his new position and challenge.

II. Building a Program

To fully understand and acknowledge Brockport's soccer tradition that led to the season of 1955, it is important to know a brief history of the Parker-led program that led to the Championship season.

Coach Parker taught a full teaching course load in Health and Physical Education along with creating and coaching the soccer program. The team of 1946 was mostly veterans on the GI Bill at Brockport, but they still wanted to play soccer for their school. The program did not have a lot of money to spend but the players looked like a team on the field and more importantly they played like a team. The first season they went 3-2-0, scoring 12 and letting 9 goals in. Due to the success of the first year and the interest in the team, for the second year of competition the schedule was increased by two games and they went 5-2-0, scoring 20 goals and letting 10 in. In 1948 the schedule was again increased, this time to eight games. In 1948 the team went 7-0-1, scoring 44 goals and allowing only three goals in. In only their third year on the field, the Golden Eagles went undefeated. The 1949 season was again an eight game schedule this time going 7-1-0, scoring 27 goals and allowing again only three in. This was to become the signature of the Parker teams: a strong, high scoring offense supported by a defiant, swarming defense. Coach Parker brought his skill and experiences as an All-American fullback in college and transferred it

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15 Ibid. pg. 31 interview by Douglas Wescott
16 Men's Soccer History at SUNY College at Brockport, SUNY Brockport Archives RG 11/19/3
to his players. The 1950 season was the low point of the Parker teams climb to the top. They went 3-2-3, scoring 15 and letting in 12 but still ended up with a .563 winning percentage for the season. 1951 was a bounce back year going 6-0-0, scoring 29 goals and letting only 5 in. Coach Parker and his Golden Eagles had their first undefeated, untied season. In only their sixth season on the field they were unblemished. The season of 1952 again saw the signs of the typical Parker team, strong offense and a tight defense. They ended up at 5-2-0, scoring 27 goals and allowing 9 in. 1953 saw the same record of 5-2-0 but scoring 21 and allowing 12 goals this season. The schedule in 1954 was increased to nine games. By the end of the season they were 9-0-0, scoring a record high of 45 goals while allowing only 10 in. For the third time since 1948 the Golden Eagles went undefeated and the second time in four years to be undefeated and untied. This was the beginning of their final ascent to the summit of collegiate soccer. The entire starting team of 1954 was returning for the 1955 season. During the 1954 season the first mention of national ranking was in the Brockport Stylus. The edition of October 29, 1954 had a two column headline “Soccer Team Close To Best In Country” The November 12, 1954 edition had the headline across the top of page 3, “PITCHMEN GO UNDEFEATED” The story tells how arch rival Cortland was shutout to insure the undefeated season. The Stylus of November 19, 1954 had an article that gave interesting statistics on the team. Goals scored were 44 while allowing only 10. This gave the team 4.8 goals per game average and 1.1 goals per game allowed. The defense was amazing that season, allowing only 64 shots on goal. The high powered offense pummeled the opposition with 221 shots on goal. A 3.45:1 shot ratio. Goalies Ron Broadbent and Johnny Wienants combined for 49 saves.

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17 Ibid.
18 The Saga 1955 pg. 115
19 The Stylus, November 19, 1954

All of this was achieved by one coach: Huntley Parker.

III. The Championship Team

In June of 2004 a questionnaire was mailed to each of the 16 surviving team members who were located. This four page survey contained questions about seven different areas of interest. The subject areas were about: family and hometown, road to Brockport, college playing career, Coach Parker, the ’55 season, the Championship, and post-college years. There was a 60% return rate. These answers and comments from the players themselves will be incorporated

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30 Men’s Soccer History at SUNY College at Brockport. SUNY Brockport Archives RG 11/19/3
into this document whenever possible. These comments are crucial to the accomplishment of the goal of this work: that is, to capture and preserve the essence of the 1955 team. The players' responses will be directly quoted. This questionnaire will be referenced in the bibliography. These questionnaires will be deposited in the SUNY Brockport College Archives.

There were high expectations for the team returning to play the 1955 season. All the starters from the undefeated team of 1954 had returned. Some of the returning seniors were “determined to be national champs,” “expected to win as we had terrific talent and dedication.” Another said “we would be a formidable foe for any opponent,” while another said, “it was controlled excitement but not overly preoccupied with the possibilities.” Coach Parker was remembered by another player as having said, “Let’s play one game at a time.” They began the season with a 9 game winning streak. It had been ranked as one of the top four teams in the nation along with Penn State, Dartmouth and Oberlin College. All of the young men on the soccer field in the fall of 1955 were from New York State, the majority of them from the western New York area. Defensive player Arthur Aramini was from Rochester and a Physical Education (P.E.) in the class of 1957. Wayne (Toby) Atwell was from Andover, played halfback and wing, was a P.E. major from the class of 1956. Neil Bartholomew of Rochester played offense and was a P.E. major in the class of 1957. Don Barton was from the class of 1957. Goalie Ron Broadbent a P.E. major from Brockport was in the 1956 class. Walter Cain from Cutchoque Long Island, played defense, was a General Education major in the class of 1957. Robert Chaddock was in the 1956 class. From the Bronx came goalie Harvey Dorfman, a G.E. major in the class of 1957. Peter Hinchey from Gates played right and center halfback and was a P.E. major in the 1956 class. Defensive player Bill Hughes came from Woodside, was a G.E. major of the class of 1958. Midfielder/forward Tom Jarvie was from Rochester, a P.E. major in

