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As We Were, 1840-1940

Bridgewater State Teachers College

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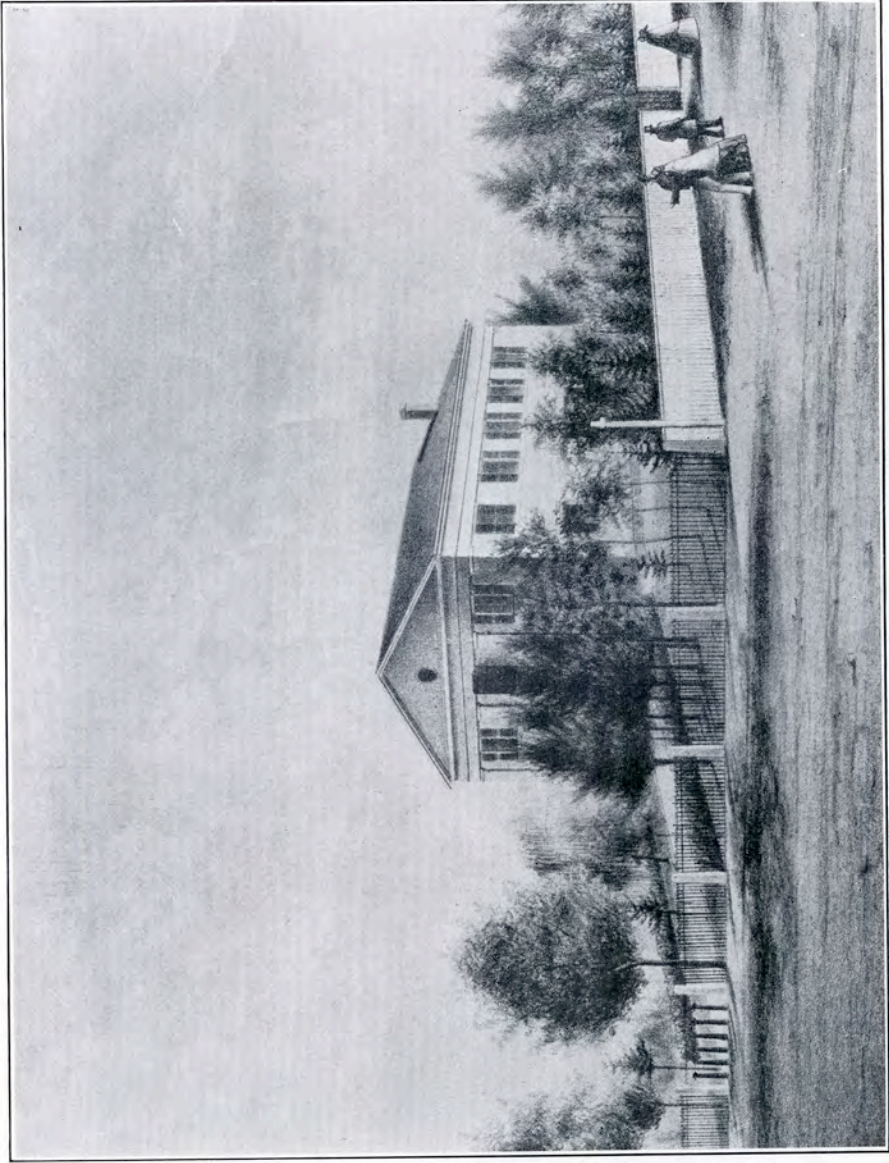
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AS WE
WERE

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DEDICATION

TO ONE HUNDRED YEARS OF
TEACHING FOR DEMOCRACY WE
RESPECTFULLY DEDICATE THIS BOOK



FIRST NORMAL SCHOOL BUILDING

1846

A S W E W E R E
1840 - 1940

PUBLISHED BY

THE ALPHA BOARD

OF THE

STATE TEACHERS COLLEGE

BRIDGEWATER, MASSACHUSETTS

HAIL TO NORMAL

Words by Zelma Lucas, '04 — Music by William Lester Bates, '92

O loved Alma Mater we greet thee,
Thy daughters and sons from afar,
As often we pause in our toiling
To hail thee, whose children we are.

CHORUS

Alma Mater! Alma Mater!
Safe for aye in mem'ry's shrine;
Alma Mater! Alma Mater!
Praise and love be ever thine.

2.

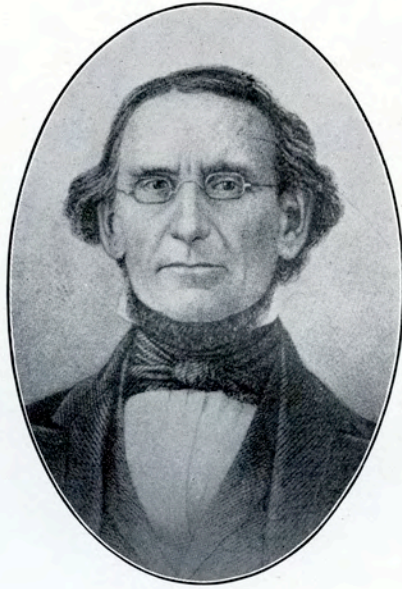
With strong, steady hand dost thou lead us
Thy powerful arm is our stay
Thy light is our beacon in darkness
Which ever will lend us its ray.

CHORUS

3.

Oh may thy fair name live forever,
Be deeply impress'd on each heart
That we in our trials and our triumphs
May ne'er from thy guidance depart.

CHORUS



NICHOLAS TILLINGHAST

Nicholas Tillinghast, the first leader of Bridgewater, by his strength and wisdom effected the success of the newly-established normal school.



HORACE MANN'S TEACHER INSTITUTE

THE STORY OF BRIDGEWATER NORMAL SCHOOL grows out of the lives, the ideals, the trials, the burdens of a few far-seeing men, — those who originated the idea and dared to place it into practice, and that small group of administrators of the school, each of whom has left some contribution to the Bridgewater of today.

Although the normal school idea has been established and developed somewhat successfully in Europe, the idea was looked upon with disfavor, or at best, with empathy in the United States. Elementary grade teachers were generally selected from those who had attended the academies or female seminaries, or from college students, who were anxious to earn a few dollars in order to return to their studies. The idea that teaching, like law and medicine, was a profession and required some degree of preparation and professional training, was inconceivable. Education in Massachusetts, where the free school originated, reached a new low ebb with the passage of a series of school laws, beginning with the District School Law of 1789, and culminating in the law of 1827.

It was a European thesis, Victor Cousin's report to the French government on the Prussian schools (which had resulted in the reorganization of the French school system and the establishment of the ECOLES NORMALES, which trained teachers), that influenced Massachusetts teacher training.

James G. Carter "claimed that the first step toward reform in our system of popular education is the scientific preparation of teachers for the free schools" and that "the only measure that will insure to the public attainment of the object is to ESTABLISH AN INSTITUTION FOR THE VERY PURPOSE."

Reverend Charles Brooks of Hingham, who had travelled in Europe and had become well acquainted with the normal school movement there, had studied the Cousin report. In 1835 a bombardment of propaganda, through the press, the pulpit, and the rostrum, and a series of letters to influential people in the state, developed further interest in the principles that Carter had advanced.

Two years later the Legislature of Massachusetts passed a law creating the first State Board of Education in the United States. Horace Mann, a promising young Boston attorney was elected executive secretary. Finally, a year later (1838) under Mann's sponsorship and with the pledge of \$10,000 by a Boston merchant, Edmund Dwight, the State Legislature agreed to legalize a three year's experiment of the state-supported normal school in Massachusetts.

Dwight's offer of \$10,000 was made with the condition that the Legislature would appropriate the same amount. In April, 1838, upon recommendation of the Board of Education the Legislature agreed to establish three schools in different sections of the state, each for three years, for an experiment.

Mr. Brooks had, during the years preceding the establishment of the normal schools, travelled throughout Plymouth County preparing "the people for active cooperation at the last moment". In May 1838 the Board of Education, upon petition of a Plymouth County committee, voted to establish a normal school in Plymouth County when suitable buildings and means of carrying on the school were placed under the control of the Board.

In September of that year a convention was held at Hanover at which ex-President John Quincy Adams, Horace Mann, and Senator Daniel Webster spoke. An association, of which Hon. Artemus Hale of Bridgewater was elected president, was formed, its main purpose being to collect funds for the establishment of the school in Plymouth County.

Eight thousand dollars was pledged by five of the towns, with the condition that the town finally selected as the seat of the normal school should appropriate the additional \$2,000.

At a public hearing held in Bridgewater in March, 1840 it was voted to establish the school at Bridgewater, provided the town met the following conditions: (1) "granting of the use of the old Town House, on which \$250 was spent in fitting it up, (2) payment of \$500 for library and apparatus, (3) building a Model School house at an expense of \$500."

Mr. Nicholas Tillinghast, a native of Taunton, and a graduate and former instructor at West Point Military Academy, was named principal by Horace Mann. Twenty-eight students—seven men and twenty-one women—having successfully passed the entrance examinations were admitted on September 9, 1840.

The old Town Hall, a one story wooden building "standing on a brick basement which was occupied as a dwelling place", was the school house. A single large room, divided by a matched board partition into a double room, provided the first normal school class rooms. There were also a small room for apparatus and a dressing room for the ladies. Pine-board straight-backed seats, attached to the desks behind, were the main furniture in the rooms.

Two hundred and twenty-nine persons attended the normal school in the first five years: some coming for one fourteen-week term, then leaving to teach one or two terms, then returning to the school again. Mr. Tillinghast submitted his resignation in August 1845, in a letter to Horace Mann stating:

"I had the honor, some time since, to lay before the Board of Education my opinion of the extreme disadvantage to the cause of Normal Schools of the rule by which a pupil is allowed to remain here one term to return at some future, indefinite time; and offered my advice, founded on my experience here, that scholars should be received for no less time than one year. I feel it impossible for me

to carry on the school effectively in the fluctuations to which it is subject, and therefore feel impelled, for the good of the school, to withdraw from my present situation."

The resignation, luckily for the history of teacher education in Massachusetts, was not accepted. Acting upon Mr. Tillinghast's advice, the Board passed an order requiring pupils to attend the Normal School for three consecutive terms, or one full year's course.

Thus at Bridgewater a definite professional standard was, for the first time in American teacher education, set up.

The first building to be erected specifically for normal school work in America was built at Bridgewater in 1846. The years of experiment were successfully passed. A total of ten thousand dollars was raised, one half of that sum by public subscription, and the remainder from state funds. Col. Abram Washburn donated a lot of land one and one-quarter acres and George B. Emerson of Boston provided the furnace for heating the building.

It was a small, wooden, two-story structure containing a large schoolroom, and two recitation rooms in the upper story, and a Model School room, a chemical room, and two anterooms on the lower floor.

"Coiled up in this institution, as in a spring," said Horace Mann at the dedication of the building, "there is a vigor whose uncoiling may wheel the spheres."

The new Normal School aimed to review thoroughly the elementary subjects, to offer subjects which might be considered expansions of these subjects, and finally to offer instruction in the art of teaching.

Mr. Tillinghast, having completed thirteen years of service, resigned in June 1853, because of ill health.

Marshall Conant, a descendant of an old Bridgewater family, a consulting engineer at the Bridgewater Cotton Gin Works was recommended by Mr. Tillinghast as his successor. He was a student of history and science, and during the short time he served as principal many changes were made at the school. The course was lengthened to one and one-half years; many new subjects and many advanced subjects made their way into the curriculum. He resigned his post in 1860.

In the first twenty years the Normal School passed the experimental stage and was accepted generally as an important part of American education. Out of the three hundred graduates during Mr. Conant's term came forth many leaders in education—normal school principals, high school principals, grammar school masters, superintendents, college professors, and many well-known ministers, physicians, and lawyers.

The growth in importance and position of the Normal School in the next thirty years was almost phenomenal.

Albert Gardner Boyden graduated from the Normal School in 1849, having studied under Mr. Tillinghast. Then he had served as his assistant. In 1857 he was called back to Bridgewater where he served as instructor under Mr. Conant. In 1860, upon the resignation of Mr. Conant, he was appointed principal. He had served the school a total of six and one-half years and had been called upon to teach nearly every branch in the course of study.

Mr. Boyden was a true student of education and stressed the courses in the techniques of teaching as the most important in the curriculum. He served as principal for forty-six years, and the changes both in the course and in the physical plant were numerous.

Each course was worked out in a logical series of steps, and the wide range of courses offered testifies well to the fact that the Normalites of this period received a well rounded education. The Model School had been discontinued some years before and Mr. Conant's plan of having student-conducted class recitations under the guidance of the regular instructor was carried on with a high degree of efficiency. Students organized and taught a topic according to the psychological method which had been worked out in the course.

Music, Science (lectures in botany, zoology, mineralogy, and geology), physical education, drawing, techniques, and manual training were only a few of the many courses which were offered. A two-story annex to the main building, containing four laboratories, and well-furnished with the latest apparatus was erected.

In 1869 three and four year courses were added to the then existing course. One of the town schools was used by the students as a school of observation and practice thus adding a new experience to the curriculum.

