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Not to be Ministered Unto, But to Minister: Bridgewater State University, 1840-2010

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NOT TO BE MINISTERED UNTO, BUT TO MINISTER.

Bridgewater State University 1840 - 2010
The horseless carriage had yet to be invented. Women wore long, full skirts and high-collared blouses with puffy sleeves; men wore frock coats and ascots. Students were forbidden to fraternize with the opposite sex; the consequence was expulsion. Slavery was legal. Women couldn’t vote. Martin Van Buren was soon to lose his bid for re-election to the presidency. The 1840 census, the nation’s sixth, recorded the whole of the United State’s population at 17,069,453.

Into this world view, in a small town in Southeastern Massachusetts, a band of pioneers set their sights on educational reform. One name, in particular, stands tall. It was his vision, his drive, his perseverance and his belief in education as the great equalizer for all citizens that spearheaded the launch of the commonwealth’s normal schools – Horace Mann, the father of American education. From humble beginnings, the Bridgewater Normal School evolved from a one-room schoolhouse located in the old town hall with 28 students to Bridgewater State University with its 270-acre campus serving more than 11,000 students.

Dr. Thomas Turner, professor emeritus of history, has captured the journey from there to here in this in-depth history of Bridgewater State University. We learn the critical role Massachusetts played in normalizing education for teachers, beginning in the mid-1800s when Horace Mann lobbied for the establishment of schools specifically for this purpose. As the third normal school in Massachusetts and the only one to operate continuously in its original location, Bridgewater Normal School influenced generations of teachers and students.

Through his months of extensive research, Dr. Turner captured a tale of extraordinary vision, collaboration, perseverance, hard work and, ultimately tangible success – the birth of the normal schools, establishment of the board of education, creation of minimum standards for the education of would-be teachers and, finally, the development of a viable system of public higher education. This success is woven into the very fabric of Bridgewater State University, a story which will be of interest not only to alumni and friends of the institution, but also to anyone interested in educational reform, not just in the commonwealth, but also in the nation.
NOT TO BE MINISTERED UNTO, BUT TO MINISTER

Bridgewater State University 1840 - 2010

THOMAS R. TURNER
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Bridgewater State University
DEDICATION

To the thousands of faculty, staff and students who have given a reality to the words

“Not to be ministered unto, but to minister.”
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There are a number of individuals without whose support and assistance this book could not have been completed. Above all, this study owes its inception to the president of Bridgewater State University, Dr. Dana Mohler-Faria. Several years ago as I was standing in line at the Dunkin’ Donuts in the Rondileau Campus Center, Dana, who is a historian by academic training, tapped me on the shoulder and announced, “I have a proposition for you.” What he had in mind was the research and writing of a new history of the university not only to highlight Bridgewater’s seminal role in the American normal school movement, but also to provide a road map as the university moves forward into the 21st century. Dana not only encouraged me along the way, but also provided a generous reduction in my teaching load. I am indebted to him for his confidence and support.

Several Bridgewater colleagues also provided invaluable assistance. David Wilson, who works in the Office of Institutional Communications and who, for years, wrote a daily email column titled As We Were, As We Are, provided numerous insights about the history of his alma mater. Dave also read the manuscript and offered helpful suggestions. Professor emeritus and longtime colleague and friend, Dr. Benjamin Spence, who is writing a comprehensive history of the town of Bridgewater, generously shared with me his notes from the local newspaper, the Bridgewater Independent. His research saved me countless hours of work and was particularly helpful for the period 1870-1925. Dr. Lucille O’Connell, another emeritus colleague, shared her research on the life of prominent Bridgewater citizen Artemas Hale.

It has also been my pleasure to work with copy editor Karen Booth in the Office of Institutional Communications. Karen’s skillful editing and penetrating questions have strengthened the manuscript and made it much more readable. As she edited the manuscript, Karen also prepared a timeline, which is included in the book and hopefully will help readers navigate a book that has grown to over 450 pages in length. Ellen Dubinsky, digital services librarian, spent countless hours combing the university archives to find photographs to best illustrate Bridgewater’s journey through history. Unless otherwise noted, all published photographs originate from the university archives. Also, I want to thank Michael Mondor, design director with Litos Strategic Communications, for his professional book design; Marie Murphy, who proofread the manuscript to ensure its compliance with Bridgewater’s style guide; and Robbin Maloney who reviewed the printer proof.

I am indebted to library staff at a number of institutions. These include the late Mabell Bates, special collections librarian at Bridgewater State University, along with librarians at the Massachusetts State Archives, the Special Collections Library at the Massachusetts State House, Harvard’s Houghton Library, the Sophia Peabody Library at Smith College, the Massachusetts Historical Society, the Special Collections Library at Northeastern University, and the Special Collections Library at the United States Military Academy West Point. Several of these repositories also provided permission to cite from their collections.

I am also grateful to previous historians of the university, particularly Albert Gardner Boyden and Arthur Clarke Boyden. The Boydens compiled several histories of the Bridgewater Normal School and accumulated materials, particularly in the Boyden scrapbooks, which are essential to an understanding of their 73-year tenure as principals. While an undergraduate, the late Dr. Jordan D. Fiore, another colleague, wrote As We Were (1940) followed by As We Were, As We Are (1976), co-authored with
David Wilson. Jordan also produced a number of other works about specific university leaders and Bridgewater and the sciences.

Jordan, who graduated in the centennial class of 1940, was fond of quoting Daniel Webster (who, by the way, took an interest in the founding of Bridgewater) when Webster spoke about Dartmouth College: “We are a small college, but there are those who love her.” Those who have taught for decades at Bridgewater, as I did from 1971-2010, have often had similar feelings about our own institution.