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21 The Saga 1955: pg. 115
the class of 1956. David Karl came from Allegany, played defense, and was a Health and P.E. major in the class of 1957. Watson (Irish) McCallister was from Niagara Falls, played offense and was a G.E. major in the class of 1956. Robert McGlynn, class of 1956, played defense and majored in P.E. Glen McGinnis was a G.E. major in the class of 1957. Gary Miller was a P.E. major in the class of 1957. Charles Minnamon played defense, was from Ontario and graduated in 1956 with a G.E. major. Richard Oubino from Peekskill played offense and was a P.E. major in the 1956 class. John Pasquariello from Cheektowaga, played inside forward and right wing, was a P.E. major in the class of 1957. Walter Schmid played offense, was a P.E. major in the class of 1957, and was from Northport, Long Island. Lewis Smith graduated in 1957 as a P.E. major. Don Snyder was a G.E. major graduating in 1957. John Wienants from the Bronx was a G.E. major of the class of 1956.

But who were these young men really? What were the backgrounds of such a diverse group of players? What type of personal history did each one bring to Brockport? They were the sons of working people. Of their parents 50% of their fathers graduated high school as did 70% of their mothers. College was far from a reality for their parents. Not one of their mothers attended college while only 10% of their fathers attended college, and none graduated. Some of the varied occupations of the fathers were supervisor at Rochester Gas and Electric, owner of a trucking company, sales man, milkman, livestock dealer, farmer, a mailer for the Buffalo News, and a safety inspector. The majority of the mothers worked in the home having the occupational title of "housewife". A few, however, did work outside the home as waitresses, secretaries, a bookkeeper, and even working on an assembly line. The group's ancestry was European and their ethnicities were Scotch-Irish, Polish, German/Russian, Italian, English-Welsh-Dutch, German/Irish, and German. Their religious backgrounds were Catholic, Presbyterian, and Protestant. The soccer experience they brought to Brockport is very interesting. Only 40%
played three years or more, while 60% of them played no soccer at all in high school. This latter group however did play other school sports such as baseball, basketball, swimming and track.

The question of why these young men chose to go to college needs to be addressed. One player who knew of the program that Coach Parker had developed gave his reason as “1st to play soccer and 2nd for an education.” The majority however were looking for an education. Some were prompted to go. One player responded, “with my Mother’s encouragement. She thought being a PE teacher was what I wanted to do.” Other responses were “to be a gym teacher,” “to further my education,” “to pursue a career in coaching,” and “to become a coach and a PE teacher.” One player’s reply was typical of a teenager from any era when he wrote, “I was just 18 years old and working on a GM assembly line. After a few days I was going nuts. A H.S. friend was going to Brockport. It was a no brainer to quit working.” Two other responses were perhaps reflective of the times when one said, “by default. No better choices.” The other said, “to find a better life.”

The reasons Brockport was chosen by these athletes and soon-to-be teachers were are varied as the players themselves. One was influenced through a soccer connection; “two of my high school coaches were former players from Brockport.” Other reasons given were, “nearby,” small enrollment,” “PE program,” “interested in teaching,” “had friends there,” finances,” “affordable,” and “couldn’t afford private college.” The price had to be very important to these young men who wanted to be teachers and/or coaches. One player selected Brockport because it was his hometown. He had watched the soccer team play and wanted to play for Coach Parker. One player chose Brockport because it offered a program called Platoon Leader Course where one could become an officer in the US Marine Corp. Many students commuted to school using public transportation. Perhaps even a few drove cars on the improving roads. Some students had family or work obligations or needed to go home just for the weekends. Players lived in student
housing, a boarding house system within the village of Brockport. One player even lived with Coach Parker for two years.

Next we need to know why they chose to play soccer at such an important time in the educational lives. One might think that being the first of their families to attend college that their whole focus would be on academics. When asked why they played collegiate soccer some of their answers were: “didn’t want to play football but wanted full activity,” “friends encouraged tryout,” “wanted to compete in a winning program,” “a friend advised me to stay away from football. I was 5’10 and 145 lbs. I tried out for soccer and never looked back.” and “I liked to run and I needed to stay in shape for basketball.” One player had a unique reason, “upon discharge from Korean service was too late for football, decided on soccer.”

How many of them knew anything about the program prior to arriving at Brockport? It is interesting that only a small core of players knew of Parker and his program and these few were the ones who grew up in or near Brockport and had seen the team play.

Coach Parker had a talent for recognizing skill and potential in young soccer players. Only 30% of the team played a full season on the freshman team. The rest played their whole collegiate career at the varsity level, some up to three years and a few for only their last two years of college.

To become a championship level team requires an intense commitment to practice. The responses from the survey showed that even after 50 years, the toil of the practice sessions still remains vivid in their memories. Practices were “everyday rain or shine,” “one to two hours with a mile run at the start and at the end of the practice,” “always fun,” “organized, always a learning situation,” worked on individual skills,” “some team concepts, some scrimmages and lots of running,” “stretches, small drills, set plays, small games,” “scrimmages where we interchanged positions,” “outstanding and enjoyable with many drills,” “scrimmages all the time
except for short drills, along with volleyball soccer that was a great diversion and fun," and one memory that sums up practices in a nutshell, “running, running and more running.”