The original building was first enlarged in 1861 and new furniture and chemical apparatus were added to the school in the years following. A dormitory building was erected in 1869 and expanded in 1873. A third story was added to the main building at this period. New blackboards and chemical appliances were purchased. Ten years later the science annex was completed. At this same time Mr. Boyden purchased a six acre lot near the school which he turned over to the use of the school.

Finally in 1890, the school's enrollment having grown to two hundred and fifty, a new Normal School building was erected. This provided for student classrooms, a new training school of eight grades and a kindergarten, laboratories, offices, a library, manual training shops, a lunchroom, and playrooms for the training school children. A new dormitory, Tillinghast Hall, was built in 1896.

In fifty years the Bridgewater Normal School had undergone a remarkable change. From a one and one-quarter acre plot with a single building in 1846, the school had grown to a sixteen acre plant valued at \$1,000,000.

"The faculty had grown from a principal and one assistant, and a Model School principal, to fourteen members in the Normal School department, and ten teachers in the Training School."

A better type of student was admitted. Written examinations and a careful scrutiny of all candidates' health, temper, tact, previous records insured excellent candidates for the teaching profession.

Bridgewater graduates taught in almost every town in Massachusetts, and in many states. Many of the Normal schools established in the growing West and Middle-West boasted of Bridgewater graduates as principals and instructors.

From many other states, from Japan, Mexico, Armenia, and Syria came young men and women to study normal methods at Bridgewater Normal School during this period. Bridgewater Normal School had indeed become an important factor in American education.

Mr. Boyden resigned as principal in 1906 but continued his connection with the school as principal emeritus of the school and instructor in psychology until his death in 1914, having completed more than sixty years of service to Bridgewater. His indeed was a life dedicated to the fulfillment of ideals.

Mr. Albert Clarke Boyden, assistant principal, succeeded his father as principal in 1906. He had graduated from the Normal School in 1871 and from Amherst College in 1876. Three years later he was appointed to the faculty of the Normal School, and named vice-principal in 1896.

Many plans, new in professional teacher education went into effect. The admission rules were made stricter, many new clubs were formed in the school under faculty sponsorship, new professional and academic courses were offered.

The physical plant also was improved. A new dormitory was erected. Mr. A. G. Boyden presented the school with a natural science garden in 1907, and four years later a wealthy alumna, Mrs. Elizabeth R. C. Stevens, donated a large greenhouse which was erected there.

In 1921 a legislative act empowered the Normal Schools to award the Bachelor of Education degree to any person completing a four year course in a normal school. Bridgewater was one of the five State Normal Schools which granted the degree.

A disastrous fire completely destroyed three of the main buildings on the Bridgewater campus—the Main building, Tillinghast dormitory, and the old Woodward dormitory, on December 10, 1924.

The only buildings saved were Normal Hall, new Woodward, and the boiler house.

The boiler-room was repaired, and temporary classrooms were established in the basement of New Woodward. The Training School was opened on half-time at the McElwain School.

Samuel P. Gates ('57) gave two acres of adjoining land on which the new school building was erected. His house became a dormitory and is now the president's home. The new main building, a separate Training School, and a new Tillinghast Dormitory, were dedicated October 22, 1926. The new plant was planned for a quota of between 500 and 600 students. The new main building contains the classrooms, administration offices, laboratories, a music room, art rooms, student social and lunch rooms, and the Horace Mann Auditorium. The murals, painted by students at the State Normal Art School on the auditorium walls depict various phases of the history of education. There is also a series of panels of the nine muses. These, and other decorations throughout the building, are the gift of the Alumni Association.

With the granting of degrees in 1922 to two four-year graduates the movement for the establishment of state Teachers Colleges in Massachusetts was well under way. In 1933, by legislative act, the State Normal Schools became State Teachers Colleges, empowered to grant the degree of Bachelor of Science in Education. Dr. Boyden was named first president of Bridgewater Teachers College.

Upon the death of Dr. Boyden later in that same year Dr. Zenos E. Scott, superintendent of schools in Springfield, was appointed president. Dr. Scott, a graduate of Indiana Normal School, Evansville College, and Columbia University, had served as principal of various schools in Indiana, and superintendent in Trenton, New Jersey, and Louisville, Kentucky. Dr. Scott held his position for four years during which time he served as a member of many educational committees in the state and played a prominent part in the organization of the elementary curriculum in the state. He resigned in May 1937 to accept the post of Superintendent of Schools in Louisville.

Mr. John J. Kelly, instructor in education and Dean of Men at Bridgewater was named to succeed Dr. Scott. Mr. Kelly is a graduate of Fitchburg Normal School, Boston University, and Boston College.

The fall of 1937 saw the opening of the Graduate School. Upon completion of a one year course including a period of practice teaching the degree of Master of Education is awarded. During Mr. Kelly's administration there have been many curriculum changes.

The curriculum of the lower classes has been revised to include many of the courses generally offered to underclassmen in the liberal arts colleges.

This is the story of the first one hundred years, of the growth from an experimental teacher-training institution to a recognized professional institution. The story of the growth of Bridgewater parallels closely the story of the growth of American teacher education, for Bridgewater has played a most important part in that growth.

SITTING IN THE SUN ON THE FRONT STEPS

Under these columns,
Down these steps,
Have passed all those stern people, immovably purposeful,
Who are now in the world teaching children.

There will come a time when I, too,
Impressive in cap and gown, shall go down these stairs,
Never turning to look back.

But now? —

Ah —

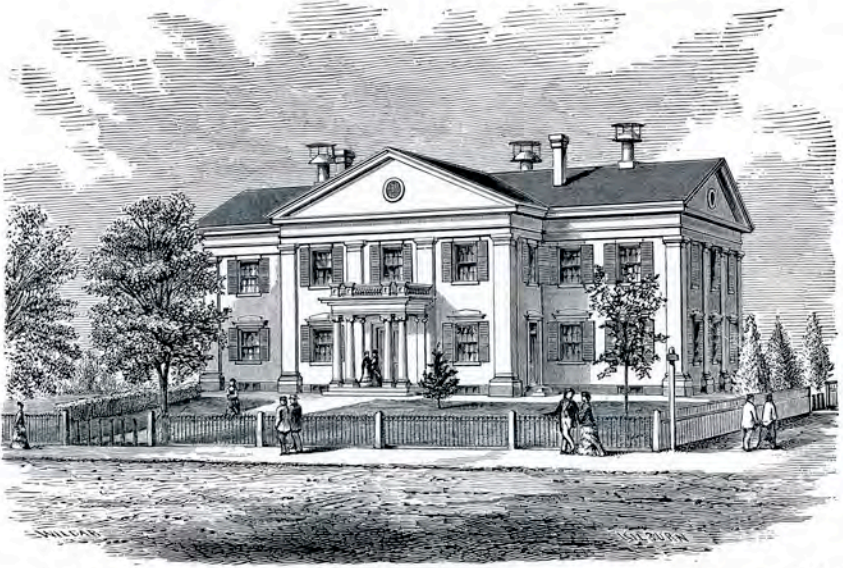
Now I drowse in the sun watching people through half-open lids,
The wind hot on my cheeks,
A hornet buzzing me to sleep.





MARSHALL CONANT

The second principal of the school, Marshall Conant, by his foresight and judgment carried on the high tradition begun by his predecessor.



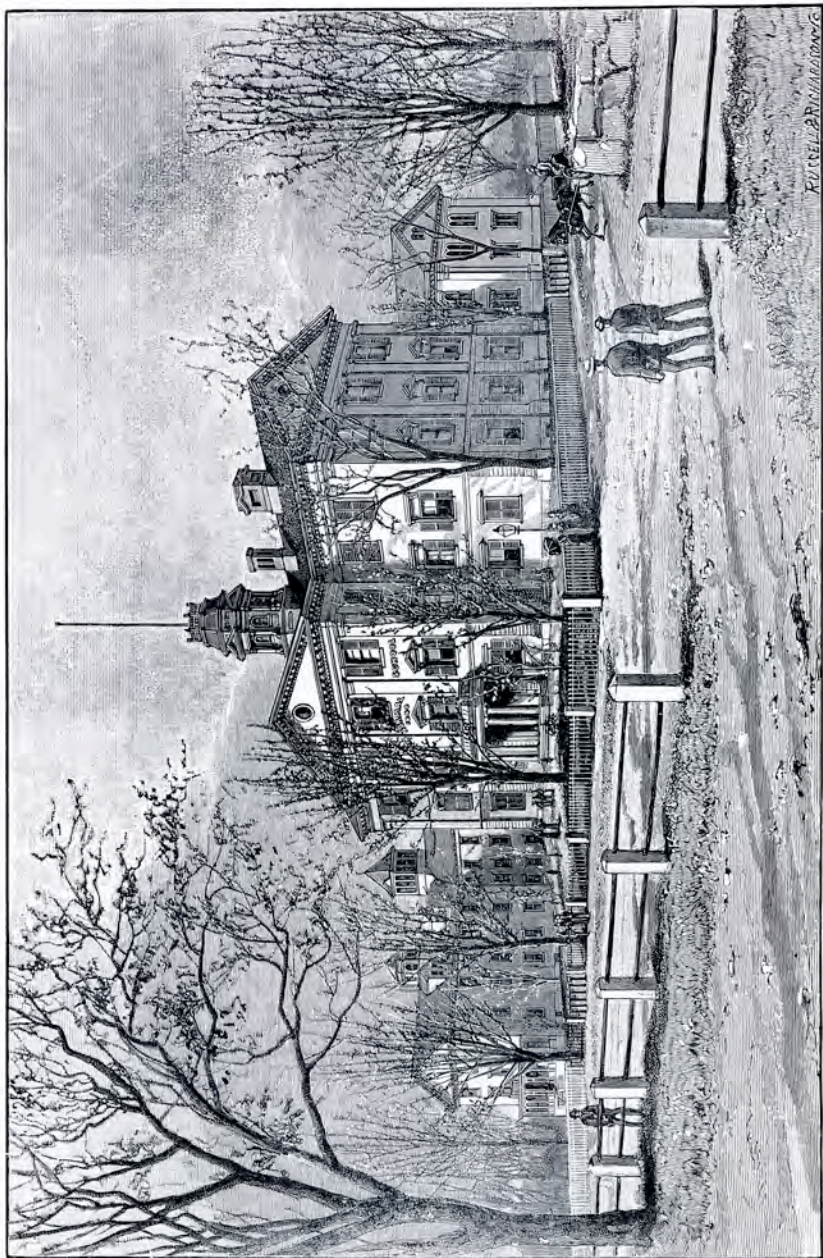
NORMAL SCHOOL BUILDING

1861



NORMAL SCHOOL BUILDING

1871



NORMAL SCHOOL BUILDING

1881

REMINISCENCES

In answer to the many letters which we sent to the alumni, these are some of the most representative reminiscences.

HYMNS, PRAYERS, AND QUIZZES

Helen F. Ward (Mrs. John R. Ellis) 1872

Devotional exercises were held every morning in the school room, led by the principal — Mr. Albert G. Boyden.

Edward P. Fitts 1872

No one who ever sat under Mr. Albert Boyden will ever forget his reading of the Bible at morning exercises and his praying for us with tears rolling down his cheeks.

Edith Stetson Copeland 1878

Type of chapel program — called in 1874 — morning exercises: Scripture reading by Mr. A. G. Boyden, singing by the school; sometimes Mr. Boyden would give a talk on a subject of interest; sometimes we were questioned to lead our thoughts into new lines.

Mabel R. Wetherbee (Mrs. Wallace C. Boyden) 1881

I remember general exercises when I sat "low" in my chair so that the students in front of me would shield me from dear Father Boyden's eye and so save me from trying to answer some searching, puzzling question. After a short time, I seemed to be in full view, because other students were also "sitting low".

Joshua Q. Litchfield 1889

Chapel Programs

1. Bible Reading
2. Song
3. Discussion of timely, practical or strictly academic topics — Discussion usually lead by Mr. A. G. Boyden with several members of the faculty in attendance on the platform. Sometimes it was a vigorous lecture based upon some infraction of rules by Pa Boyden, affectionately so-called.

Mildred L. Hunter (Mrs. Edmond L. Sinnott) 1892

We called chapel programs — opening exercises — they were devotional, followed by a helpful, informal talk by the principal. If it began, "There is a tendency on the part of a few", we called it a "lecture".

Lottie F. Graves (Mrs. Edwin R. Sampson) 1893

Mr. Boyden used to speak on many subjects which he thought would be for our good, even in the fall announcing that it was time to put on our winter flannels. "Winter flannels" would have no particular meaning to present-day students, I imagine.

IRON BEDS AND BALL FRINGES

Carrie Lizzie Wing (Mrs. Caroline Elizabeth Wing Parker) 1882

Too trivial for a teacher! One warm spring afternoon the hand-organ man and monkey appeared south of Normal Hall. Spring weather and music were too much for red blood. We danced on the concrete. Those who dared to do such a thing were invited to call on Mr. A. G. in his parlor. Never again!

Mary A. Hadley 1890

There was a torch light procession in the presidential campaign, at which time a lighted candle was put in each window in Normal Hall, making a brilliant effect.