Like any other institution, Bridgewater has both strengths and weaknesses; the road has not always been smooth, but the idea of service expressed in its motto, “Not to be ministered unto, but to minister,” continues to inspire today’s students and faculty.

Finally, I could not have completed this book without the support of my wife, Lois, and my daughters, Amy, Melissa and Jennifer. Previously, they had to tolerate travels to Lincoln sites and Civil War battlefields as I researched and wrote about our 16th president and the Civil War. In the last few years, they have joined me as I walked across the Bridgewater campus regaling them with stories about the history of one of America’s pioneer normal schools.

Dr. Thomas R. Turner
One of the most significant events in the early history of Bridgewater was the construction in 1846 of a building to house the school, the first structure erected at an American normal school for this purpose. Today, a simple stone at the side of the main quadrangle facing School Street marks this historic location.

“Bridgewater will be forever classed among the very few great pioneer Normal Schools of America.”

Colonel Francis Parker to Albert Gardner Boyden, October 6, 1890
“I had rather die than fail in the undertaking.”

CYRUS PEIRCE ACCEPTING THE POSITION AS PRINCIPAL AT LEXINGTON NORMAL SCHOOL

JUNE 1839

Photo courtesy of Framingham State University Archives
Education reform did not begin in the United States, but was a continuation of a movement that originated in Europe as early as the 17th century, the purpose of which was to produce better qualified teachers. By the time the notion of educational change reached American shores, however, it was part of a much wider effort to improve society, an effort that occurred in the 1800s and was usually associated politically with the Whig Party. In 1833, Robert Rantoul, a Democrat and one of the original members of the Massachusetts Board of Education, reminded a Boston audience that all citizens should acknowledge the “instinct of perfectibility” in all persons and institutions. Not all Whigs shared Rantoul’s complete faith in human perfectibility, but most believed that society could be changed for the better and that it was their duty to undertake reform for the benefit of the lower classes, who were not capable of reforming themselves.

Many prominent reformers did not confine themselves to one cause, but dealt with a variety of issues. American essayist, philosopher and poet Ralph Waldo Emerson wrote in 1841, “The doctrine of Reform had never such scope as at the present hour.” A decade later, law professor Timothy Walker told a Harvard audience, “If there be any single trait by which the historian will distinguish the present from all past ages, it is the all-pervading enthusiasm, or I may say, rage for REFORM.” Horace Mann, the first Massachusetts secretary of education and a key figure in the national reform efforts, is an excellent example of the multifaceted approach taken by reformers. Mann was not an expert in the field of education when he was appointed to the board of education, but was far better known as a lawyer and member of the Massachusetts Legislature. He had also served on a commission to erect a new lunatic hospital and, as president of the Dedham Temperance Society, was also an outspoken opponent of slavery.

Reformers sometimes despaired when their efforts did not lead to immediate success. Many, like Massachusetts Governor Edward Everett, concluded, “The cause of education is eminently the cause of the age…” Mann agreed with the governor that education reform was key to all other changes. Mann’s biographer, Jonathan Messerli, writes:

Now Mann was about to preach a new religion and convince his own constituency of the need for a new establishment, a non-denominational institution, the public school, with schoolmasters as a new priestly class, patriotic exercises as quasi-religious rituals, and a nonsectarian doctrine stressing morality, literacy, and citizenship as a republican creed for all to confess.

To better understand the reform movement in America, it is useful to review the origins of the international movement. History suggests that attempts to better train teachers began in Europe around 1672 in a small church school run by Father Demia in Lyons, France. Spurred by the inroads of the Protestant Reformation, the priest had opened
local parish schools to teach reading and catechism. Not satisfied with the teaching skills of his graduates, he organized classes and taught his own pedagogical views.

In 1685, Abbé de la Salle opened a normal school at Rheims to train teachers for the Brothers of the Christian Schools, an order he had founded. Later, he opened a second school in Paris, where teachers trained in a practice school under the supervision of an experienced teacher.

Prussia was also at the heart of changes in teacher education. The first Prussian teacher training school was established in Halle in 1697. In 1748, Julius Hecker, who had studied at Halle, opened the first regular teacher seminary in Berlin. Between 1750 and 1794, a dozen additional seminaries opened. By the close of the 18th century, the number had grown to 30. In 1809, the Prussian government set up its own schools for elementary teachers.

Prussians were well aware of the ideas of the Swiss education reformer, Pestalozzi, and they attempted to incorporate his guiding principles into their own schools. Pestalozzi stressed the importance of understanding the child and the “harmonious development of all faculties.” Following the lead of French philosopher Jean Jacques Rousseau, who rejected the memorization of words and facts, Pestalozzi worked to develop the instincts, capacities and powers of the developing child. Since the Prussians had suffered military reverses at the hands of Napoleon, they turned to education to produce national regeneration.

Napoleon, who attempted many other reforms, also reformed the French education system, creating the *Ecole Normale Superieure* in 1808. By 1833, thirty French normal schools had been created. Historian Elwood Cubberley claims that up until 1830 Americans had very little familiarity with these European developments (other than being vaguely familiar with Pestalozzi), but the Europeans did have at least one lasting impact – the designation “normal school” (*ecole normale*) would be applied to the American experiment. The name implied that there existed a norm or standard that could be inculcated in all those training to be teachers. In turn, these teachers could then pass the same standards on to their own students.

Ultimately, as Americans traveled abroad more, they familiarized themselves firsthand with European education. Horace Mann married Mary Peabody in 1843, and the newlyweds honeymooned in Europe and visited schools in England, France and especially Prussia. Mann returned to the United States even more convinced that education was the key to future progress. Another significant figure was the Reverend Calvin Stowe, whose wife Harriet Beecher became famous as the author of *Uncle Tom's Cabin*. Stowe was commissioned by the Ohio Legislature to visit and report on the European elementary schools. His 1837 report emphasized the great value of the Prussian teachers’ seminaries and was reprinted and circulated in a number of states.