When asked the secret of his success in 1961, Coach Parker replied that it was all due to the determination and diligence of the team members both at training (as individuals) and at practice sessions (as a group). He went on to say that each year the team tries to improve on the previous year’s accomplishments. He said the victories on the field are just the manifestations of the hustle, spirit and cooperation that were shown in the practice sessions along with a determined attitude through out the season.22 This certainly could be said for the team of 1955.

The constant factor in this program’s success from 1946 to the 1955 season was Coach Parker. As discussed, the Coach was a talented athlete himself, and an accomplished soccer player in his own right. His record prior to the 1955 season was outstanding. But some questions remain: What was it like to play for Coach Parker? What impressions did he make on the players? What do the players remember of Coach after 50 years? Unfortunately we lost Coach Parker on February 10, 2003, but he must have been an extraordinary man. After all the years some of the players kept in contact with Coach Parker right up to his accidental death. Athletes are known to give more than 100% of themselves for coaches that they believe in, trust, and respect. The responses to questions about the Coach suggest that he had to be one of those. When asked to describe their first impressions of Coach Parker the players replied: “a wonderful man commanding instant respect,” “always a gentleman, great motivator,” “very favorable - he made sense,” “a nice guy,” “a good teacher and a winning coach,” “fair great expectations,” “never raised his voice, easy to talk to,” “fair and demanding,” “honest and to the point,” “outstanding person,” “a kind man,” and “innovative (1st time 3 fullbacks were used”).

22 The Stylus: October 20, 1961
In order to get young athletes to give their all, a coach has to have a distinct style. Coach Parker's style was one that kept the season's objective in mind while at the same time he understood the players as individuals. The individuals of the 1955 team recall Coach Parker's style as: "calm but firm," "knew the team and utilized the skills available," "easy going but direct," "very quiet & matter of fact & all business," "demanding, but always in control," "he explained what he wanted and we performed," "he would never try to belittle any player by dwelling on a mistake," "don't ever remember him angry," "very laid back, when we made a mistake he would call us over, discuss it calmly and send us back into the game," and this last remembrance that is a recurring current in the survey, "always the same classy guy."

A successful coach that enjoys seeing victories on the field and victorious former players in society needs to have well established priorities. It seems that Coach Parker's priorities were, as one player recalled, "well balanced." It is difficult to instill the proper balance of school, family and sports in young athletes. Coach Parker along with Athletic Director Tuttle knew that balancing these priorities while in college would help to establish proper balance later in life.

The players remembered what they learned from Coach: "I observed he loved the game but people/family always more important," "soccer had its place," "we were all advised that an education was primary with sports secondary," "he was not a blindly dedicated coach, he was a teacher and a man of many interests," "was strict about us attending class and made sure grade average was kept up," "we should never do anything that would bring discredit to the school," and in general Coach Parker "was interested in having good citizens."
IV. The Championship Season

The 1955 season started with an away game at Sampson Air Force Base. The “Parkermen” as they were now referred to in the Brockport Stylus, continued where they ended the previous season by playing with an alert defense and a high powered offence. The Stylus ran the headline “PITCHMEN WIN OPENER 6-0” across the top of page 3 with the story sub-titled “Parkermen Rout Sampson AFB. Run Victory String To 10.” Richie Oubina started the 1955 scoring early in the first period followed by a goal from “Irish” McCalister. The second half saw goals scored by McCalister, Walt Schmid twice, and Don Barton came off the bench to score the sixth goal.21

Game number two was the first home game of the season. The opponent was McMasters University from Hamilton Canada. This was their first meeting and the Golden Eagles were not generous hosts. They routed McMasters 9-0 to remain unscorched upon. Their undefeated string was extended to 11 games.24 25

The third game was away against Colgate University. “Irish” McCalister and Tobey Atwell scored to give Brockport a 2-0 halftime lead. Second half scores by T.J. Jarvie (twice), and Walt Schmid gave the Golden Eagles a 5-0 win. They remained unscorched upon in the 1955 season and the winning streak went to 12 games.26

Game four was the highlight of the season as Brockport traveled to West Point to battle the Cadets of Army. This was their first meeting. Brockport was confident, considering their record up to this point, that they could give Army a good game. Army scored first at 7:20 but at 18:20 Walt Schmid tied the game. At halftime it was 1-1. At the 16 minute mark of the second half, Walt Schmid again hit the back of the net. Brockport protected their lead and went on to

21 The Stylus; September 30, 1955
22 The Stylus; October 7, 1955
23 Brockport Republic and Brockport Democrat; October 6, 1955
24 The Stylus; October 7, 1955
win 2-1. It was a great game for the defense as goalie Ron Broadbent only had to make five
saves. The win moved the Golden Eagles to 4-0 having scored 22 goals and allowed only 1 goal.
The winning streak went to 13.27

The fifth game of the season was a home game against Buffalo State. “Irish” McCalister
scored three goals and Walt Schmid scored two to give Brockport its fifth victory of the season
with a final score of 5-0. Brockport dominated the game having 40 shots on goal against only
four by Buffalo. This was the fourth shutout of the season.28

Game six of the season saw the Golden Eagles go to Potsdam New York to face the
tough Golden Knights of Clarkson. Clarkson was led by a South American, Manny Arevalo from
Columbia, who scored Clarkson’s only goal.29 Brockport won 6-1.