Lottie F. Graves (Mrs. Edwin R. Sampson) 1893

For the first ten weeks of our Bridgewater days, my room-mate and I had to take an attic room in a house near the Prospect Street Cemetery — We studied by a little kerosene lamp with a paper shade and shared a closet in the hall with the driver of a bakery cart. We had a little wood stove for heat and the landlady frequently cautioned us to be careful of the pine wood because she hadn't much pine. She furnished a card of matches at a time and as we were neither of us used to caring for a wood fire we used up the matches quite fast and were constantly urging upon each other that it was her turn to ask for matches. We used to buy five cents' worth of candy now and then at Cole's Drug Store and charge our memories with the task of recalling whose turn it was to put in three cents next. However it was all a thrilling experience to me and I doubt if any present-day students get more out of their experience than did we of our day.

Harriet Beale 1894

Our lives were regulated after the Victorian period; dancing was forbidden; a man and girl might go skating together, but not boating on Carver's; and a chaperon must be found for a buggy ride; every evening one must be in his room to begin silent study hour at seven o'clock; morning studying in one's room from quarter to eight to quarter of nine must be observed.

Claude L. West 1896

After supper until the study hours the boys and girls were permitted to mingle and talk in the sitting room.

No dancing permitted. At rare intervals there was a promenade in the auditorium, in preparation for which all the desks had to be removed.

Now and then, on some special occasion, Washington's Birthday, for instance, the students in the dormitory dressed in costume. On one such occasion I remember going in a group to the Unitarian Church where we danced the Virginia Reel as a part of the program.

On Saturday and Sunday afternoons boys and girls were permitted to go walking together; boating and skating on Saturday but not on Sunday.

Marion Helen Garfield (Mrs. Frederick Prescott Drew) 1896

Dancing was frowned upon and indulged in seldom, though the occasional visits of the spring hurdy-gurdys (that knew when to come) might impel the dance-minded to take a few turns on the piazza or concrete just outside the dining hall. And thinking of that locality reminds me of something which took place there, and after forty-five years still stands out to me as one of the funniest things I have ever seen. On a certain warm Friday evening in early June, members of the boys' dormitory were sitting rather listlessly on and around the piazza in the rear of Normal Hall. Suddenly on a suggestion from someone, everybody sprang up, rushed upstairs, and in no time an impromptu staging of an imaginary fire was in progress. For fifteen minutes pandemonium reigned, as they descended fire escapes and ropes, from up and down the stairs, shouting directions — saving each other until finally all were out, and the panting perpetrators sat enjoying the hearty and prolonged applause from appreciative spectators of the other sex, who had been cheering them on. Suddenly someone spied, coming up the walk toward the group, one of the younger members of the faculty, who just that morning had acquired an addition to his rapidly growing family. Immediately the cry went up, "There's still a baby inside! A baby has been forgotten!" So into the "burning" building again dashed five or six brave souls cheered on and encouraged by the others — to return with the infant (a plump pillow) at the crucial moment of the arrival of the blushing father. How many are there to remember the antics of that evening?

Sarah Howland Paty (Mrs. Edward W. Belcher) 1899

Who remembers the old "Zenana Band" — a little missionary group who met Saturday afternoons, in the little reception room in Normal Hall, facetiously called the "spoon holder", and sewed and mended stockings for the teachers? The money was used to help educate a girl in a Missionary School in India.

Linna M. Ferrer 1903

Can we ever forget, too, the agony of trying to keep awake after a hearty lunch while "Aunty Horne" droned, or occasionally caused us to jump as she bellowed, "Energize your waist muscles! Use your diaphragm." She endeared herself to me by the tribute (?) left on her door for a valentine. Every chamber door on the first and second floor of the dormitory was decorated; but no one suspected me of using the school printing press, because my door bore the legend, "This way to the Monkey Cage". "Braddy" on his rounds nearly exploded as he read the briefs.

Mary Hall Oleson (Mrs. James H. Elder) 1903

In our day we worked too hard to have many outstanding good times but I do pleasantly remember the Sunday evenings when Miss Merritt read to a group of us in her room. I smile at the picture Mr. Arthur once got of us passing fudge and lemonade from the girls' wing of Normal Hall to the boys' wing. Bob, who was later killed at Verdun, and I were so startled at being suddenly silhouetted against the dark background of the building, just as we were passing back an empty fudge pan, that we dropped it. When Bob went down to rescue it, Mr. Arthur passed it to him with a mild rebuke for each of us! If that had been Pa!

Avis M. Kemp 1905

Do you remember — how the night watchman used to throw pebbles at our windows if lights were put on after he made the rounds at 10 o'clock?

The sociability of Cole's Drug Store!

Mabel Handy 1907

The year I entered (1904) was the year that each student, whether living at home or in the dormitory, was required to sign a printed booklet of rules of conduct such as "No young man shall walk, ride, boat, or skate with any young lady" and the reverse "No young lady shall walk, ride, boat, or skate with any young man." The ways which students found to evade the rules were laughable and numerous! A favorite was for the young man to take two girls.

Charles J. Fox 1910

I regret that today no dormitory facilities exist for the male population of the school. Scattered as they are about town the men can never hope to develop the endearing friendships and memories which are possessed by those of us who attended the school before the fire destroyed Normal Hall. To my mind the West Wing was the strongest influence the school had for character development among the men students.

Carrie L. Coffin (Mrs. Carrie L. Cushman) 1910

While skating one afternoon, one of my skates suddenly came off from my shoe and let me down unexpectedly on the ice. The young man who so kindly came to my rescue was my future husband.

Myrtle P. Carlisle (Mrs. Maurice W. Wiley) 1913

Well do I remember how the janitor made hot cocoa at noon hour which he sold to the train students for a cent or two a cup. We did appreciate it with our cold lunches.

Celia F. Tucker (Mrs. C. Raymond Luther) 1915

Parties after the lights were out, candles, darkened windows ("black outs"), whispering, and lots of giggling! (A group of twelve stayed all night one night in our room because the squelcher

sat outside the door with (book) pad and pencil ready to report anyone leaving.)

Marion C. Stackpole (Mrs. Frederick P. Bailey) 1915

Burning the mid-night candles just before exams, or just before notebooks were due. Remember the blankets put over the shutters, and once in a while the mid-night fudge party or chafin' dish! Remember the hard floor and the scarcity of bedding, just to avoid being caught just outside the door!

Dorothy W. Norton (Mrs. Dorothy Norton Mercer) 1917

I do recall the "Sings" we used to have in the evening at the close of study hour in the dormitory. These were held on an average of one a month, as I remember, and were always a special treat to me. I wonder if the following song is remembered by any one else, and if it is still sung. I expect not, because the rules at "Normal" have changed since the "good old days". And besides there are more men students there now than there were in my day. Perhaps there are now enough to go around. At that time I believe the proportion was about 400 girls to 25 boys. In that light the words of the song are more appropriate. Anyway here it is:

(To Be Sung To The Tune Of "My Bonnie Lies Over The Ocean")

To Normal I came in September
And left all my dear ones at home.
Their faces I fondly remember
As now I go walking alone.

CHORUS

Lonesome, weary
I think I'll go back to my home sweet home
I don't see why
I should go walking alone.
The rules are tacked up on the bookcase
I've read them and said, with a groan
"I see if I stay here at Normal
I'll have to go walking alone."

CHORUS

The Normal boys all have their ladies
To some great attention is shown
And fortunate sure is the lady
Who does not go walking alone.

CHORUS

Edna S. Leonard (Mrs. Edwin E. Whitmore) 1924

Grandmother (Earlmira M. G. Sanborn) graduated in 1863 and it was during her years at school that the curfew (lights out) became the rule, because a certain girl was staying up most of the night studying.

Ruth S. Mitchell (Mrs. Paul K. Prescott) 1929

Best remembered are activities in Woodward where we learned the art of adjustment in human relationships. There were no empty rooms at any time. We loved our "sings" on the stairs, nights before vacation. We worked and planned for a kitchenette and laundry. We remember the "inter-dorm" sings, house parties, etc.

OYSTER STEW AND CHOCOLATE DOUGHNUTS

Eudora Gardner (Cartland) 1880

Mrs. Goding, the matron, was unique, outwardly forbidding at times, but, after all, she would pass out a hot cookie, if we passed the kitchen at the happy moment.

Amy L. Glidden 1893

Every Tuesday for our noon meal we were served with "Junk Stew". As we left the dining room we chanted:

"Old horse, old horse, how came you here
You've carted stone for many a year
And now, worn out with much abuse,
You're salted down for Normal use."

Each dining table seated twelve, with a young man at the end of the table nearest the exit. When the meal was finished plates were stacked and passed to the end of the table, which was called "the garbage end".

Ruth Kilburn Burrage 1895

One night we had a guest. Baked beans were served. The guest sat about half-way down on the right-hand side of the table. The plate designed for the young man at the foot was a veritable mountain of beans. When it reached the guest, she kept it not knowing our custom. How well I recall the twinkle in Miss Comstock's beautiful eyes as she noted the stopping place of the huge plate of beans!

Grace Brown Gardner 1901

In the dining room the blessing was always asked by the ranking man. All stood and waited. It was quite a stunt among the bad boys of that era to usher some bashful male student into the room and then slip back and leave him alone in terrifying solitude!

John H. Glover 1901

I have formed many friendships while at Bridgewater, all of which I value. The two outstanding things that remain in my memory are:

1. The "junk stew" and the tripe that was served at the tables.
2. The delightful time spent with the youngsters while teaching in the kindergarten.

Edith M. Holmes (Mrs. Clarence Shannon) 1907

Corn meal mush with maple syrup was the most distasteful menu in the dining hall.

Alice L. McClatchey (Mrs. Marshall W. Hollingsworth) 1918

I look back with happy memories to our "Sings" on the stairs just before holidays. Also to my days in the old dining room with Mr. Doner at the head of our table my junior year and Miss Pope my second year. We felt really grand when our new dining room was finished but we all had many happy times in the old one with Mrs. Bixby's good chocolate doughnuts.

IMPRESSIONS AND REWARDS

Sophia A. Walker 1871

When I was about thirteen years old my father, Rev. Horace Dean Walker, became pastor of the Bridgewater Congregational Church and soon after the front chamber of the parsonage was occupied by Miss Eliza Bond Woodward. She was very good to us children and my young brother called her his "tother mother". We often played on Saturdays in the Normal Building with the Boyden boys though their time for play was very limited. Arthur's practice time on the piano was very intrusive.

Clara T. Wing (Mrs. Gustavus F. Guild) 1878

"The row of teachers at the front of the platform will always remain. Mr. Boyden was in the center—on his left George H. Martin, famous educator; B. B. Russell of mathematical and chemical attainment; and honored Franz Kirmeyer who taught advanced students German, Latin, French.

On Mr. Boyden's right sat Eliza Woodward whose calm dignity and encouraging sympathy lent aid to students' attempts to solve geometric and perspective problems in Walter Smith's drawing books; Clara A. Armes, leader in music, whose clear thinking made geometry students forever remember the meaning and use of that word "definite" without which quality no teaching was tolerable.

When class 88 entered the Normal School in 1876 the school was only thirty-six years old and Mr. Boyden had been sixteen years principal. Alert and vigorous as he was his entrance to the platform brought confidence in him and in the school.

The Boston train arrives soon and Miss Horne comes in for her week's work. Her expressive face and gracious manner give a thrill of pleasure. Her training in "expression through the voice" required freedom of the muscles of the body, a well-supported, free tone and clear enunciation. All are invaluable to a teacher.

In the short period of daylight after school in winter Carver's Pond was a popular resort for skating, but not to be compared to the delight of starting before breakfast on a dewy June morning to gather pond lilies. A companion to row was necessary. The rewards were beautiful."

Edgar H. Webster 1881

"There was one young man whose voice had never changed. I

recall that Miss Horne took hold of him and created a manly voice. So he had two voices and this gave him a unique opportunity in recitation.

I think that I can claim that the teacher who most influenced and interested me was Pa Boyden. His influence upon the students is shown by this incident. The only case of vandalism that came to our notice was this: — two or three students clad as in pre-K. K. K. uniform entered the room at night of a young man who was rather proud of his awakening moustache. The marauders entered his room at night, held him, while one shaved off this moustache. All we could say was, that we were not even aware of the affair. Later that day the authors of the vandalism confessed and were sentenced to some time — two weeks perhaps, from all class work and recitation. We asked one of the vandals why he confessed and his reply was, "I could not lie to Pa Boyden."

Abbie S. Beales (Mrs. George Knight) 1888

Principal Boyden's favorite hymn was:

"Father, whate'er of earthly bliss
Thy Sovereign will denies
Accepted at thy throne of grace
Let this petition rise —
Give me a calm, a thankful heart
From every murmur free
The blessings of thy grace impart,
And make me live for thee."

Alma B. Bisbee 1891

Pleasant memories of Principal A. G. Boyden. A fine man, a good friend; one who had the best interests of his pupils at heart. One who taught CHARACTER as well as subjects.

Abbie Etta Allen (Mrs. Charles Carroll King) 1892

At our graduation, Mr. Boyden asked us questions covering our year's work with him in psychology — each member of the class to answer one question. I was quite short so he didn't see me and I escaped the ordeal of standing before hundreds of guests. Mr. Boyden wrote to me afterward and apologized for omitting my public appearance. He never knew how grateful I was to escape that trying ordeal.