Equally important was the Reverend Charles Brooks, who was born in Medford, Massachusetts, graduated from Harvard College in 1816 and then continued his theological studies. In November 1820, he became pastor of the third church in Hingham where he remained until 1839. In 1833, he traveled to Europe on a vacation where he met Victor Cousin, who had prepared an influential report for the French government on the education system in Prussia and Holland. During his return voyage to America, Brooks’ roommate, Dr. N.H. Julius, a physician from Hamburg, provided him with details about the Prussian normal system. Through Brooks’ efforts, Dr. Julius provided an
account of the Prussian system to the committee on education of the Massachusetts Legislature. While his testimony had very little immediate impact on the lawmakers, it did make an enormous impression on Brooks, who traveled at his own expense across Massachusetts over the next several years, enthusiastically praising the Prussian system and attempting to move his fellow citizens to introduce its precepts into the Bay State.  

While knowledge of the European schools inspired added zeal in men like Brooks, the idea for teacher education was hardly a new one in the United States. When Benjamin Franklin’s Academy opened in Philadelphia in 1751, one of its stated purposes was “that others of the lesser sort might be trained as teachers.” In the Massachusetts Magazine of June 1789, an article probably written by Elisha Ticknor, founder of the free public schools in Boston, recognized the importance of preparing “young gentlemen for college and school keeping” so that they might be able to teach their subjects with ease. Professor Dennison Olmstead of Yale University delivered an 1816 speech calling for a seminary for schoolmasters supported by the state: “The pupils were to study what they were to teach, partly for acquiring a more perfect knowledge of these subjects and partly for learning from the methods adopted by the principal, the best methods of teaching.”

In 1823, the Reverend Samuel Hall, an avid proponent of education reform, opened the first school to train teachers in Concord, Vermont. His successful teaching experience had convinced him of his ability to train others. Hall moved to Phillips Academy in Andover and then to Plymouth, both in Massachusetts, where he taught until 1840. During that time, he prepared a series of talks about teaching and governing children, which he was urged by his supporters to publish. In 1829, six years after
Hall opened his school, his series appeared under the title *Lectures to Schoolmasters on Teaching*. Hall’s book sold many copies in both the United States and Canada, with the state of New York ordering 10,000 copies to be distributed at public expense to the desk of every teacher in the state. Echoing a debate that would continue for decades, Hall emphasized that the successful teacher must not only be familiar with subject matter, but should also be acquainted with the science of teaching and the method of governing a school.13

Although Hall’s school was the first, the “Father of the Massachusetts Normal Schools” was James G. Carter of Lancaster. The son of a farmer, his own education was typical, devoted to work in the summer and a limited amount of schooling in the winter. In 1812, at age 17, he decided to earn money by teaching in both a district school and a singing school, to enable him first to attend Groton Academy and then Harvard College.

Carter highlighted the poor conditions in the public schools, which he attributed primarily to competition from the private schools and academies. Conditions in the common schools were abysmal, even though the Puritan emphasis on the necessity to read the Bible and to prepare boys for Harvard had led to an early interest in education. (Laws in the 1600s required a municipality to provide a teacher of reading and writing in towns of 50 families, and a full grammar school if there were 100 families in residence.) Carter noted sarcastically that “anyone moral enough to stay out of the state prison could secure a certificate to teach in the district schools,” while Mann recorded in 1837 that over 90 district schools had been broken up by student riots that had driven away the teachers.14

Discipline issues notwithstanding, teachers faced a variety of other obstacles. Schoolhouses were commonly of log construction, with seats and a rough-board desk positioned around the walls. Pens were made of quills, and one prerequisite for teachers was their ability to make and repair quills. Summer sessions were usually taught by females, while males taught in the winter, with students alternately sweating under the summer sun and freezing in the winter cold. Teachers, often as young as 13 or 14, administered corporal punishment freely, although it was not unusual for teachers to be confronted physically by unruly students.15

Edward Everett, who as governor of Massachusetts was a leader in the state’s reform movement, vividly captured his own educational experience:

> At that time the school was kept if I recollect right, in a wooden building of two stories in height and of moderate dimensions – the reading-school in one story and the writing-school in the other – pupils of both sexes attending from April to October, and boys only in the winter. The instruction was rather meager; in fact, there could hardly be said to be any instruction, in the proper sense of the word, the business being limited in the reading-school, if I mistake not, to the use of Webster’s Spelling-Book, the American Preceptor, an Abridgement of Murray’s English Grammar, and some very superficial compend – Goldsmith’s I believe – of geography ... To encourage their pupils, the teachers of those days did not confine themselves to moral suasion so much as now; the rattan and ferule played a pretty active part in illustrating the importance of good behavior and studious application to the business of the school.16

Given these conditions, when men like Everett turned their hands to teaching they had very limited success in raising standards. During his junior year at Harvard, Everett spent a 10-week term in East Bridgewater in a building that still exists today as a private home on Central Street. There he instructed 70 male and female students,
at least half of whom were older than he. His biographer, Richard Yanikoski, writes, "It was a difficult experience, and although he acquitted himself well, he was 'heartily glad' to return to Harvard." Henry David Thoreau's brief foray into the profession lasted a mere two weeks, while Herman Melville taught a winter session in Pittsfield and then left in disgust. Mann's biographer, Jonathan Messerli, states that teaching was hardly an honored profession and notes that those who didn't succeed as ministers or businessmen and who ended up as teachers were often perceived to be dismal failures.