The last four games were all at home. Game seven was against Oswego. Brockport
dominated the game, winning 4-0. This was Brockport’s fifth shutout of the season, seventh win
of the season, and the winning streak was at 16. Game eight was against a tough team from Lock
Haven Pa. They were the only school to score more than one goal against Brockport all season.
Brockport held on to win 3-2. Game nine was with Ithaca College. It had given Army a tough
game earlier in the season, but the Brockport offense was too much for Ithaca. Brockport won 5-
1. The streak stood at 18. The last game of the season was against arch rival Cortland. The last
game of the 1954 season had also been against Cortland and that win kept Brockport undefeated
for the season. Brockport repeated that feat at the end of the 1955 season, easily defeating
Cortland 6-1.30

27 The Stylus; October 14, 1955
28 Rochester Democrat and Chronicle; October 20, 1955
29 The Stylus; October 21, 1955
30 Men’s Soccer History at SUNY College at Brockport. Brockport Archives RG 11/19/3
The 1955 season ended with a record of 10-0-0 with 51 goals scored while only allowing 6. The winning streak was at 19 games. Brockport had strengthened its bid for national recognition by defeating highly rated Colgate University 6-1 and by beating Army 2-1.31

The “Parkermen” of 1955 set numerous individual and team records:

All-Americans: Walter Schmid and Peter Hinche
All New York State: Pete Hinche, Tom Jarvie, Watson “Irish” McCalister, Walt Schmid, Wayne Atwell, Walt Cain, Bill Hughes
Most Goals in a Season: Walt Schmid 16, Watson McCalister 14,
Most Assists in a Season: Walt Schmid 13, Wayne Atwell 9,
Watson McCalister 9
Most Goals in a Career: Watson McCalister 35 (1953-55)
Most Assists in a Career: Watson McCalister 18 (1953-55),
Walt Schmid 18 (1954-1955)
Most Points in a Season: Walt Schmid 45
Most Points in a Career: Watson McCalister 88 (1953-55),
Walt Schmid 74 (1954-55)
Most Goals Scored in a Season: 51
Winning Percentage: 1.00032

The season was over. They had gone undefeated and un-tied. They achieved their preseason goal of being a viable candidate for number one ranking. They were on the edge of a national championship. But what was it like for the players during the season? What were the expectations of and for themselves as the season progressed? The players remember their anxieties and mind set of those days as: “confident,” “no anxiety-just confidence and dedication to purpose-the rest would follow appropriately,” “controlled,” “some what elevated,” more exciting after each game,” “the level increased with each win but we never became over

31 The Stylus; November 11, 1955
32 Men’s Soccer History at SUNY College at Brockport. Brockport Archives RG 11/19/3
confident or cocky,” “we were seldom down but came back as a team,” and a comment from one of the players that probably ran through the mind of each player during each and every game, “no one wanted to make a mistake to blow a game/season.”

**V. The Muted Celebration**

It’s 1955. Dwight Eisenhower is President and the Cold War is fierce. Civil rights activists are starting to make a point in the American political landscape. What were the local newspapers’ reactions to the Golden Eagles’ attempt to obtain national recognition? The players of ’55 memories vary on the press coverage: “school paper- *The Stylus* did a good job. The Rochester *Democrat & Chronicle* was fair”. Remembrances ranged from “almost non-existent,” to “very good.” However the majority of the players thought that the press coverage of the achievements was insufficient: “never really felt it was what it should have been,” “it was nothing like it is today, but it was good for the time,” “limited,” and the “school paper the *Stylus* gave us great coverage but the Rochester *D&C* refused to recognize us because we were a small state school.”

The 1955 team played against teams that had scholarship players on it, most notably the United States Military Academy at West Point. Here was a group of players that had a passion for soccer and competition that took on the future leaders of the United States Army. What were their feelings going into games such as West Point and others? The players from ’55 answered: “didn’t think it was a big deal,” “we were confidently good and enjoyed being the little guy,” “had no clue about scholarship players,” “they seemed all the same to me,” “great challenge and motivation,” “no big deal, we handled all comers without anxiety.” The last memory is no doubt shared by many small schools when one player responded “money and prestige do not make a soccer team.”
It has been noted that successful teams always have a great following at the home games. During the season of 1955, football was the more popular sport on campus. The football program did not enjoy the success of the soccer program but continued to draw large crowds. Perhaps this was due to the perception that football was an American sport that featured high scoring games with very structured times of ball offense and structured defense. Soccer however was a game of fluid possession and low scores. At the beginning of the season the crowds were “fair,” or “so so.” One player responded, “fair, remember we were a small school and soccer was not big.” But as the season progressed and the student body and community became aware of the team’s achievements and ultimate goal, the crowds were “400-500 at home,” then “1000 at home,” and the memory that “crowds grew and grew with each game through the season.”