Howard C. Leonard 1892

"Among our real teachers two very scholarly men stand out — Mr. Kirmayer and Mr. Jackson. These teachers taught 'us' and subject matter was not necessary. I still feel the impression of their personal influence."

Mary L. Wallace (Mrs. H. L. Packard) 1893

I also want to say a word about Miss Flora Stuart. To us she represented the Model School. She was so young and pretty and

enthusiastic! We idolized her and hoped we might become as good teachers. How she worked and how she made all who practiced in her room work! Yet most of us wished to be sent into her room for practice and tried to copy her after getting into our own schools.

Mary A. White 1894

It was always a great occasion when any of the State Board members visited the school. The most beloved of them was Mr. Henry T. Bailey, who had always interesting things to show us and tell us. I remember that my first idea of a picture as a composition and not just a "picture of something" came from his showing a large photograph of the "Delphic Sibyl" and discussing its lines and general design, so to him I feel that I owe a great deal of my enjoyment of beauty and my interest in teaching as much of "Art Appreciation" as possible to the children I have had the pleasure of teaching along these lines.

Allen P. Keith 1894

While Mr. Boyden had definite ideas about the requirements for teaching positions, the motives behind his discipline were of the best, and I am one of those who are glad at this time to say that he was very mindful of the success of the young men and women who were graduated under his leadership.

Marian Darling (Mrs. Marshall Wentworth) 1895

The conscious appreciation of "Mr. Arthur" (as he was always called then to distinguish him from his father, the principal) came much later and was a result of knowing him not only in the school, but as a neighbor in Bridgewater, my home, and in the church and community life.

Frederick Franklin Smith 1896

The instructors of that day had very few degrees. Hardly any except Arthur C. Boyden had even a bachelor's degree. But they were men of absolutely outstanding ability for the most part. So far as I know not one of them had made any special researches and yet I am quite sure that they taught the various subjects with a clarity seldom found in those who have made noteworthy contributions to human knowledge. Mr. Shaw certainly presented the essentials of chemistry with marvellous clearness and his dynamic geology was equally good. Mr. Murdock gave a remarkable course in geography. Even now many features of it could scarcely be improved. His physiology would hardly pass muster now, but for his time it was doubtless good. Arthur C. Boyden was after all the most wonderful of all. It was an inspiration to take history with him. I have never known his peer in any work I have had since, and I can understand why college graduates sometimes came to Bridgewater largely that they might take history under such a master. I

cannot forget to mention a man excellent in such diverse lines as physics, trigonometry, cryptogamic botany, and English literature, W. D. Jackson.

Mary A. Leffers 1900

Principal A. G. Boyden had a class in government for some fifty special students. One young man used to say, "Mr. Boyden, did you say so and so?" "Yes, what of it?" replied Mr. Boyden. "Well, I don't agree with you." "Well, state your reasons." Then began a great discussion between the two. At the close Mr. Boyden would shake hands with the young man and say, "You argued well." Mr. A. C. Boyden once gave his nature class an examination. Some of the class had copied from the same textbook. Mr. Boyden found it out and called on them separately to read their papers. At the end, he remarked, "There is a strange similarity in those papers. You will please re-write them."

Edith L. Metcalf 1903

"Popular instructor" is scarcely the word for Professor Arthur C. Boyden. I am only one of the very many, I am sure, who look back after many years of teaching to the inspiration received from the character and personality of Mr. Boyden. He was the finest teacher I have ever known. One can never forget the inspiration of his classes in English and American history, as well as the Sunday classes in O. T. history and on the life of the Great Teacher.

Beulah Wadsworth Higgins (Mrs. Peter L. Smith) 1903

Some of the happiest hours of my life at Bridgewater were spent in "Auntie" Horne's room sitting on a hassock at her feet.

Hope Perry Waldron (Mrs. Walter Hamilton) 1913

Of course, we loved the Boydens. Without Mr. A. C.'s history courses, no education would be complete. Mr. Sinott's kindly help and dry wit; Miss Ruth Davis' firm requirements, and above all, Miss Prince's firm belief that everyone could not only sing but conduct successfully a complicated music score are high lights in a never-fading memory of my happy Bridgewater days.

VIM AND VIGOR

Harriette L. Fiske 1868

Written by her daughter, Sarah V. Price.

Mother's class, 1868, were taking gymnastics so some of the girls made suits to wear. Imagine their disappointment when Mr. A. G. Boyden expressed his disapproval of these immodest garments;—long bloomer skirts to nearly cover them; blouse with long sleeves!

Salonie A. Waite (Mrs. Walter S. Frost) 1876

It was the rule then, that every student should take at least one hour of out-door exercise daily if possible. One of our favorite

spots was Carver's Pond and we spent many happy hours rowing or skating there. If it rained or snowed we used the gymnasium in the basement for our exercise. Bowling was an especial favorite with most of us.

Annie M. Keith 1886

I remember some one came out and gave us instructions in Posse gymnastics, and how we enjoyed the divided skirt, which was quite a new thing!

Frank Palmer Speare 1889

There was no prescribed physical program, and the only forms of exercise were walking and tennis. There was a football team which was assembled and which played occasional games with other schools, but no one took it seriously. We had military drill for two years, but that proved to be very unpopular and was discontinued, much to my regret.

Edward L. Curran 1901

As I now look over the thousand-dollar football equipment of a N. Y. C. institution playing to a capacity crowd of 50,000 my mind reverts to Normal School days when the team had but one nose mask and we were obliged to nail temporary cleats to the shoes we possessed. Substitutes in street clothes were selected from among a maximum number of twenty sideline spectators.

Hazel A. West (Mrs. Walter A. Stockwell) 1910

If Miss Gordon the "gym" instructor, caught one of us wearing a corset to class, it was just too bad. It meant an unpleasant "private conference" in her office later. How we did enjoy field hockey down on the campus green!

SIDE-BURNS AND POMPADOURS

Annie A. Shirley 1901

In 1900 the girls wore very high pompadours which were enlarged by wearing rats (so called) under their hair. One morning at chapel exercises Mr. A. G. Boyden criticized the girls for wearing their hair that style. The next morning they appeared with their hair combed down flat on their heads. The change was almost startling. It was against the rules in those days to go out walking without a hat on your head.

Clara L. Kramer (Mrs. William F. Turnbull) 1905

My two years spent at Bridgewater were very happy ones. Those were the days of "Pa" Boyden. I remember one morning (a very cold one) he scolded the girls for walking across the grounds with their coats flying. The next morning we marched in with our coats buttoned up the back.

Caroline B. Nickerson (Mrs. Clayton P. Eldredge) 1913

I received \$9.00 and something, whether for a week or month I don't remember, but the first pay-check purchased a taffeta petticoat and a blue face veil. With these I startled my family and I might add that it was my first and last appearance in a veil.

Laura M. Fernandes (Mrs. William L. Nelson) 1919

Rouge, lipstick, and permanent waves were absolutely unheard of.

Charlotte L. Hall (Mrs. Charlotte Hall Blodgett) 1924

I remember "Polly" Gordon shuffling into the gym in her Ground Grippers, the black tricollette dress trailing the ground. "Class man the stall bars!" "Do I hear the thlap, thlap, thlap of the towel?" Also her supreme efforts to put the corset manufacturers out of business. What a girl!

Mary S. Dean 1893

Morning assembly with "Mr. A. G." was reminiscent of today's quiz programs, most frequently testing observation as to what was to be seen on campus or in towns — types of trees, etc.

Minnie V. Jillson (Strober) 1893

A few of Principal Boyden's morning talks have been repeated by me many times. One was of the girl who "had a place for everything", and everything in that place. Another about the girl whose boy-friend came to call one evening while she was still dressing upstairs, and she called down, "Mother, where's our needle?"

Mary Ellen Clapp (Mrs. Jesse Dwight Sallee) 1896

Outstanding in my memories of Bridgewater are the chapel programs under the senior Mr. Boyden. We had, each morning, a musical program consisting of the hymns which accompanied divine worship, then some inspiring chorus singing of secular type, and occasional student solos, always some helpful address by Mr. Boyden, which created ambition in his students. Enthusiasm ran high in those days.

Louise Fisher Wright 1898

Almost every hour of every day and of every evening was definitely scheduled. This arrangement prevented my ever missing the morning assembly, which I greatly enjoyed, but might have omitted sometimes, if I had been free to choose study or out-door exercise instead. After a hymn and prayer and perhaps a short talk on what must or must not be done in the dormitory, on the campus, or in the classroom, Mr. Albert Boyden, our principal, would ask unexpected questions of all sorts, for the purpose of encouraging observation and reasoning. Of the two hundred or more students in the assembly room anyone might be required to rise, and in a clear strong voice tell at what hour the sun rose that morning, what important bill received the president's signature the day before, how many trees there then were on the campus.

Phebe Lewis (Mrs. James R. Hubbard) 1919

Each morning Mr. Arthur Boyden led the chapel exercises, and concluded them with the most inspiring talks of that nature that I have ever heard. We loved Mr. Boyden! He had a fine sense of humor, was approachable and kind, and never have I known anyone who could help a slow student make a prideful recitation the way Mr. Boyden could.

Maud J. Bray 1895

Instead of chapel we had "general exercises" in the large assembly hall (two pupils at a desk—movable chairs). After a hymn the elder Mr. Boyden, lovingly called "Pa", froze all with his piercing eye as he searched for a victim for such questions as "How many windows in the left wall?" For close observation was his hobby. And well has the scientific power developed by him and his wonderfully able faculty served me in later studies.

Ella Hastings Lewis (Ella Lewis Crane) 1912; B. S. 1931

Our social life, in fact all life in the School, as well as in the dormitory, was less organized than it is today. This does not mean that there was no organization, but as home life, thirty years ago, differed from that of today, so naturally did life at school. There are many changes and improvements but of course there are some things lost which we miss. In "A Goodly Heritage", Mary Ellen Chase writes:—"It was a world less encumbered by books of every sort and less frantic with half-fledged ideas, one in which we lived closer to traditions", which may be true, though, after all, progress cannot come full-fledged; but for what it gave, one is very grateful, and feels with the "Old Irish Song":—

"The old days were fine days
Oh, fine days were they!
Fine days were the old days,
'Tis that that I do say.
Oh, do you mind those fine days
From June right round to May?
Fine days and fine days and fine days all the way!"

"4 A. M."

Bernie Prang 1925

"The most exciting reminiscence is of course the fire. As long as we live, those of us who were living at school will probably never forget the horrible sensation when we realized that we were not just having another fire drill, but our "Dear Old Normal" was burning.

A. Florence Tucker 1925

"I'll never forget the morning we were awakened by the clanging of fire bells and saw the flames quickly creep through the school building, then Tillinghast and the Cottage. I think as we watched

we all felt the Bridgewater spirit draw us closer together — how our hearts went out to Mr. Boyden as he watched, with tears streaming down his cheeks, the destruction of the buildings that were so much a part of him."

Victoria Smith Martin 1926

"I had a room in Tillinghast dormitory facing the school. We awakened early one morning to find the school on fire. A little later we were told to pack as much as possible and go to Woodward. The heat from the burning building was so intense our windows smashed while we were packing our things. Then from Woodward we sadly watched our own dormitory burn. It was like a red snowstorm. In an amazingly short time classrooms were made ready in the gymnasium and the basement of Woodward dormitory. The Baptist Church gave us the use of their gym; other churches offered rooms too. I graduated in the gymnasium as the new school had not then been completed."

Pearl M. Pettengill 1927

"I roomed in Tillinghast in 1923 and 1924 until the fire on December 10th. Any of the girls who lived there or in the Cottage can tell of the excitement and uncertainties of that disaster. We lost our "mem books" along with other valuables. Life at Normal was rather catch-as-you-can after that."

Isabelle G. Howard 1925

"As commuters we were informed at the Brockton Station that it was a waste of money and time to try to go to school because the school was in flames. Of course, hardly believing such a report, we decided to see for ourselves and took our train. We took it upon ourselves to see — for seeing was believing — and as news is news, we informed our penmanship instructor, who also took the train only a few stations above Brockton — and whom we found also hard to convince. He immediately asked if the instructors' home was intact as he had been desperately working on penmanship diplomas and was concerned about the same. From Bridgewater station we hustled, our little commuters' group and Mr. Doner, and arrived just in time to see the teachers' cottage burning and exposing Mr. Doner's room. His words were — and I'll never forget them — "Well, girls, there goes all the diplomas I worked on so laboriously right in the desk drawer you see there."

M. Dolores Murphy 1925

"Of course the fire stands out in my career. We had just completed a recreation room in the basement of Tillinghast when the fire (December 10, 1924) destroyed the building. We attended classes in the basement of Woodward and graduated in the "gym". Loyalty and school spirit were intense."



Cory Gretchen Allard 1926

"The excitement and terror of the fire is my most vivid memory. There were so many comical as well as sad incidents! Girls standing on the cold, wind-swept campus with a few pieces of clothing, a suitcase, a table or a chair beside them! The neighbors were so kind to us — opening their houses and serving us breakfast."