Before the birth of the normal schools, the academies served to educate students in Latin, Greek and English grammar, subjects that would later be taught in high schools. The academies were also the chief source of supply for elementary school teachers who had some education. However, the academies served primarily to educate the upper classes, and those who graduated from them had little desire to teach in the rural district schools attended by the vast majority of pupils. What the reformers had in mind was an education system available to all citizens, and if they were going to be successful, they would have to move on two fronts. First they had to educate the public, and second, they had to get legislation passed to implement their program.

Again, Carter was a driving force on both accounts. In the winter of 1824-1825, he called public attention to the necessity and advantages of normal schools in a series of articles published in the Boston Patriot under the signature "Franklin." He was also an influential member of the Legislature and worked tirelessly to convince his colleagues of the importance of education reform.

One of the primary prerequisites to successful implementation of reform was to secure a source of funding, since the Legislature was not likely to annually appropriate large sums of money for educational purposes. In 1825, a Senate committee that had been examining whether the state should divest its interest in the Charles River Bridge and allocate the funds to be spent on education was dissolved. However, the matter was referred to a joint committee of both houses to see if other sources of funding for education might be available. For the next several years, education change continued to languish, constantly being pushed forward to the next legislative session.

It was not until 1834 that a school fund would be established, thanks to monies reimbursed by the federal government for the Massachusetts militia's participation in the War of 1812 and sale of public lands in Maine. The money was deposited in an interest bearing account. Beginning in 1839, this fund served as the major source of revenue for the newly established normal schools, with the remainder supporting education in the cities and towns.

V.L. Mangun argues that the Legislature's final report on the method of distributing the income of the school fund reveals that the underlying purpose of the fund was actually to establish professional teacher education rather than to subsidize the cities and towns.

However, despite Carter's personal preference for a state institution to train teachers, education reform still could have taken a different direction. In 1826, after the Legislature made it clear that it was not ready to set up a teacher training institution, Carter announced plans to establish a private seminary for the purpose in his hometown of Lancaster, and he indicated his intention to secure some state aid for his school. The bill was defeated in the state Senate in 1827, but the model of using private funds supported by state aid was actually adopted in a number of states. It is clear that in the mid-1820s, the direction that teacher training might take was very much up in the air.
The 1820s did, however, witness some very significant developments. In 1826, Massachusetts Governor Levi Lincoln recommended the establishment of teacher training institutions in his inaugural address. The Legislature also received a report urging the formation of an Institution of Practical Arts and Sciences, containing a department for the preparation of teachers. A law also established town school committees in an effort to place the common schools on a more professional footing. The legislation mandated a system of school returns whereby the towns must report their education statistics to

Horace Mann, the first Massachusetts secretary of education and a key figure in the national reform efforts, is an excellent example of the multifaceted approach taken by reformers. Mann was not an expert in the field of education when he was appointed to the board of education but was far better known as a lawyer and member of the Massachusetts Legislature. His biographer, Jonathan Messerli, wrote, “Now Mann was about to preach a new religion and convince his own constituency of the need for a new establishment, a non-denominational institution, the public school, with schoolmasters as a new priestly class, patriotic exercises as quasi-religious rituals, and a nonsectarian doctrine stressing morality, literacy, and citizenship as a republican creed for all to confess.”

Photo credit: Courtesy of Library of Congress, LC-USZ62-109928
the state, but the requirement was largely ignored until the establishment of the school fund in 1834. Before then, if the towns did not comply, no coercion could compel them to do so; after 1834, the state could threaten to withhold their share of the funds. 24

A number of organizations also lobbied for education reform. In 1829, the American Lyceum petitioned the Legislature to establish a state board of education. The following year, the American Institute of Instruction was founded, consisting of leading New England educators. Additionally, the Legislature sent resolutions calling for the appointment of a superintendent of public schools. The committee on education presented a bill providing for such a position, but before it could be adopted a decade of agitation was finally about to achieve results. 25

In 1837, eight years after the American Lyceum's original petition to do so, the Legislature finally agreed to establish a board of education. Prospects had brightened the previous year when Edward Everett, who was now governor, recommended this action to the Legislature. Josiah Quincy Jr., chairman of the Senate committee on education, and Carter, who held the same position in the House, worked together to secure passage. However, while the Senate was now in favor, the initial vote in the House was 113-61 against. 26

The opposition was basically twofold. Some lawmakers, aware that the changes would be modeled to a degree on the system in monarchical France and Prussia, had no desire to duplicate such institutions in Republican America. Also, given Massachusetts' Puritan roots and the ideals of the American Revolution, legislators feared that the board might infringe on local education prerogatives. They were also wary of relinquishing too much power to a secretary of education. 27

With the issue hanging in the balance, Carter induced the House to assemble as a Committee of the Whole to reconsider the vote. The reformers were persuasive, and the House reversed itself, with Governor Everett signing the bill into law on April 20, 1837. 28

On May 25, the governor appointed the following to the board: Jared Sparks, historian, president of Harvard and a Unitarian; Edmund Dwight, manufacturer, philanthropist and a Whig; the Reverend Emerson Davis, Congregational minister from Westfield; Edward A. Newton, banker and prominent Episcopalian from Pittsfield; the Reverend Thomas Robbins, Congregational minister from Rochester; Robert Rantoul, lawyer, Democratic politician and Unitarian from Gloucester; James G. Carter, Whig from Lancaster; Horace Mann, Senate president and Whig from Newton. The governor and lieutenant governor would serve ex officio. The attempt to balance the board both religiously and geographically was obvious. The addition of ministers was particularly significant, since Mann had a reputation as a free thinker; this was an attempt to convince critics that education would not be turned over to secular forces. 29