Now that their undefeated and untied season was firmly recorded in the history books of college soccer, what was the reaction of the players? Were they cocky and expecting the #1 ranking or did they still have the naïve attitude of a small school doing battle with the bigger more established schools? The players remember their feelings of late 1955 as being “upbeat,” “just a feeling for accomplishing great things in the season,” “controlled jubilation reflecting that of Coach Parker,” “we were all very proud & felt a great sense of accomplishment,” “WE DID IT- now let’s see what happens with rankings,” “we were on cloud nine.” And “It was a great time for all.”

The fall semester came to a close. Final exams were given but there was still no closure to the previous soccer season. The winter in western New York was upon the players. Snow was falling and the players prepared to go home for the Christmas break of 1955. Were the players thinking about the just ended spectacular soccer season over the Christmas break? Were they thinking of soccer? Was it something in their past or was it something that yet had to be reviewed, analyzed and have closure? The majority of the players were indeed thinking of soccer
as they made their individual ways home to all parts of New York. Most of them were curious as to how the national title would be decided. A few however were ready to move on. When asked if he had soccer on the mind over Christmas 1955 one player answered, “not really because I was on the basketball team.” Another “was looking forward to swimming,” But others went home with unanswered soccer issues on their minds; “it was great to know that we a group of non-scholarship players, all from New York were capable of achieving our goal,” “always,” and “I would talk about what we achieved. My family, especially my father was very proud.”

In January, 1956 the American Soccer Coaches Association held its annual meeting in New York City. To select the National Champions a selection committee was organized. The members were Ray Gath of Trinity College, Bruce Bennett of Ohio State, James Bly of Duke University, Gus Donohue of San Francisco, Pete Leanes of Temple University, and Bruce Muro of Harvard. They looked at all 171 intercollegiate soccer teams across the nation. Of them, only Penn State and SUNY Brockport were undefeated and untied. Brockport and Penn State were chosen Co-Champions of 1955 by the Intercollegiate Soccer Football Association (ISFA) and the National Collegiate Athletics Association (NCAA). In contrast to the high profile and media super coverage of naming of a national champion of today, the status of being proclaimed National Co-Champions seeped onto the Brockport campus, slowly bit by bit. Of the players surveyed, 40% couldn’t remember how or when they were informed of being National Co-Champs. Those who did remember shared these memories: “Coach Parker found out sometime in January ’56,” “by Coach Parker as I was on my way to class,” “I was in class and heard the news from a classmate,” “teammates informed me in the College Union,” “via telephone calls from other players,” and one was informed from a

33 The Stylus; February 10, 1956
34 www.ncaasoccer.net
phone call from one of the captains," "from phone calls from each other." But for another "Strange - I do not remember."

Once they were all informed that they were National Co-Champs with perennial powerhouse Penn State, the players had time to reflect on what it meant to them at that specific time in their lives. How did it affect them at that time in their lives? What were their impressions after a season of such focus, determination and dedication? What were the reactions of the young men that made up this remarkable team? The answers to the survey provide a window into how the players remember their feelings of 50 years ago. "All happy - team somewhat disappointed that we had to share the title," "family very proud - friends and classmates solid acknowledgement," "we were all very happy and a little surprised," "that's great - well deserved, felt proud," "friends/roommates knew we had won as a team," "all very excited."

Some of the remembrances were however a little on the gray side. Some typical quotes: "never felt Brockport gave the team just due at the time," "not particularly noteworthy," "student body seemed happy but reserved." One player could not share this great achievement with family members. After 50 years, his memory still reflects the family isolation he felt, "my family had no interest in my education." The variation of the reactions of players, friends and family mirrors the diversity of the team members.

Winning a national championship today usually is celebrated by the college administration as well as the student body. School sponsored parades, huge pep rallies and parties galore are common place these days. It seems though that the celebrations were subdued following the announcement in January, 1956. The players were asked if they remembered how the school recognized their achievement. They recalled the activities as "don't remember anything special being done," "don't remember any reaction at all," "they didn't really do
anything special." The memory of one player did generate one positive memory, "school assembly- presented awards to team. Also team banquet."

If the school did not have a huge school wide event, how did they acknowledge the players on a smaller scale? It appears that the school gave each player a plaque, a patch, and jackets that the players had to pay for themselves. That is a far cry from the expensive jewel encrusted championship rings of today's national champs. Comments from the players: "we were given a small patch to put on a jacket that we had to pay for," "we got jackets that we had to pay for," "a jacket with a championship patch- worn out and discarded," and "my jacket is in my closet." A few remembered a plaque that was given to them. The plaque is remembered: "a plaque on my den wall with little patch," "plaque that hangs in my recreation room," "a plaque that is still on my den wall," and "a very nice plaque with our pictures and record on it."

VI. Life After the Championship

In January 1956, the men from the SUNY Brockport soccer team became National Co-Champions. Their life on campus went forward. There were classes to attend, friends to be with, and a college life that would continue at least until June. What do they remember of those days immediately after the announcement? What was it like to be from such a small school while at the same time be the co-champion of all collegiate soccer, of schools of all size? "For a while - very exciting but life goes on," said one player. Another remembers his "recognition of achievement by all." One player remembers those days of early 1956 as many others did when he wrote, "I walked around with a great inner pride knowing that I was part of a wonderful team."