Mary O'Hearn Mehegan 1926

"Of course my one great Normal School reminiscence is the day of the big fire of 1924. It seems that the fire drew all of the students together more than any other occurrence could. What student can forget the makeshift schoolrooms which served their purpose so well? Or again, what Normal girl who used the gym for everything else, but: — will forget the memory of the class on the other side? Yes, again I say, the great fire was a magnet which sealed the friendship of most of the students who chanced to occupy the dorms and classrooms before and after the conflagration."

Helen E. Laitine (Mrs. C. Winslow Hayden) 1926

"Whenever I think of Bridgewater, I think of the fire, of "Basement College", and of how quickly we were able to go on with our work again—in the lower regions. I see the "Anvil Chorus" (prisoners pounding mortar from bricks) greeting us as we arrived in the morning. I can hear the Public Speaking class of boys, spouting behind the gymnasium (because they were too noisy inside and the other classes complained) and presenting speakers with bouquets of dandelions."

Dorothy F. Tower (Mrs. J. Wayne Haskell) 1925

"Ours also was the age of basement classrooms — "the chain-gang anvil choristers" and other inconveniences caused by the fire."

Patience A. Marquette (Mrs. Donald J. Overocker) 1926

"The fire! Old Tillinghast! Finding our beds still head to head in the ruins—in the same corner which had been our room! French and Lit. classes in the Gym behind movable partitions! The inmates of the State Farm scraping bricks day after day!"

A. Dorothy Archibald 1926

"Perhaps some people do not know that after the fire the children in the kindergarten were taught in the various rooms of the church of the New Jerusalem. And, speaking of kindergartens, I well remember trudging along to the Prospect kindergarten away across the railroad tracks. Two girls at a time had entire charge of the children. Of course, we felt like full-fledged teachers. I wonder if there is a kindergarten there now?"

Virginia Churchill Leland 1926

"Do you remember hearing the prisoners from the State Farm knocking off the mortar from bricks after the fire?"

EXTRA-CURRICULARS OF A BYGONE DAY

Mary M. Macy (Mrs. C. A. Sherman) 1877

We had no special class events, our only diversions being infrequent gatherings in a meagerly equipped gymnasium, in the dormitory basement, skating in the proper season at Carver's Pond and the required daily "hikes". We were expected to attend religious exercises at least once on Sunday and were allowed to attend Saturday evening service at the Congregational Church, a privilege enjoyed by students of every creed, as it was a chance to be out of our rooms after 7:30 p. m.

Mabel R. Wetherbee (Mrs. Wallace C. Boyden) 1881

Then I recall the Sunday Night sings in dear Mother Boyden's pleasant parlor. The students chose the hymns — "O Worship the King", "How Firm a Foundation", and "Fading Still Fading". I remember some of those to this day.

Charles P. Sinnott 1881

Students had a regular debating society known as the Lyceum. The meetings were open to all students. The programs were literary with special emphasis on the debate.

For many years lecture courses were originated and financed by the student body. Course tickets were sold to the students and to the general public. There were then no state lecture funds available as at present and the courses had to be self-supporting.

Edgar H. Webster 1881

Extra-curricular activities came into Bridgewater as elsewhere since 1881. The Lyceum had its meetings in Normal Hall on alternate Friday nights, and was a place where in debates we young men had an opportunity to practice public speaking. In our time the votes on the debate usually went with an attractive group of young men and we older ones found the girls voting against us. Whatever was up, at nine o'clock the president adjourned the meeting, and that promptly.

Mention should be made of Alexander H. Frye. I think he did not graduate. He was a handsome young man with marked qualities of leadership. He created among us an enthusiasm for military training and was our military instructor. I do not know where he got his training. Through his influence the school received a supply of military rifles, and rifle-practice was added to our military training. Twice Frye led his Normal Battalion to the Cemetery on May 30th, and twice at least we closed the Memorial Exercises with a volley from the rifles. Frye was the author of Frye's Geographies, published by Ginn and Company. The books were very successful. Ginn and Company made money from them and we understood that they paid Frye a royalty of \$50,000.

Leila A. Miller (Mrs. S. H. Johnson) 1890

One of the outstanding events, very peculiar and interesting to youth of the present, was the closing reception for our school, called a "walk-around". The music playing waltzes, polkas, etc., we walked sedately round and round the hall arm in arm with our partner, part of a long line of revellers (?). This continued all the evening, with a change of partners for each new dance.

Mildred L. Hunter (Mrs. Edmond L. Sinnott) 1892

The class of 1892 had no extra-curricular activities, as such. The Lyceum offered good training to those who took part as did work on the editorial board of its monthly, the Normal Offering.

Harriet M. Ryder 1893

Orchestra consisted of eleven members. We were allowed to play at various town affairs by promising Mr. A. G. that we would have our lessons the next day. We were envied by others who missed the refreshments served at church socials.

Ruth Kilburn Burrage 1895

The town itself was very interesting to me with its beautiful trees, pleasant homes, walks, and woods. The Sunday morning walk past the four-legged tree to Carver's Pond was looked forward to every week. Saturdays we took long walks about town in winter and to the woods in spring and autumn.

Louise Fisher Wright 1898

My first year at the "Normal" was the first year of the debating organization called the Lyceum. The next fall we organized the "Congress". Each member (this was a genuine extra-curricular activity meeting on Friday evenings) represented some state of the Union, and introduced and promoted bills he saw fit. My memory is that I made osteopathy legal, gave the president of the United States a six-year term, and kept the United States flag off advertisements.

Elizabeth Litchfield (Mrs. Richard D. Wetherell) 1910

Dances in the basement room of the old Normal Building with no men allowed! Just girls, some with their hair slicked down, wearing their brothers' suits—as escorts and dancing partners to the other girls—but fun just the same—believe it or not.

Mary D. Kirkton (Mrs. Murray Winter) 1920

I remember very well how happy I was to be allowed to enjoy the Library Club which was organized my first year there. I trust it is still thriving—no doubt a more profitable organization now.

Myra J. Luce 1921

My happiest memories are of Dramatic Club plays on the stage of the old auditorium. I wore a red rig and the donkey's head and a suit of armor as Bottom, the weaver, in *Midsummer Night's Dream*. Miss Moffitt was a real trouper.

Anna Morgan Brady 1924

Hot-dog roasts at the sand-pit, hikes to the State Farm — gathering daisies for proms we were not to attend — my struggles with aesthetic dancing — Student Government meetings in the reception room of Normal Hall — Miss Pope chaperoning a group of us at the Fireman's Ball in the Town Hall — the table I made in woodworking class that never would stand squarely with four legs touching the floor at once:—

The consternation I caused when I appeared after a vacation with bobbed hair just the week before I was to be Alice-in-Wonderland in a Library Club play — the flutter in the old post office when we went for mail and found notices pinned on the boxes "Report to the Dean's office".

Dorothy F. Tower (Mrs. J. Wayne Haskell) 1925

Our day was in the age when a benefit movie was the occasion of a general dormitory evacuation — and a "thriller" like "Robin Hood" was the inspiration for a daring attempt to ride up the freight elevator in the old cottage without annoying Miss Beckwith, Miss Rand, or Miss Pope; and "Peter Pan" caused the "break-down" of more than one bed — so moved to flying around were the studious ladies allowed out for an evening.

Theodore R. Silva 1926

1922 started first entire men's classes. We started: Men's Glee Club with Miss Rand, Men's Dramatic Club with Miss Moffett, swimming team at Brockton Y. M. C. A.

Virginia Churchill Leland 1926

We seniors fought for mid-week movie privileges and one week Miss Pope was away we saw "The Merry Widow" at the Princess Theatre on the grounds that for our education's sake we needed to see it.

HIGH SPOTS

William G. Vinal 1903

Pulling my wife (to be) out of the icy depths of Carver's Pond. Marguerite Chubbuck (Mrs. William B. Reynolds) 1914

The only good story I can remember in connection with classes was the time when Mr. Jackson asked us to draw a horse — nobody could and after disgracing ourselves he stepped to the board and drew, saying — "A saw horse". He had more real humor than any person I ever met.

Harry J. Kane 1929

Mr. Shaw allowing senior smart aleck to lecture exhaustively on mineral sample which turned out to be a piece of common building brick.

The freshmen commuters who were unable to start their cars (then Fords) because of the potato jammed on the exhaust.

Vera M. Medeiros (Mrs. A. J. Powers) 1923

In 1922 our class then known as Class B put on a social called "A Day in the Life of a B or Bee". In a dance of the butterflies one of the girls forgot to slip off her Indian moccasins (put on to keep her feet warm before her dance as it was done in stocking feet). She didn't come to until in the middle of her dance she with the other butterflies were giving a high kick. So one of the butterflies had on Indian moccasins.

Elinor G. Reardon 1926

Actual experience in Mr. Sinnott's Class:

Mr. Sinnott — Who founded St. Petersburg (Russia)?

Student — St. Peter.

REMEMBER?

Lillian C. Roberts (Mrs. William G. Sargent) 1884

The Normal Offering was the school paper, its articles written out long-hand, and its only public appearance was in being read by a student in Lyceum.

Both school building and dormitory were lighted by gas which was evolved on the premises from some petroleum product that was poured into the underground caverns between the two buildings. One project always given us was to draw an illustration of the "gas machines" and explain their works.

We were not supposed to invade the nether regions, but if rain threatened us with a drenching we could get from school to Normal Hall via the underground.

I hear that the campus pond is no more. In our day it was brand new. Mr. A. G. Boyden, thinking that the surrounding tract of land would be desirable, as part of the school campus, bought it, graded and improved it, and later sold it to the state for one (\$1) dollar.

Mary D. Colburn (Mrs. Edwin R. Spaulding) 1887

One of the high lights of our reunion was an automobile ride — I think it had three seats, steps into it from the back, and was a rare treat for me. I think an hour's ride cost about twenty-five dollars. It was a Knox, made here in our city (Springfield).

William F. Eldredge 1892

What recollections of the:—

Old wooden school building (torn down).

Old Normal Hall. Women in two ells; men in one ell. Mr. and Mrs. Boyden's apartments, "The Spot Box". The shoe-shine boxes and nightly salutes.

The old gas that would grow so dim at times and then shoot up in a cloud of smoke when wound up.

The old dining room and the oyster stew on Sunday (what a scramble for the second plate.)

Mr. Gordon, the good engineer.

The "Reds and Blues Ball Game", how the girls displayed their colors.

The room spreads, (very naughty).

Edward L. Curran 1901

One of the first electric cars running between East Bridgewater in September 1897, carried Arthur Gould, Paul Donovan, and Edward Curran to school.

Caroline B. Nickerson (Mrs. Clyton P. Eldredge) 1913

My training was in North Easton. Three of us bumped over and back daily on the trolley.

E. Dorothy Brennan (Mrs. Ralph R. Curtis) 1914

The breakfasts downtown after the \$1.00 from home was found in the laundry package. The college ices at Casey's with all the garnishes one desired on top. The exodus from the dining room the day tripe was served. Snapping the Whip on Carver's Pond. The ride to Dighton Rock, longest for 5c on the trolley. The punch at \$3.00 a gallon from Crane's Drug Store. Hiawatha as produced in Miss Moffitt's reading class.

Helen M. Humphry (Mrs. Helen M. Chase) 1915

I trained under Miss Mary Stone in No. Easton, travelling by trolley from the centre of Bridgewater; we started at 7:15 a. m. arriving about 9:15. My memories of those rides are not particularly happy ones.

Mae Estelle Hurley (Mrs. John F. Kenney) 1915

The pageant, held on campus, in 1915, to commemorate the 75th anniversary of our school is the most clear-cut in my memories. My classmates and I, dressed in hoop-skirts and quaint bonnets, re-enacted the old scenes.

Zita I. Foley (Mrs. Thomas W. Lally) 1918

Girls took to knitting in earnest, because permission was given to knit during class discussion. (Knitting for the soldiers). What harm if men teachers could not distinguish between knitting and tatting?

I believe I am correct in this statement; The class of 1918 was the only graduating class in the history of the school (at least up to that year) to dispense with a "Prom". Reason — most of the eligible young men were serving their country during the World War.

Also, accountable to the war — only two young men were able to be present at graduation, all others having volunteered to fight. Mr. Arthur Boyden mailed diplomas to the majority of the "boys".

Olive M. Raymond 1918

One of my keenest recollections centers about World War talks. I remember one special occasion when a speaker, in assembly

hall, announced the United States must help the Allies, but to send men across the Atlantic was impossible. Loud Applause. He was immediately followed by a speaker just having spoken before an overflow meeting at the Town Hall who declared we could and should send forces overseas. Again — loud applause.

Dorothy S. Macomber (Mrs. Charles W. Adshad) 1919

During the World War we were allowed to knit on Red Cross work during classes. I remember that Miss Moffett, our literature teacher, and myself were the only ones in the school who were allowed to make socks for soldiers because we could make two socks the same size.

Marion E. Wiles 1921

First Armistice Day — Later that same year the war "to make the world safe for democracy" was suddenly terminated. Never shall we forget the steam whistle blast which, on the fifth of November, announced that the war was over. The false alarm was a blow to everyone. When the armistice was finally settled on November 11, a holiday was declared and Normal School students joined civic organizations in a parade through the town. How little did the student realize that even at that period seeds of another war were being sown.