Mann's diary indicates that he and Dwight had conferred as early as May 6, at which time Dwight had suggested that Mann should be the secretary of education. On June 29, the board held its first meeting. Governor Everett stated he would chair the board, and in his absence, the lieutenant governor would act as chair. Everett actually took a hands-on approach and did not miss a meeting during his tenure as governor. Jared Sparks was appointed clerk. The board then proceeded to ballot for a secretary, and Mann was chosen; Emerson Davis and the lieutenant governor were appointed to notify him of his selection. While the choice of Mann is often portrayed as having overwhelming
support, Carter actually thought he should have had the post. Eventually, in fact, bickering over who deserved the most credit for bringing about education change erupted among the partisans of Mann, Carter, Brooks and Everett.30

The secretary-elect replied on June 30:

I received your communication last evening informing me that I had been elected their “Secretary” by the Board of Education. I accept the office with gratitude, but at the same time, with such a consciousness of my inadequacy, as inspired me with the most strenuous desire that the Board will give me their constant guidance & cooperation in the discharge of its duties.31

With the administrative framework in place, it was not long before the board took action to establish teacher training institutions. On January 2, 1838, the following annotation appears in the minutes: “Resolved that the Board of Education recommend the passage of a law, providing some plan for qualifying school teachers more perfectly for their arduous & difficult duties.”32

By April 14, Mann was writing to Caleb Cushing, who was a Massachusetts congressman and served as attorney general in the Franklin Pierce administration:

Some weeks since a munificent gentleman offered $10,000 on condition that the state would give the same sum to be expended under the direction of the Board, in qualifying teachers for our common schools. The state has doubt with the proposition, but $20,000 can do but little towards so great a work.33

On April 19, the board minutes record an appropriation of $10,000 to finance the project along with the $10,000 provided by an individual.34

The date was not lost on the board members, the legislators and the public, as April 19 was a very significant date in Massachusetts history. It was on that historic day that “The Shot Heard Round the World,” marking the beginning of the American Revolution, was fired at Lexington and Concord. An executive committee was appointed to supervise the expenditure of the funds. While this private donation may seem unusual, a similar process occurred in Connecticut where Seth J. North, a wealthy merchant, pledged $6,000 to build a normal school in New Britain, if the state would match the funds.35

In the Massachusetts records, the reference to an “individual” was a device to shield the donor’s identity, since he wished his contribution to remain anonymous. While board members and legislators obviously knew the money was given by Edmund Dwight, it was not until shortly before his death that his role became widely known. Dwight was born in Springfield, Massachusetts, on November 28, 1780, and graduated from Yale in 1799. He also studied law and spent two years in Europe. Returning to the United States in 1804, he formed a partnership with James K. Mills; the partners employed about 3,000 workers in their firm operating cotton mills, machine shops and calico printing works.36

Dwight was also active in promoting railroads, and that activity, as well as the management of his factories, brought him into contact with many laborers. That connection caused him to have a lifelong commitment to upgrading the common schools. He was also familiar with the ideas of the leading reformers, including Victor Cousin. Dwight’s zeal for education change made him a logical choice for a seat on the board of education.

Not surprisingly, questions remained even after the board had determined to establish schools for teacher training. Among the most salient: should
there be one school or several? If several, where should they be located? Should the schools be coeducational or limited to a single sex?

Since many towns recognized the benefit of having a school located within their borders, a great deal of competition and rivalry surfaced. Horace Mann had visited the town of Plymouth, and Jared Sparks had gone to Wrentham, each to discuss the matter with concerned citizens. On May 30, a delegation from Plymouth attended the board meeting to make their presentation, after which the board voted to establish a school in Plymouth County for a period of not less than three years, although the exact location was to be determined.37

The board also made it clear that any town housing a normal school would incur costs, perhaps as much as $10,000. In a gesture reminiscent of Dwight’s earlier donation, Ichabod Morton – one of the founders of Brook Farm and father of Abby Morton Diaz who was a member of the first class at the Bridgewater Normal School – stepped forward and offered to personally pledge $1,000 if the Plymouth County towns would provide the rest. The board had also told the Plymouth County delegation they probably favored a single-sex school, although they added that the views of friends of education on this issue would undoubtedly be decisive. The board also indicated that a school designed for about 100 students should be sufficient to produce enough teachers to meet the county’s requirements. Many towns had indicated that if they made the investment, they expected to have some control over the institution, but the board also made it clear that the board would choose the teachers, select the curriculum and design the general rules governing the school. Since the school was to open on a three-year trial basis, it was decided that if it should close, then the property would revert to the original owners.38

The climax of the activities to obtain popular support in Plymouth County was a meeting in Hanover on September 3, 1838. Mann and Everett attended as did John Quincy Adams and Daniel Webster. Charles Brooks had also invited Connecticut education reformer Henry Barnard to participate “in this holy and philanthropic cause,” but Barnard was not able to be there.39 Mann and fellow board member Robert Rantoul traveled on horseback to the Episcopal Church where the meeting was to be held. In the morning, Mann addressed the gathering, and after lunch, Brooks presented a resolution calling on the county towns to raise sufficient money for a building and fixtures.40

But it was Adams and Webster whom many had come to hear. The former president was still serving in Congress and was widely admired for his strong antislavery stance and defense of free speech against Southern attempts to suppress petitions that criticized slavery. According to accounts, Adams had come to the meeting undecided about the merits of education reform, but after hearing the speeches, he concluded that the resolution “could not but find favor with everyone who will examine and comprehend it.”41

Webster was the final speaker. In fact, Mann, believing that the audience would not leave if Webster was still to speak, had instructed Nathaniel Davis, the chairman of the meeting, to schedule Webster’s remarks at 5 pm. Webster did not disappoint Mann’s expectations; he told the audience that a normal school, “If it be an experiment, it is a noble one, and should be tried.” When the question was called, the resolution passed by acclamation. The Reverend Thomas Robbins offered a prayer, calling on the descendants of the Pilgrims to “go forward in improvements which are to elevate and bless all among generations.” With the singing of “Old Hundreth,” the meeting adjourned.42
Mann left for Worcester the next day believing that “... it was indeed a great day for the cause of common schools,” but his optimism was premature. Local jealousies immediately came into play, and a number of town meetings refused to appropriate funds without a guarantee that the school would be situated at their location. Everyone wanted the school for the prestige it would bring, but only if it wouldn’t cost too much. Learning they had to foot the bill, many voters lost their zeal. Both Plymouth and Middlebro witnessed a drop in interest, although it appeared that Bridgewater still maintained the enthusiasm as well as the funds.