SUNY Brockport had been on the field of play only since 1946. Now they ranked alongside other postwar national Champions since 1946: Springfield College, University of
Connecticut, San Francisco University, Penn State, West Chester State, Temple University, Franklin and Marshall College.\textsuperscript{35}

Coach Parker along with Athletic Director Tuttle stressed to the players that their education came first. It is apparent that at least regarding their occupations, the players all listened intently. All of the responding players followed through with their majors and had careers in education. Their years of service ranged from 3 to 39 years. Their average teaching career lasted 31 ½ years. Such long term commitment to education deserves to be individually listed: 31 yrs. teaching science, 27 yrs. teaching biology, 3 yrs. as a Physical Education (PE) teacher, 34 yrs. as PE teacher, one started his career as an elementary school teacher for 8 yrs. before moving to elementary principal for 5 yrs. and then ending his career as a superintendent of schools for another 25 years. Another player spent his whole career of 31 ½ yrs teaching PE., as did two teammates who taught 31 years. One player taught PE for 31 years, then spent 4 years as a principal, and ended his career as his district’s Director of Curriculum. Working as a high school counselor for 33 yrs, after teaching PE for 3 yrs. was the career of another player. Teaching social studies and math for a total of 38 yrs. made up another player’s career. A player spent 20 yrs. teaching PE before spending the next 12 yrs as the Director of Health, Physical Education and Athletics. A career of 35 yrs as a PE teacher was the work career of another player. Science was the chosen subject for 32 yrs. for another player. Although education was by far the career of choice for the majority of the players, some moved into other occupations: a five year career with the New York State Police followed with a 24 year career in industrial security. Starting in 1984, a successful career as a counselor and consultant in behavior performance enhancement for Major League Baseball teams and National Hockey League was the career track for one of the players. He also became a successful author in this subject. One other

\textsuperscript{35} Ibid
Player's career was split up into 13 years as an Industrial Engineer in local manufacturing, followed with the combination of 18 years driving a school bus while putting 27 years into his own trophy supply company.

This was a group of very ambitious young men. Some of them worked in their communities serving their fellow citizens. One player was a two term mayor of his town of residence. Another spent 21 years as his town's Director of Recreation. A few served their communities as members of groups such as Kiwanis, Rotary and the Elks.

Some pursued graduate education. MS degrees were received from: Ithaca, New Paltz, Brockport (3), University of Buffalo, and University of North Carolina at Chapel Hill. One former player earned a M.Ed. from University of North Carolina at Chapel Hill on a graduate fellowship that Coach Parker recommended him for. Alfred University granted an MS degree in counseling to another player.

Only a few continued to play soccer after the Brockport years. One played with local recreational teams for "a couple of years." Another played for one year at UNC grad school. The player who attended Brockport so he could become a leader in the US Marines, played in the Marines in 1956, 1957, and 1958.

The majority did not continue to play but the vast majority did continue in soccer, this time as coaches. In order to show the scope and breadth of how this group influenced further generations, the locales of their coaching tenures will be listed. The list includes: 9 years varsity at Middlesex Valley High School, 9 years varsity at Gates Chili High School, 2 years at Southold Long Island High School working with goalies, 2 years varsity at Fillmore Central, 5 years varsity at Brighton High School, 4 years varsity and 8 years of JV at Spencerport High School, 21 years at Spencerport High School plus 3 years at SUNY Brockport, 2 years as player/coach in
U.S. Marine Corps., one year varsity at Andover Central and 2 years varsity Whiteville Central high schools, and 3 years varsity at Newark Central High School, women’s soccer coach at St. Bonaventure University, 26 years varsity at Guilderland Central High School, 9 years Honeoye Central varsity winning their league, sectional title and being named coach of the year twice. One player became very involved in the organizational structure of soccer. He was chairman of his local county public high school athletic association, sectional chairman, and was named National High School Coach of the Year in 1979-80. After his coaching days he continued in soccer as a color commentator for local television broadcasts. The players coaching skills and successes were not limited only to soccer. Other coaching experiences were: 24 years as a track coach at Gates Chili High School, 18 years assistant football coach, 24 years varsity basketball coach and 14 years varsity baseball coach all at Cornwall Central High School, 12 years track and field along with 20 years as varsity basketball coach at Newark High School. One player followed another of his favorite sports, coaching swimming; during his 14 years he coached 53 high school All Americans.

It must be remembered that this team graduated into the world in the late 1950’s. The Cold War was a matter of fact in daily life and young men were expected to serve their country in one of the armed forces. The former members of the team of ’55 were no exception. Only 8% did not serve in the military. Their service to their country is documented as follows: 2 years US Army, 3 years US Army, 8 years US Naval Reserve, 6 years US Air Force, 2 years US Army, 2 summers in PLC for the US Marines and then 2 years as 2nd Lt. rising to rank of Captain, 2 years duty in Korea with US Army (prior to attending Brockport), 2 years US Army, 5 years US Marine Corps., 2 years US Army, 3 years USMC along with 5 years reserves, and 3 years as Lt. in US Marines.
All of the players who replied to the surveys married. A couple of them married their Brockport girlfriends. They all fathered children. The majority had only 2 children but 1 had four girls and 3 had families of 5 children each. When asked if their children followed their father’s footsteps into soccer, most said no. One former player lived in an area where his children’s high school did not offer soccer at all. One player was the father of 3 soccer playing boys at the high school level and at the collegiate level. The son of one former player became a soccer All American just like his Dad!