Mary Adeling Wood (Mrs. Robert G. Butler, Jr.) 1926

The present generation never enjoyed the privilege of jamming into the old gray post office building which was between Tillinghast and Normal Hall, nor have they walked over the old boiler room connecting Normal Hall and the school building, which we used to refer to as the Bridge of Sighs.

REAL WORTH

Isabel C. Weston 1874

My time at the school laid the groundwork for my later professional life of forty years' work as a physician in general practice.

Edith Paine (Mrs. George Benedict) 1876

My memories of B. S. N. S. help me to enjoy being eighty-two and a half years old.

Aaron B. Palmer 1888

I owe all my success in life to Bridgewater — I have blessed memories of the Boydens, Prince, Horne, Woodward, Jackson, Murdock and Kirmayer.

Frank Palmer Speare 1888

Bridgewater is a great school; it has done a wonderful work, and its graduates have served faithfully and well. We are justified in having a great sense of pride in this noble institution and owe it an everlasting debt of gratitude.

Throughout its entire career Bridgewater has been a great power for good; it has turned out thousands of graduates who have brought distinction to the institution. Its dignified position among Massachusetts' educational resources is generally recognized. The past is a matter of record; the present is rich in accomplishment; the future must now be safeguarded through intelligent adjustments and adaptations, which will enable the institution to function effectively in meeting the needs of our advancing civilization.

William F. Eldridge 1892

The real worth of Bridgewater training was that it aided in life after graduation. The sterling quality of the instructors! The strong religious tone given to life and the splendid friendships!

Marion Darling (Mrs. Marshall Wentworth) 1896

Thinking back over Bridgewater days, I recall one school day, then taken as a matter of course, which now seems to me quite remarkable — the day when the school ran itself without benefit of faculty. Every one of the faculty attended some important educational meeting. Each class had its own pupil teacher and Mr. Albert Boyden's place as principal was taken by a young man, a special student somewhat more mature than the rest of us. The bells rang, classes assembled and were dismissed. The clock went on ticking — as usual.

Bertha O. Metcalf 1907

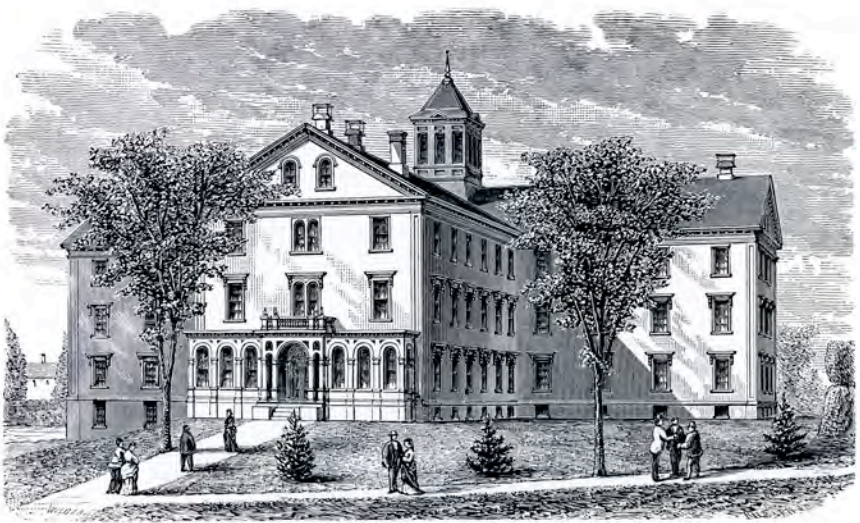
"The spirit of Bridgewater" was earnest, thorough, and progressive. I am thankful that I came under its influence.

Helen A. Murphy 1911

Memories of Bridgewater: A place of beauty and quiet, governed by a group of unusual men and women whose interests seemed to center on splendid ideals and fine New England traditions. My experiences have brought me in contact with leaders in the fields of education, social work, and professional activities, yet none surpassed the excellence of the staff and faculty I was fortunate enough to study under. The knowledge, philosophy, integrity, and beautiful speech of the teachers of my class have contributed greatly to all I have experienced in private and professional life.

Sylvia Pratt (Mrs. James N. McMeen)

From hanging pictures to starting a library of musical records in our own house, from writing a newspaper ad to assisting in the buying of toys in the family department store, from starting a junior Garden Club to working on the Girl Scout Council in the community, I have been helped by the training I received at Normal School.

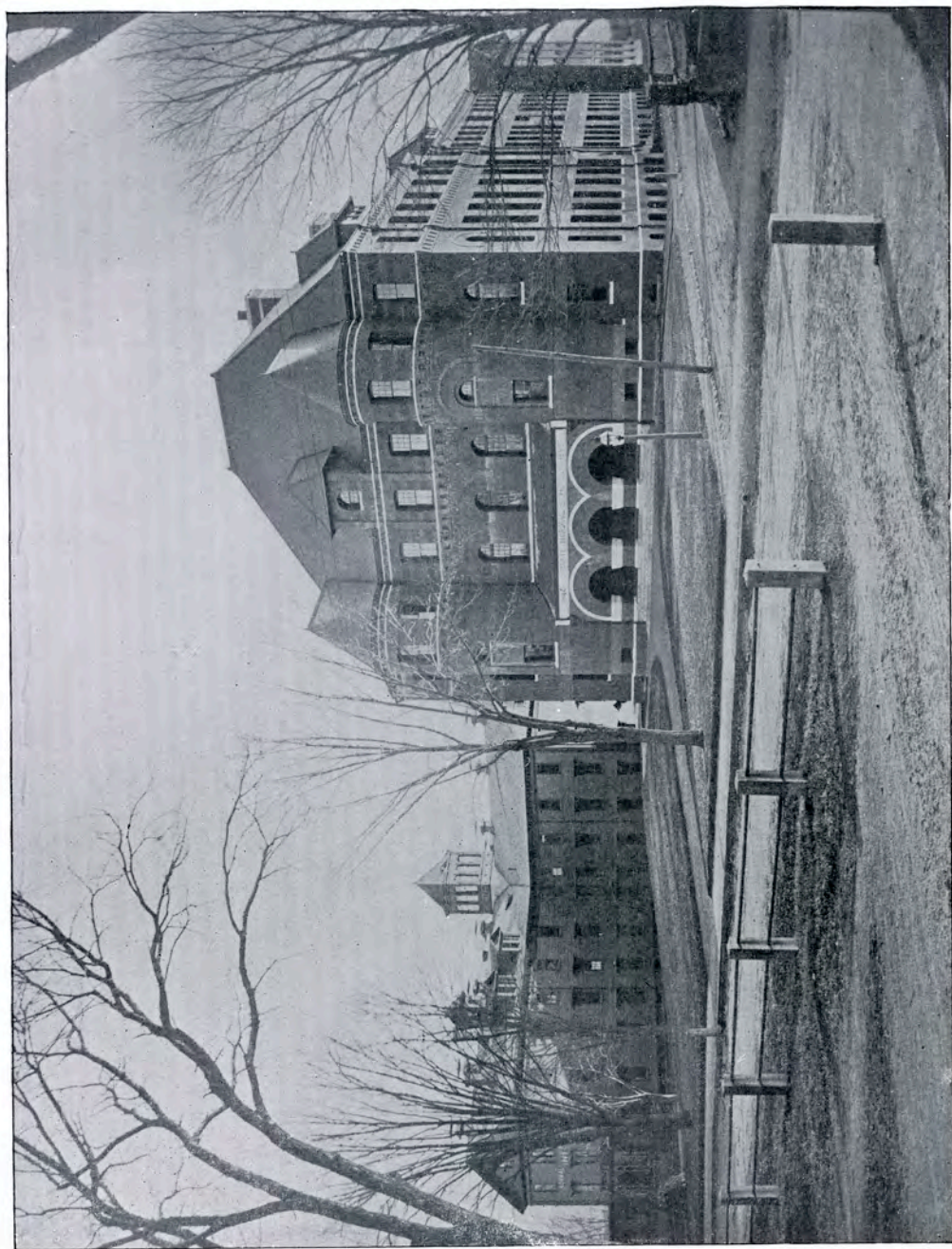


OLD NORMAL HALL

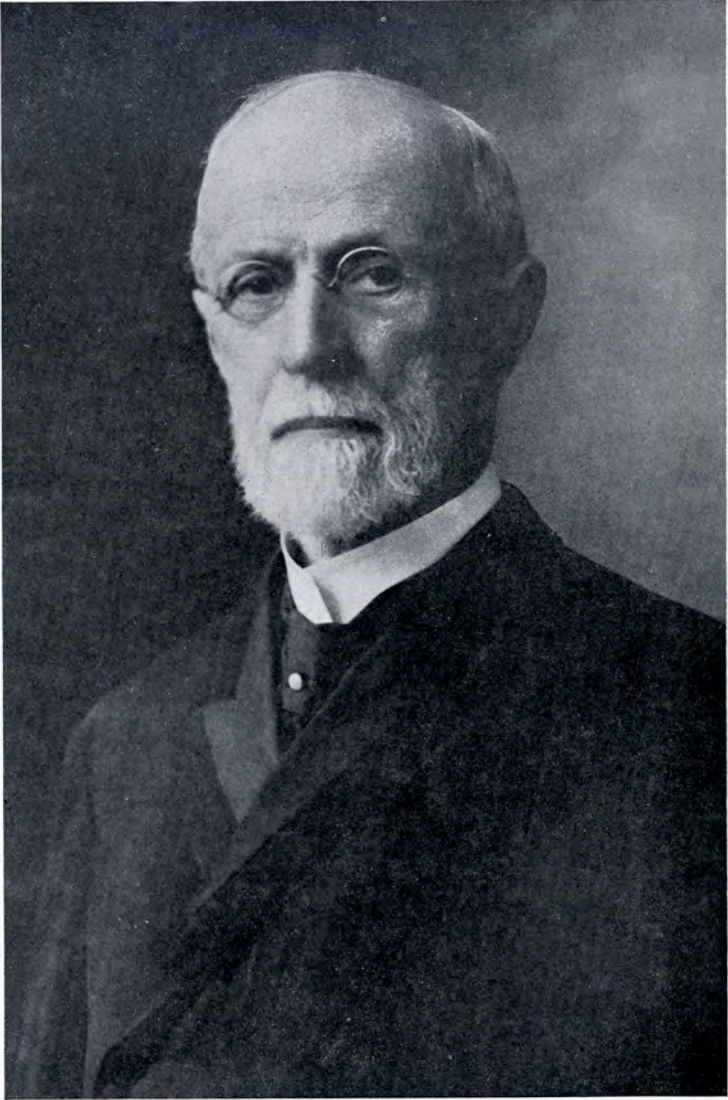


ELIZA WOODWARD

Miss Eliza Woodward was one of the first women teachers, and her keen penetration and discernment constitute some of the formative influences which made the institution outstanding.



SECOND NORMAL SCHOOL BUILDING



ALBERT GARDNER BOYDEN

ALBERT GARDNER BOYDEN

Albert Gardner Boyden, beloved principal of Bridgewater from 1860 to 1906, was a constant source of inspiration and helpfulness to his many students. Born into a humble family, he rose by his own efforts to an executive position which he filled very ably. He graduated in 1849 from the school of which he was later principal, and, during his student days, he was greatly influenced by Principal Nicholas Tillinghast. He says of Mr. Tillinghast what also may be said of himself, — that he was a man of high religious ideals, interested in pupils as human beings each with a distinct personality to be developed to the fullest extent.

Mr. Boyden's educational creed was that "the ultimate end of school work is the education of the child. The ultimate object of the Normal School is to make the Normal pupil a skilled instrument for the education of children, or, in other words, to make him, as far as possible, an educator." Albert Boyden was keenly discerning of the character of his students and faculty members and was not fooled by insincerity. He tried to bring out in each pupil the fullest measure of perception of the truth and the practice of it. He followed the old maxim, "Let conscience be your guide" and he tried to inculcate on those who sat under him the important principles of high, devoted living for mankind. He counted his work as partly fulfilled when each new soul was born into the realization of the help it could be in bringing youthful hearts into communion with the great principles of education as a means of helping them to improve civilization.

During Mr. Boyden's administration the first dormitory was built, the school building enlarged several times, and finally a new school building and gymnasium were erected. The campus grounds were also increased by generous gifts of land made by Mr. Boyden. He contributed the garden to the college (Bridgewater is the only state teachers college which possesses one); he was very much interested in the work carried on there. A true New Englander, he worshipped God in nature.

Under Mr. Boyden's leadership, the college prospered greatly and when he retired in 1906, his great and useful work was taken over by his son, Arthur Clarke Boyden who continued it in the successful way begun by his father. Albert Gardner Boyden was appointed principal emeritus until his death in 1915.

The Horace Mann Auditorium is now the proud possessor of a new Aeolian-Skinner organ. This centennial gift is dedicated to Miss Clara C. Prince, graduate of Bridgewater, and instructor here, also. For forty years Miss Prince taught music and mathematics in the Bridgewater Normal School, during which time she inspired countless students, and became a beloved and integral part of this institution.

The executrix of Miss Prince's will, and also a Bridgewater graduate, conceived the idea of presenting the organ in the name of Miss Prince as a centennial gift to the college.