While the initial zeal expressed by Plymouth County might have led to its being chosen as the site of the first American normal school, the inability of towns to guarantee funds or to settle on a location resulted in a lost opportunity. The board had expressed its belief that, ideally, a normal school should be built in each county, but given the limited funding available, this was not feasible. Finally, the board determined to open three or four schools in different geographic locations. Otherwise, they reasoned, the expenses of travel and boarding might discourage students from attending a school too far distant from their homes. The board also believed that the public would not accept one school if it were restricted to a single sex. In addition, board members seemed hesitant to risk the success or failure of the entire experiment on only one institution.

Towns in other regions of the state had also petitioned the board for a teacher institution. On December 27, 1838, Dwight, who was a member of the committee to designate the number and location of normal schools, recommended that a normal school be opened in Lexington. The board had adopted the name “Normal School” at its meeting of June 1. A motion was made to draw warrants on the treasurer for money to meet the expenses of the school. The location was designed to serve Essex and Middlesex counties and the northeastern part of the state.

Regulations were adopted that would also apply to subsequent normal schools. Candidates for admission must be at least 17 years old if male, 16 if female. Even though the board members apparently believed that a three-year course of study was the ideal, they realized that few students would attend for that long a period. Therefore, as a practical matter, a certificate would be awarded to those who successfully completed one year of schooling.

The course of study was designed to accomplish two objectives. First, students would be more firmly grounded in the branches of learning usually taught in the common schools, as well as additional subjects that would be useful to a common school teacher. Second, students would be instructed in the principles of teaching and would be given an opportunity to practice teach in a model school. While no specific religious denomination would be favored, the board made it clear they expected that common aspects of Christian piety and ethics would be incorporated into the curriculum and that a portion of the scripture would be read daily.

With the Lexington site assured, the board voted on June 21, 1839, to appoint Cyrus Peirce of Nantucket to head the school at a salary of $1,500 plus $300 for moving expenses. Peirce accepted the position and commented, “I had rather die than fail in the undertaking.”

The new principal, whom his students referred to as “Father Peirce,” was born in Waltham, Massachusetts, in 1790. Parenthetically, principals of normal schools were often given a fatherly designation well into the 19th century. Albert Gardner Boyden, in a similar manner, was called “Pa” at Bridgewater, which suggests that the principals were often viewed as substitute fathers.
Peirce had attended a district school, an academy and then Harvard, from which he graduated in 1810. He taught at Nantucket and then returned to Harvard to study for the ministry, becoming pastor of a church in North Reading. In 1831, he returned to Nantucket where he first taught at a private school and then took charge of the high school.

In his capacity as education secretary, Horace Mann met Peirce on one of his visits to check on the public schools and was struck by both his teaching skills and his educational expertise. It is not surprising that he backed Peirce to be the principal at Lexington.49

The townspeople contributed $1,000 for a library and apparatus, and Lexington Normal School opened on July 3, 1839, in a room of the academy building. The original structure still stands on one corner of Lexington Green, close to the site where American militiamen first confronted British soldiers in April 1775. The school was for women only, and unlike Bridgewater, which opened the following year, a boarding house was provided.

The beginnings were rather inauspicious as only three young women appeared at the opening, although the school enrolled 21 students by the end of the first year.50

While a great deal of general debate about the merits of single-sex or mixed schools existed, Peirce apparently had no qualms about a school devoted exclusively to women. His assistant Mary Swift quoted him as saying:

That he was now entering upon his thirty-third year of school teaching, and that invariably, the girls had excelled the boys in all the schools which he had taught.

He said that it was argued by some, that the female mind was brighter in early life, but retrograded afterwards. Mr. P. thought it was because the same advantages were not given to women, as to men.51

While he had no problem instructing women, Peirce often expressed disappointment with his students. The principal kept an extensive journal that offers a great deal of insight into the problems faced by the normal school pioneers. Although there is no evidence that either Samuel Newman at Barre or Nicholas Tillinghast at Bridgewater kept a similar journal, it would seem likely they experienced comparable problems. The fact that Bridgewater, unlike its sister institutions, lacked a boarding house, made the Bridgewater situation somewhat different.