Being a member of a national championship team usually affects athletes for the rest of their lives in one way or another. It is a proud accomplishment that is listed on resumes. It may have helped to open doors for some while affecting each one very personally. When asked about how this affected their lives, their comments were: “helped establish/mature my confidence level,” “to know the feeling of hard work results in accomplishments,” “affected very much my understanding of competition and self,” “opened the door for state/national involvement in soccer,” “great personal satisfaction,” and two comments that Coach Parker would have appreciated, “it has built my confidence in dealing with all sorts of issues, both good and not so good,” and “has made me a better person in anything I have done and accomplished.”

Being National Co-Champs of 1955 was the end product of seemingly endless hard work, determination and dedication. This winning process was started much earlier than the 1955 preseason. Remember that this team had gone undefeated the previous season. They continued to polish their ability to win as a team. They practiced to near perfection the art of working together as one unit on the field. They shared a common goal for so long that it seems inevitable that friendships would develop and grow. The members of an undefeated athletic team share a very special bond; the bond of being the best.
After working so closely with each other for so long, did any of these soccer field friendships last past graduation? Do they keep in touch after all these years or have the years stretched them apart? Two of them "talk regularly, been friends since 7th grade," "some all my life, others have never seen since," "only with a few but memories are forever," "when we do meet up seems like never missed a step," "whenever possible," "hard to keep in contact as I went to grad school in NC, then to the Army, then to Florida to work," "some thru coaching and teaching," and "at first often. Now rarely,"

The players were asked, as members of a National Co-Championship team, what do you feel you walked away with? Their answers are very reflective of the caliber of these young men as they prospered in society and in their chosen endeavors. The overwhelming rewards of their efforts of the 1955 season were pride, respect, perseverance, and a healthy attitude about winning. Some of their many comments are: "team work is necessary to win," "never give up," "pride and confidence," "winning teams need to be in good condition," "a championship team doesn't have to play dirty to win," "pride," "knowledge of the game," "honor of being co-captain of the '55 team," "pride of achievement," "a lot of respect, enjoyment and certain bragging rights," "pride in a job well done," "what it takes to be a winner," "cooperating with a great bunch of highly skilled players," and "the honor of being a member of a team that overcame the stigma of being a bunch of non-descript, non-scholarship players that could achieve their goal."

Towards the end of the survey, the players were asked what their fondest memory of that long ago season was. Their answers emphasized their victory over powerhouse West Point, their respect for Coach Parker, and the essence of the team that remains. Some of their memories were: "watching high quality players in front of me day after day," "the fun of practices and learning," "the human quality of Coach Parker," "the joy of winning with style," "defeating Army. Coach Parker was the best," "playing as a true team & for the greatest coach in the
country," "beating West Point AT West Point," "we won as a team, unified with some players more gifted than others," "glad to win for Coach Parker to help him fulfill his dream," and "the closeness of the team-never an argument, disagreement or fight."

All of the players reflected that their soccer experience at Brockport ranked near the very top on the list of lifetime achievements.

A few of the players sent along a favorite story or anecdote that could be shared in this work.

Wayne (Toby) Atwell writes: "we were playing Army at West Point & the Cadets were winning at halftime. Coach Parker never changed his demeanor and told us just to play our game in the 2nd. We won by scoring 2 goals in the second half and won 2-1. The Army coach came into our locker room to congratulate us and I remember his final words: 'This is the first time that I have seen an Army team being so outplayed and beaten by a more well-conditioned team.'"

Ron Broadbent who was the goalie for the team writes. "I had the opportunity to 'play on the field' and scored a goal against Lock Haven in 1954."

Walter Cain sent this along: "Learning the defensive back position didn't come without pain. In one of my first games, the goalie came up with the ball and went to kick it clear of the area. Being totally new to the game, I was somewhat out of position. The goalie's foot and the ball all met at my rump. I, needless to say, was lifted higher into the air and went further than the ball. Ego hurt a lot more than the body - which was bad enough. Being a fast learner - that never happened again."

Pete Hinchey writes: "Since I was losing my hair fast, I looked older. When we were eating our meals in a restaurant it was a standing joke for the waitress to give me the check (actually I was one of the youngest Srs. at 20)."
Bob McGlynn remembers, "it was a wonderful experience to bed down at West Point above Washington Hall and to eat with the cadets. They were great hosts."

Tom Jarvie sent this story along: "During my sophomore year, a good friend and teammate, Bob (Hoodie) Hood skipped practice to go hunting. Several players told Coach Parker that Hoodie was sick. Right in the middle of practice there was a lot of noise of cracking branches and there on the edge of the soccer field was Hoodie and his shotgun."

This last one was sent by John Pasquaiello. "Being an Army vet, I was usually treated like their father. Greatest bunch of guys I have ever been around."