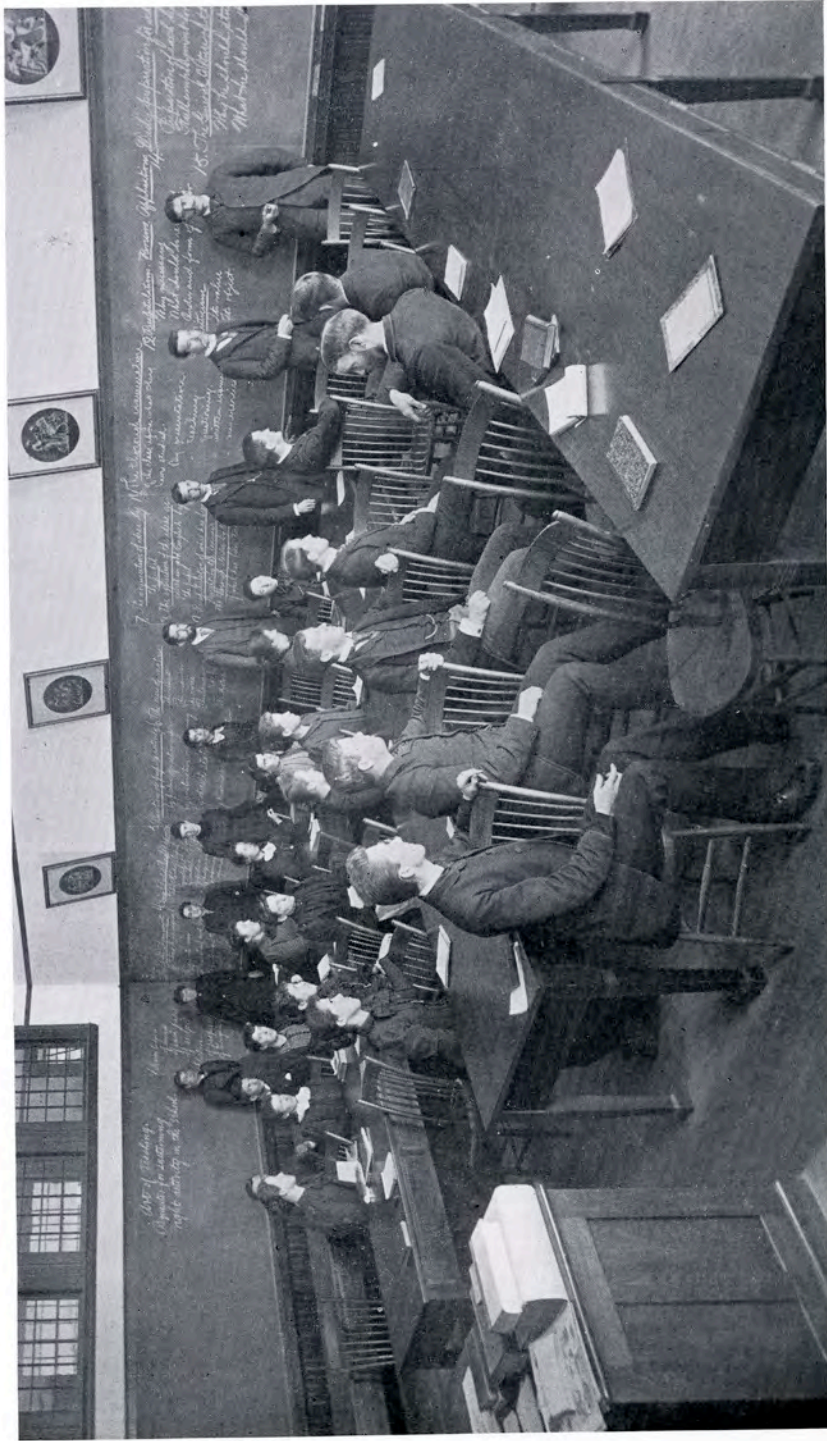
CLARA PRINCE

THE HEIGHT OF FASHION — THEN AND NOW

To the Bridgewater Co-ed of today the pinnacle in her dream of clothes would be an exclusive "gown by Adrian" or "creation by Schiaparelli". To have a gorgeous dinner dress designed especially for you, or even a sport suit which you knew would never be seen on that slinky blonde who invariably picks up styles like your own, would be a marvelous thing. But to most of us that will always remain a dream so we must continue to buy our dresses with the ardent hope and silent prayer that no one within a radius of thirty miles chooses the same thing. However, the female student of one hundred years ago had no such fashion worries, for ma-ma was her exclusive designer and seamstress, and a store dress was an almost unheard of thing or at least a gross extravagance. But despite the fact that every girl had home-made clothes there was in reality very little difference in the various gowns seen in a classroom. First and foremost, every dress of the period caused the wearer to bear a startling resemblance to the movie actress exemplifying the "hourglass figure". One beheld a tiny waist and a huge skirt on each individual. Dresses were long to the extent that nary an ankle bone was visible, but he who dared look might glimpse a long narrow pointed shoe of brown or black leather properly lifted on a one inch heel. The era was pre-Garbo in time but not in length. Sleeves were long and very tight fitting and were discreetly sure to cover the wrist joint. Modesty was a virtue in those days. Skirts attained their fullness by means of stiffly starched petticoats of crinoline — two for week days and three for Sunday. The effect was delightful though daring when rows of fine lace were visible as the wind blew across the main street — the same wind which blows 1940's short flared skirts to a new high. The current hairdo was attractive though far too complicated for a 7:25 awakening and a 7:34 dash to breakfast. It consisted of many curls piled over the forehead, hair drawn tightly back over the ears and knotted rather low on the neck. All in all, the period was one of conservatism in dress for the embryonic teacher of 1840.

But five years later styles had changed rather definitely and students at the Normal were richly adorned with flounces, collars and ruching. Skirts were fuller than ever before, which no doubt brought the petticoat average up to three for week days and four or five for Sunday. Dress tops gave a lean hungry appearance to the individual as the shoulders sloped alarmingly from the high neck to the still tight fitting sleeves. Ruching was found on every conceivable spot on the dress. It bound the throat, bound the wrists, decorated the waist, and adorned the pockets. Flounces were deep and no skirt was without its added bulk, and if one likes that type





MEN'S PSYCHOLOGY CLASS

of thing, its added beauty. Thus did the damsel of '45 come "flouncing" into class and go "ruching" out.

In 1850 was introduced the forerunner of the twentieth century college girl's wardrobe standby — the skirt and blouse. The blouse was of the basque type and was usually made of a nice heavy, hot black velvet, and was worn with a black silk skirt, accompanied by the usual array of petticoats. The basque was worn with a variety of skirts, and if the lady wasn't too much of a feminist she might even attempt horseback riding and wear it with her habit. At this time the radical bloomer costume was adopted, which consisted of voluminous black bloomers covered by a black skirt, and heavy black stockings which reached well above the end of the bloomers, thus assuring no immodest views of milady's knee. For some strange reason, and it surely couldn't have been lack of comfort, the costume was thrown into oblivion for a period.

The years from 1860 to 1870 brought the hoop skirt into being, but Normal Students weren't too eager to accept this strange fashion. Perhaps in a sense they were eager, but something, perhaps that indefinable school teacher "wisdom", prompted them to ignore the style. When, in 1870, the "dress improvers", or bustles were innovated, Bridgewater still clung to a "plain, simple school dress" with a modified bustle. Skirts were still full and bodices were still tight, but sleeves had changed for the better. There was a semblance of puff at the top, possibly the forerunner of the Gibson Girl era, and a tight band at the wrist. A small standing collar replaced the modest turn down affair of the preceding years. Epau-lets were used to trim the otherwise severe gowns. They were no doubt salvaged from Papa's Civil War uniform, and were worn with sentimental thoughts and great pride.

From this time forth the blouse and skirt was the official uniform of the Bridgewater Co-ed. Blouses varied in length and were worn either inside or outside the skirt, though the Sloppy Joe appearance of 1940 was not achieved. In 1890 the trend was toward a starched white cotton blouse worn inside the skirt with a wide leather belt. With such a profusion of starched clothes it is wondered when the belle of the day found time to study. Perhaps they were as well fitted to be laundresses as teachers. Sleeves were becoming puffier and were now full to the elbow and fitted tightly from there to the wrist. Still there was no chance to push or roll them up. Collars were getting higher and higher and necks were getting stiffer and stiffer. Skirts, however, were still long but could now boast of a few gores or plaits. The tight fitting sweater arrived in 1915 and has remained with us ever since.

The next period of years was spent mostly in alternately shortening and lengthening skirts. They were worn just above the ankle,

and then appeared just above the knee. Normal girls were rather reluctant to adopt this last named style, but a few daring souls forgot their vocations and tried it, and the rest soon followed suit. Pullover sweaters worn tightly over the hips enhanced the costume. What a charming picture our campus must have made in 1929 with girls of all sizes dashing to classes in their brief skirts and long sweaters! But why did they look so different from the girls of 1940? The main difference seems to be the addition of ankle socks and dirty saddle shoes and the subtraction of well covered legs and well polished shoes. But essentially they are the same. Whether a Bridgewater student has received her training in bustles or in shorts is a minor point. It merely proves that girls in a teachers college are no exception to the rule that we are all slaves to fashion.

SKETCHING

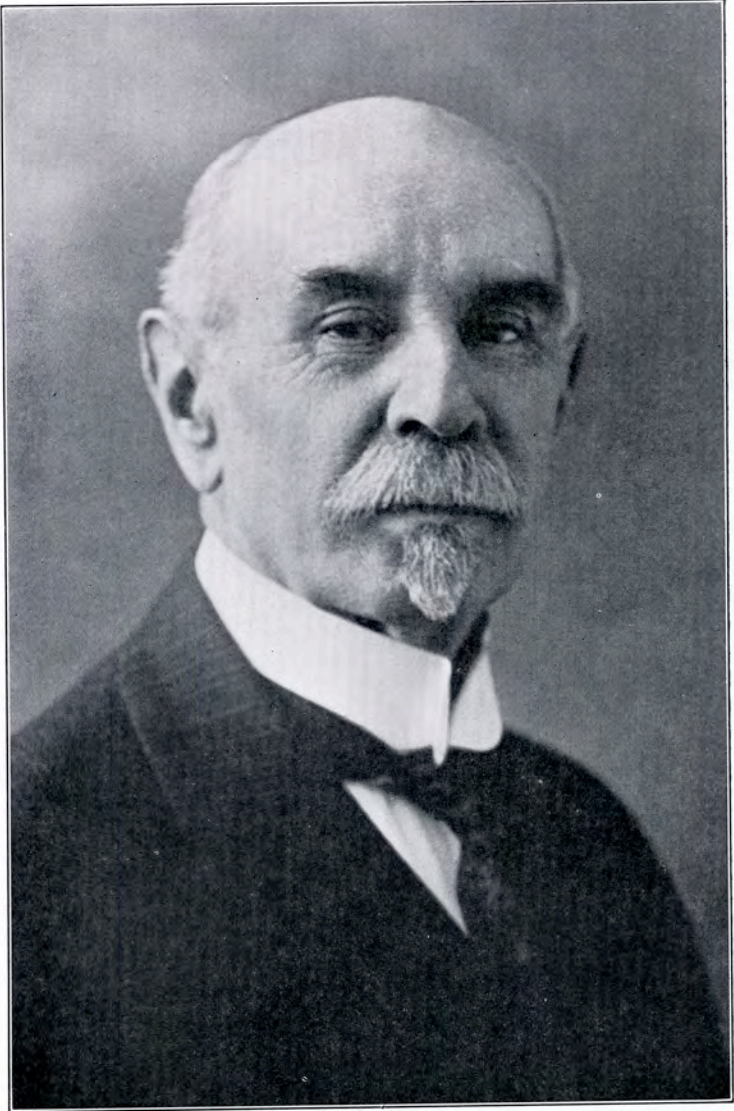
With numb, purple fingers
Have I painted brooks full of drowned sunset and
 Choked with dead leaves.
I have painted the black, bare trees
While the sun, low in the west,
Accomplished weird miracles of color too fast
 For me to follow with my brush.

After painting —
I remember sitting close
 To the bewildering green and twisting phosphorescence
 Of the fire.

Then —
A cold moon rose —
 Eerily unobtrusive!

IN THE LIBRARY

In this silence,
In this clock-less silence,
Will you share a hokku with me?
 Dip into a sonnet?
 Ride a comet?
Let's read of little scuttling fiddler-crabs
And stupid, rope-limp sea monsters.
It was here I learned to know mad Van Gogh, Hester Prynne,
 the wicked Beatrice.
It was here I learned the mystery of frothed dandelion
 and the dangle of bleeding hearts,
 Of cunningly devised systems concealed by tree bark,
 Of balance, of Day in Night.
It is in unmeasured lazinesses. . .the long, quiet hours. . .
 That one learns.
In a great peacefulness. . .



ARTHUR CLARKE BOYDEN

ARTHUR CLARKE BOYDEN

Arthur Clarke Boyden, fourth principal of Bridgewater, became leader of the school after it had become firmly established by his father, Albert Gardner Boyden. Since he resembled his father to a great degree and possessed many of the fine qualities of leadership that his father had, he was well fitted to lead the school in its era of prosperity.