Among Peirce's complaints were that students lacked prior preparation in subjects such as algebra, grammar, geography, arithmetic, reading and spelling. On May 18, 1840, he noted in despair:

It is a great detriment to the School that pupils come so ill prepared in the Common Branches. Some of them seem to have been out of school until they have grown rusty; and it requires much time and labor to scour them up and make them bright.52

He also deplored the lack of books, adding, “Would that some kind benefactor would relieve our wants!” Peirce also criticized his students' study habits and wrote that because of this, “My heart is heavy, and my hands hang down.”53

Peirce was also forced to deal with breaches of conduct both in the classroom and the boarding house. In March 1840, he wrote, “Heard that the young ladies of the Normal House had again been disorderly – in regard to hours and noise. This greatly discourages me.”54 A July 14 session was described in the following manner:

Some of the young ladies are guilty of such departures from order and honest, upright conduct, as are truly painful. Such as offering up themes for Composition which another person wrote reciting lessons from books, slate or paper which they have not learned,
and leaving their seats to talk when they have no leave...\textsuperscript{55}

Peirce also noted with concern that once the board established the school, he was left to his own devices. On January 22, 1841, a journal entry notes that he wanted more visitors, and that he had only been visited by the board once every six months. When Horace Mann and Samuel Gridley Howe, an advocate of education for the blind, came to Lexington on February 19, Peirce noted almost sarcastically, "quite a thrilling time."\textsuperscript{56}

An examination of Peirce's journal reveals his comments about visitors are not entirely fair or accurate. Almost from its inception, the board had determined it would be difficult to have the entire membership involved with each institution. Therefore, they selected two or three members along with the secretary to serve as visitors who would have general oversight of a specific institution. The duties of the visitors included supervising the administration of the schools, directing examinations for admission and graduation, advising the principal on matters of discipline, submitting estimates of appropriations and reporting on the state of the schools at least once a year. This system lasted until a major reorganization of the board in 1909.\textsuperscript{57}

While the visitors were busy men in their own right and did not come to the school as often as Peirce might have liked, he recorded numbers of visits by Mann, Howe and George Emerson.\textsuperscript{58}

Other prominent individuals also came to observe and to learn from the Lexington experiment. Governor Everett spoke on October 16, 1839, discussing such issues as the necessity for upgrading teachers' skills and the importance of the model school. Other visitors included Henry Barnard from Connecticut and Bronson Alcott, father of Louisa May, who ran an academy and lived in nearby Concord. Alcott chided Peirce for being impatient about achieving results, which caused Peirce to write, "It is not often I suppose that a teacher receives a rebuke from a visitor in the presence of his own school."\textsuperscript{59}

In February 1840, Nicholas Tillinghast, who was soon to be the principal at Bridgewater, sat in on classes and kindly pointed out one or two errors in the algebra recitations. Peirce indicated that the scholars were somewhat embarrassed by Tillinghast's presence, although Peirce noted on February 7, "Mr. Tillinghast left us this afternoon; he has the seeming [making] of a good mathematical scholar."\textsuperscript{60}

During his tenure, Peirce had many duties, not the least of which was teaching 17 courses in different subjects as well as developing the professional education courses. He also developed the model school, where he taught demonstration lessons and critiqued his students. Since funds were lacking, he even served as a janitor, shoveling snow and tending the fires.

Worn out by his labors and with his health declining, Peirce resigned to return to Nantucket, writing to Mann, "And now my dear Sir, let me go. I have done my work for the Normalty."\textsuperscript{61} He did return as principal from July 1844 to May 1849, but by then the school had moved from Lexington to West Newton. Mann had induced Josiah Quincy Jr. to secretly purchase and donate a building to the board, and the citizens had contributed $600 toward furnishings. In 1852, the board accepted an offer to move the school to Framingham. A new building was dedicated there in 1853, and the school has remained in Framingham since that time. Peirce, who later became an assistant in an academy that stood on the West Newton site, died on April 5, 1860.

The second normal school was opened to serve the western part of the commonwealth. On March 13, 1839, the board met with a committee from the
town of Barre. As they had done with Lexington, the board set certain conditions, such as the enlargement of the boarding house, partition of the schoolroom and provision of $500 to purchase apparatus and outfit the library.\(^{62}\)

On March 14, Charles Hudson, Emerson Davis and George Briggs were selected to be visitors, although in June, William Bates replaced Davis, since his term had expired. The board authorized the visitors to supply assistants and to take all other necessary measures to put the school into operation. Hiring a principal was authorized under the same terms as at Lexington.\(^{63}\)

However, at Barre, securing a principal proved to be a difficult task. The first choice – the Reverend Jacob Abbott – indicated that the salary of $1,500 was acceptable, but that he required further time to make his decision. On March 27, he informed the board that he declined their offer, although authorization was given to meet with the minister to see if he might accept a position at one of the other schools.\(^{64}\)

Next, the board turned to the Reverend Samuel Newman, professor at Bowdoin College, and offered a salary of $1,250 and $300 for moving expenses. Newman declined, but indicated that if they raised the salary to $1,400 he would enter on his duties September 1. The negotiations illustrate a problem that continued throughout the history of the normal schools – a lack of adequate funds to attract and retain qualified personnel.

Newman was born in 1796 and graduated from Bowdoin College in 1817. He served as professor of rhetoric at his alma mater from 1824-1839 and also a number of years as acting president. He was the author of a well-known book on rhetoric.\(^{65}\)
The Barre Normal School admitted both men and women and, like Lexington, maintained a boarding house, but the general situation was much different from what Newman was accustomed to at Bowdoin. The Maine school had a relatively stable population of students who remained for several terms before they received their diplomas, but most students at Barre remained a single term of three months and then left. With their newly acquired skills, they could obtain a higher salary than their completely untrained competitors. Newman complained to Mann that the school could not produce good teachers unless they could be induced to remain long enough to derive the essential benefits of the school.66

An anonymous writer, who claimed to be a member of a local school committee, spelled out the deplorable conditions of the boarding house:

Profane swearing has been generally practiced among the male members of the school. Four of them are real intemperate swearers and have proved a great annoyance to the few who hold this practice in abhorrence ... the requirement to attend public worship on Lord’s Day has not been carried into effect, but instead thereof it may be said, that, as a general thing, the scholars stay at home and study as on other days.