In June of 1956, in his annual report to the state, SUNY Brockport President Donald Tower wrote:

"Brockport is extremely proud of the fact that our soccer team was recognized as co-national champions with Penn State in the 1955-56 season."36

Almost fifty years after the fact, the students, faculty and alumni of SUNY Brockport continue to be extremely proud.

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36 Tower, Donald; State University College at Brockport Annual Report 1955-56, SUNY Brockport Archives RG 1/1
Conclusion

In the sleepy, small town of Brockport, New York, from a school with only about 400 male students, a soccer team evolved filled with talent, hard work and dedication. During the years 1947-1955, SUNY Brockport’s men’s soccer program enjoyed great astounding success culminating in the National Co-Championship of 1955. The national title was the work product of a coach with passion for the game, experience playing the game, and the ability to mold young talented soccer players into a cohesive team. SUNY Brockport attracted young men who chose to go to college to become teachers and at the same time have the opportunity to play in a high-quality soccer program. The success of the soccer program can be attributed, in part, to the ability of an award winning college athlete becoming an exceptionally brilliant coach. The other part of the success of course, was the players. This group of young men had the raw talent and skills of soccer. Each had the passion to play their very best each game. This combination of players and coach gave SUNY Brockport its first national title only ten years after the program’s start. Ernest Tuttle’s beliefs and policies regarding intercollegiate sports were proven to be successful. The team’s accomplishments proved that a school that had no scholarship players, recruited no players, and stressed their academics above their athletics could compete successfully on the national level. The glorious 1955 season established the Brockport Golden Eagles men’s soccer team as number one among all schools, big and small, across the nation.
1955 NATIONAL SOCCER CO-CHAMPIONS

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<td></td>
<td>799 Park Shore Dr. Apt H10</td>
<td>Naples</td>
<td>FL</td>
</tr>
<tr>
<td>Wernants</td>
<td>John</td>
<td>56</td>
<td>x</td>
<td>14663 Rolling Rock Pl.</td>
<td>Wellington</td>
<td>FL</td>
</tr>
</tbody>
</table>

Parker | A. Huntley | *Coach* | x | deceased (2-10-03) | | |
| Nibley | John | 56 | ? | Team Mgr | | |
| Ronan | Arthur | ? | ? | Team Mgr | | |

Dan Cody
Bottom row: Barton, McCalister, Co-Captain Jarvie, Co-Captain Hinhey, W. Hughes, Smith, Minnamon, Aramini.


Third row: Bartholomew, Chaddock, Pasquariello, McGinness, Oubina, Karl, Snyder, McGlynn.

Top row: Coach Parker, Manager Niblock, Manager Ronan.
COLLEGE SOCCER CHAMPIONS 1904-1955

1904 Haverford
1905 Haverford
1906 Haverford
1907 Haverford, Yale
1908 Columbia
1909 Columbia
1910 Haverford
1911 Yale
1912 Harvard
1913 Harvard
1914 Pennsylvania
1915 Haverford
1916 Pennsylvania
1917 Haverford
1918 (no competition)
1919 Pennsylvania
1920 Pennsylvania
1921 Princeton
1922 Princeton
1923 Pennsylvania
1924 Pennsylvania
1925 Princeton
1926 Haverford, Princeton, Penn State
1927 Princeton
1928 Yale
1929 Penn State
1930 Harvard, Pennsylvania, Yale
1931 Pennsylvania
1932 Pennsylvania, Navy
1933 Pennsylvania, Penn State
1934 Cornell
1935 Yale
1936 Penn State, Princeton, Syracuse, West Chester
1937 Penn State, Princeton, Springfield
1938 Penn State
1939 Penn State, Princeton
1940 Penn State, Princeton
1941 Springfield, Rider, Temple, Amherst
1942 Amherst, Princeton, Rensselaer Poly, Springfield
1943 Rensselaer Poly, Navy
1944 Navy
1945 Yale, Haverford, Army, Navy
1946 Springfield
1947 Springfield
1948 Connecticut
1949  San Francisco, Penn State
1950  West Chester State
1951  Temple
1952  Franklin and Marshall
1953  Temple
1954  Penn State
1955  Brockport, Penn State

37 The USA Soccer History Archives maintained by Dave Litterer, spectrum@sover.net
Author’s Note

This project started out almost a year ago as an assignment in a history seminar class. The first phase was submitted with a bibliographic essay that said it was a frame work that much more could be attached to it. With the assistance and mentoring of Dr. Bruce Leslie, I developed an interest in this team that grew into a passion for this team. The more I learned about the team as a whole and the players as individuals, the more I wanted to know about them. They became more than just names, numbers and statistics from long ago. I developed a relationship with these young men. They are the generation of my parents. But at the same time I see them as the same as my son who also plays soccer at the collegiate level. I found it to be an interesting comparison as I developed my impressions of the players. Are they the contemporaries of my son or my parents? The answer presented itself to me after the project was completed. They are both, and as both they will continue to develop and modify. They are people like my son and parents that will grow, change and make an impact in the world in which they live in. The relevant difference is only the time frame of their impact.

This project has led me to a new and larger appreciation of the human achievement of the past and has me believing that the achievements of the future are limitless.

Thank you to all involved in this project both past and present.
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The 1955 Soccer National Championship History Project Questionnaire