It was his task to continue to direct the growth of the college and he was very capable of doing it. He was quiet and unassuming, leading the way unobtrusively but dynamically.

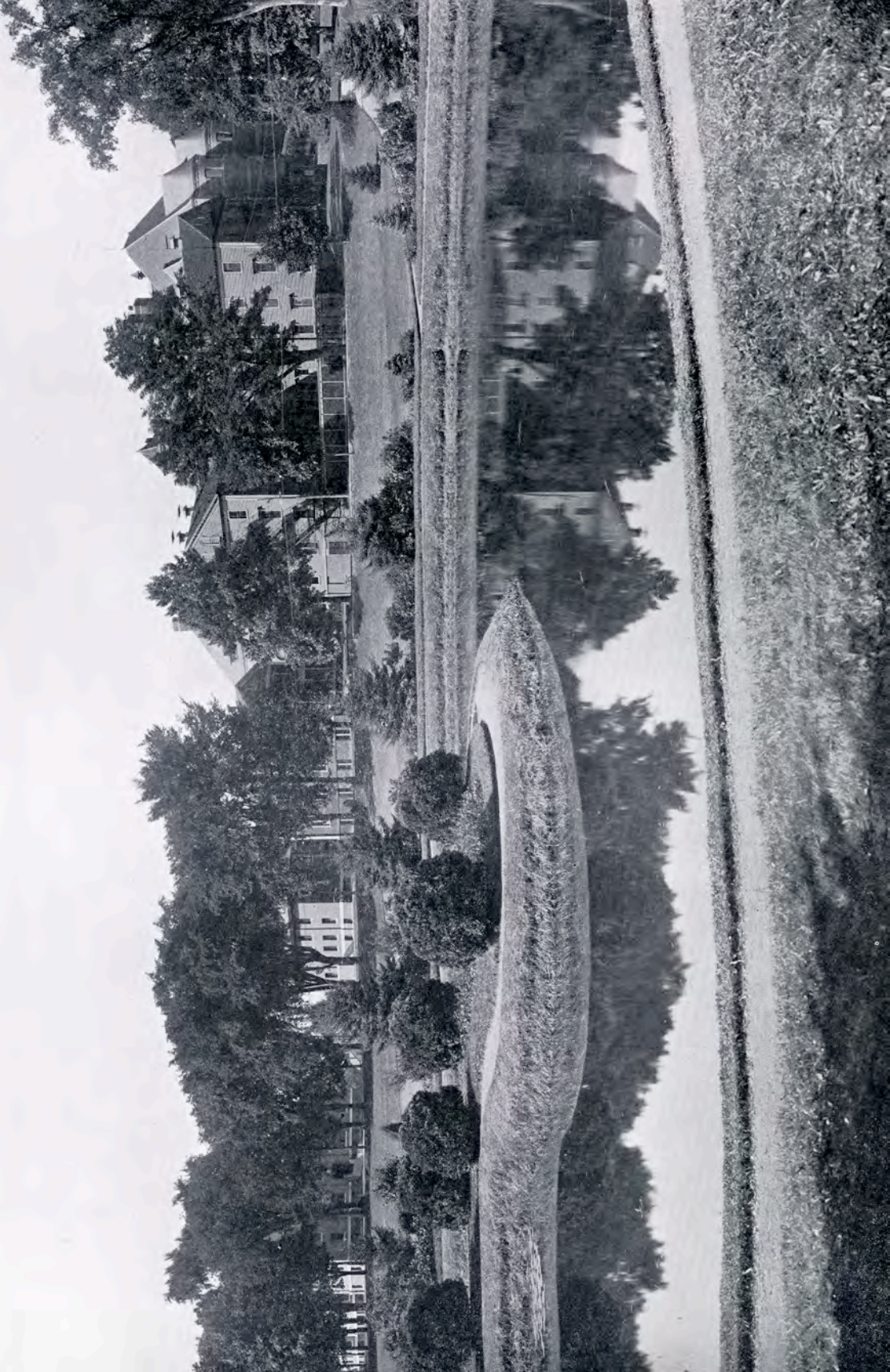
Under Dr. Boyden the school which had prospered under his father rose to new heights. It was during his administration that the great fire demolished three buildings, the main school building, Tillinghast Hall, and the Old Woodward Dormitory. Dr. Boyden did not despair but carried on the school in temporary classrooms established in the basements of New Woodward, in the gymnasium and in the vestries of churches. Dr. Boyden's quiet strength and inspiration led the school from this period of dark despair. Even when it seemed that Bridgewater might not be rebuilt, Dr. Boyden's courage did not fail.

Dr. Boyden was a keen student and an able educator. Like his father he understood well the problems of his pupils and was capable of advising them and leading them spiritually as well as educationally. He was an especially good teacher and there was not one of his students who did not look forward eagerly to his classes.

Professor Louis C. Stearns of the faculty remembers Arthur Clarke Boyden well: "Mr. Boyden was respected by students and teachers alike. He was a really fine man, quiet and unassuming. Not once did he force his opinions on any one else."

Dr. Boyden was highly respected as a member of the community. In spite of his many duties as an educator he was able to take a prominent position in the community. He was president of the first Bridgewater Improvement Association which still exists. In fact, he was interested in any worthwhile project connected with the community and was a member of many benevolent organizations.

Dr. Boyden was principal of the school from 1906 to 1932. He was the first president of Bridgewater, holding this position from 1932 to 1933. He received the honorary degrees of Doctor of Humanities from Amherst College in 1927 and Doctor of Education from Rhode Island College of Education in 1928.



CENTENNIAL ODE

1940

1840

Bridgewater remembers—

I am old, but not in the age of man himself,
In quivering form and quaking voice,
In limited life of three score years.

And ten—

But I am old in wise experience, sharing wisdom,
With all who come to me; with all,
Who come with bowed head and,
Lagging step.

Ah, yes, I am old, very old, but in happiness abounding,
Because my children like to cling to age, to me,
In the hundred years that have passed me by,
Bringing to me happiness,
In remembering.

Bridgewater remembers—

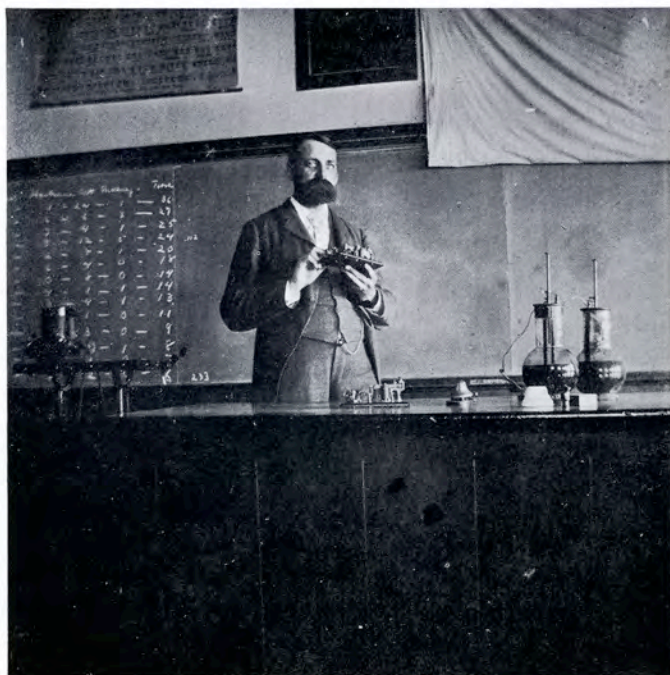
In Boston town, in 1840, men were against me,
A battle between ignorance and truth,
A battle fought to give me birth,
My right to live.

He won, did Horace Mann, a hundred years ago,
The townsfolk welcomed me; I loved the village with its,
Quiet streets and pleasant people,
I loved the old cape road, its graceful elms,
Its winding curves—

I was not a great and mighty institution,
Not one which sought great honor from afar,
But a resting place for Education.

Nicholas Tillinghast,

He stood alone beside me in my early years,
Teaching faith and hope and courage,
He loved me more, perhaps, than I can say,
For he gave me life itself.



WILLIAM D. JACKSON

Because of his sagacity and sympathy, his kindness and understanding, Mr. Jackson was one of the best-loved teachers that Bridgewater ever had.

From another, I was given science, seeking only,
To explain the universe, unlimited, unmeasured,
A sphere, gigantic on which man was insignificant,
I grieved deeply when died the man,
The man who gave me Science,
Marshall Conant—
The years strode on so swiftly; I grew in courage
And in faith—
I saw a father and a son, taught by me, leave me for
The larger world, only to return to me.
It was friendship and fidelity, unparalleled,
That gave to me the Boydens,
They gave me the road to follow,
They made me strong as mountains in the setting sun,
They made themselves a part of me,
A foundation-stone, which even now lies,
On the gently rolling hills
Of Mt. Prospect—

Bridgewater remembers—
My heart is full of happiness, then as now,
Others have come to lead me through the darkness,
Leaving their mark on me in kindly thoughts,
And justice—
I have changed in other ways,
More beautiful have grown in passing years, my campus—
My buildings—
My graceful lawns often swelling with the joy,
Of being trampled on by eager feet,
I know not what is to come,
What I am to see in future years,
But I will never leave the field,
While there is yet one soul that needs me,
Yes, I will be here, enlightening, leading,
For you see, I am Education.

—Francis Callan



DR. ZENOS E. SCOTT

DR. ZENOS E. SCOTT

The passing of Dr. Arthur C. Boyden in the early spring of 1933 ended the three-quarter of a century regime of the Boydens, father and son. Each, from the earliest days of his professional career, had devoted his thought and energy to the problems of teacher training. Each aimed to realize, so far as was humanly possible, the ideal of Horace Mann — "a trained teacher for every child in the Commonwealth".

In view of the recently established "college" status conferred upon Bridgewater, the Department of Education decided to select a successor to Dr. Arthur Boyden outside of that group of educators trained in the distinctively "normal school" atmosphere. Dr. Scott had received his academic and professional training in large, progressive, and influential institutions, and his later professional experience included such positions as assistant commissioner of education in New Jersey and superintendent of schools in Louisville, Kentucky, and Springfield, Massachusetts.

Accepting the presidency of one of the most recently established teachers colleges, built on a foundation of 93 years of success as a normal school, it was his first ambition to maintain and win respect for this "college" status, at the same time to preserve all that had been achieved through the years in the distinctive function of teacher training. To him teacher training was far more than a pedagogical process. For example, while his predecessors had been friendly toward such athletic activities as were possible with our limited body of male students, to Dr. Scott athletic activities for men and women students were part and parcel of a necessary, more inclusive education. For the men he regarded athletic contests as essential factors in training for manliness and character. He wanted to have no hand in training molly-coddles.

Dr. Scott liked people and prized those whom he could call "friends". He was at home with groups of all ages. In any group he was a prominent figure — tall, erect, an active member of the group, a "good mixer". Unlike many educators of the past he was to a noticeable degree a "man's man", revelling in all out-of-door activities and sports. He insisted in counter-balancing the mental concentration and physical confinement of his professional work by such seasonable activities as fishing, hunting, and sailing. Few men of his age get as great a thrill as he from a spirited contest in baseball or football.

Looking backward over my three-year acquaintance with Dr. Scott, I feel confident in making the assertion that whether his contacts were individual, professional, or social, it was the universal opinion of those with whom he came in contact that he was one hundred percent a gentleman.



PRESIDENT JOHN J. KELLY

JOHN JOSEPH KELLY

For twenty-two years, Mr. Kelly has given to the school all those qualities of inspiration, altruism, and unselfishness, which have made him so successful as an administrator. He graduated from Fitchburg Normal School and therefore received a thorough grounding in normal methods which enabled him to work co-operatively and responsively with Dr. Arthur C. Boyden. As an instructor and as dean of men he became a friend to whom everyone could bring his troubles with the certainty of securing a considerate and thoughtful audience. When he became president of Bridgewater in 1937 the faculty and students knew that Mr. Kelly would carry on the administration of the school in the Bridgewater traditions so firmly established by his five predecessors.

Mr. Kelly's attitude toward life is sane and idealistic. Since he understands people very well, he is tolerant and philosophic. Altruism supplies the motive for many of his activities. He is concerned with the welfare of the group, and he puts the needs of the group above his own, conducting himself to further the interests of all.

Mr. Kelly is a builder whose eyes are on the future. President at the close of the first one hundred years he hopes to lead the college to a future even greater than that dreamed of by its founders.

Thus the second century of the college finds its beginning under one who is capable of directing its policies through all the trials and triumphs which it will meet. With him the school will face the future with courage, the old Bridgewater Spirit will be constant, the ideal of "a trained teacher for every child" will never die in Massachusetts.



SENIORS



SENIORS

1940

ALMA MATER

Within thy life we grew;
The task you set we knew;
To burn thy beacon bright,
Where fail the rays of right.

CHORUS

O Alma Mater, thy children strive
To keep thy faith alive
O Alma Mater, we sing for thee
This song of loyalty.
O Alma Mater, thy voice alone.
Will guide in paths unknown.

2.

Within thy life we sang
Of love and peace that rang
Throughout thy sounding halls
Now memories in thy walls.

3.

Beyond thy life we raise
Thy worthy name in praise
Where e'er we chance to be
We honor B. T. C.