He added that if these were the future teachers for the common schools then his prayer was “God Save the Commonwealth of Massachusetts.”67

Unfortunately, the fortunes of the Barre school suffered a blow when its first principal died in February 1842. The school was temporarily closed, and since Barre was not close to major transportation links, a decision was made to move the institution to a location accessible to the railroad. The normal school reopened at Westfield on September 4, 1844, in the Westfield Academy building and was later transferred to the town hall. A new building was dedicated on September 4, 1846, and the school has remained at Westfield ever since.68

With the normal school system in operation, the board’s attention shifted once again to the original proposal to site a normal school in Plymouth County. On March 26, 1839, after the board had voted to locate a school there, the Legislature passed an act incorporating “Artemas Hale, Seth Sprague Jr., Ichabod Morton, Silvanus Bourne, Areid Thompson and their associates and successors, by the name of the ‘Plymouth County Normal School in the County of Plymouth.’”69

Of this group, Artemas Hale deserves particular mention. Hale, who was born in Winchendon, Massachusetts, in 1783, received a rather limited education in a village school, but hard work and self-education prepared him to teach in a school in Hingham. In 1815, he married and moved to Bridgewater. While Hale considered himself primarily a farmer, he eventually became one of the wealthiest men in Bridgewater through his involvement in railroad building, real estate investment and other commercial enterprises.

As one of the leading citizens of Bridgewater, Hale played a principal role in bringing the school to the town, although eventually he would serve Massachusetts in an even wider capacity. He was a longtime state representative and senator and represented the Ninth Congressional District from 1845-1849. Hale served with John Quincy Adams, Horace Mann, Daniel Webster, Sam Houston and Abraham Lincoln, among other legislators. When he died on August 2, 1882, at the age of 98, he had been involved for over four decades with the normal school that he had worked so diligently to establish.70

The act that created the corporation had provided that once proper buildings and other necessities had been established to the board’s satisfaction, the board could occupy the premises.
and maintain a normal school as long as the corporation incurred no expense. In the meantime, the corporation would have authority as guardians of the property.\textsuperscript{71}

The corporation chose Hale as president, Thompson as secretary, and Samuel J. May as treasurer. May would later serve as principal of the Lexington Normal School. The corporation then endeavored to raise the $10,000 that had been pledged and solicited Plymouth County towns for their contributions. However, only Plymouth, Duxbury, Marshfield and Abington agreed to honor their previous commitments.

The corporation trustees then held a number of meetings throughout the county, usually attended by one or more members of the board of education, where local clergymen and others spoke about the virtue of enhancing the common schools by elevating teacher education. When only about $8,000 was raised, the trustees stipulated that the town where the school would be located must make up the difference. Plymouth, Bridgewater, Hanover, Kingston, Plympton, Halifax and Middleboro agreed to this condition.

Since Hale was such a vigorous booster for Bridgewater, the trustees opted to avoid any appearance of a conflict of interest by appointing a committee of distinguished citizens to make the final decision. Samuel Hoar, Robert Rantoul and James G. Carter were selected for this purpose. The committee members met on March 24 and, over the next couple of days, visited all the potential sites and finally narrowed the choice to Plymouth, Middleboro and Bridgewater. On May 28, Rantoul reported to the board that public interest was best served by establishing the school in South Bridgewater. At the same meeting, the board interviewed Hale, who offered his assistance on behalf of the town in setting up the school.\textsuperscript{72}

However, the matter was still not settled, since a number of towns that had lost out on the site of the normal school refused to honor their monetary commitments, while still other towns noted that they had agreed to provide money only if the entire $10,000 subscription were raised.

Once Hale left the meeting, the board, rather than beginning the process over again, voted to establish the school at Bridgewater for a term of three years. In return, the town must allow the school the use of the town hall for classrooms and provide $500 to outfit a library and purchase other necessary apparatus. In short, the citizens of Bridgewater had won the prize, but now they must bear the cost. Since there would not be a boarding house, the board decreed that lodging must be provided within a reasonable distance of the facility at a cost not exceeding two dollars per week. Thomas Robbins and John James, along with Horace Mann, were appointed visitors.\textsuperscript{73} Nicholas Tillinghast was chosen unanimously as principal at a salary of $1,400 plus $100 for any loss he might sustain due to his change of employment.

The numerous problems and delays encountered in Plymouth County meant that the Bridgewater Normal School would be the third such institution to open in the United States. However, unlike its counterparts at Lexington and Barre, when the school opened in the fall of 1840, it had found a permanent home.
“I earnestly hope…that when you both look back over this (teaching) portion of your lifes (sic), you may recall with deep delight the remembrance of this mind being turned from false to true, of that life changed from evil to good, of this character grown up into strength and purity through your influence.”

NICHOLAS TILLINGHAST IN A NOTE TO RICHARD EDWARDS AND ALBERT GARDNER BOYDEN

DECEMBER 15, 1854
Nicholas Tillinghast (1840-1853)

“Now, my dear Sir, with a new house, a large school, which in my judgment will not average less than sixty, and every prospect that the ship is launched, I request you earnestly to seek some one to take my place.”

Nicholas Tillinghast to Horace Mann, August 7, 1846

Bridgewater’s beginnings were hardly much more auspicious than Lexington’s. On July 8, 1840, Artemas Hale had written to Horace Mann:

I have so far succeeded in complying with the vote of the Board of Education in relation to the establishment of the Normal School in the town, as to feel authorized to say that the sum required will be raised, and the alterations in the Town Hall made ... to have the school commence on the 1st Wednesday in September. We wish to know as soon as possible what the Board will require to be done ... I have written to Mr. Tillinghast and requested him to come and give his views as to the measures in which the Town House should be fitted up.¹

In light of Hale’s assurances, the visitors – Governor Marcus Morton, Thomas Robbins and J.W. James – met on August 4 and took a number of actions. They voted to give Tillinghast, as principal, the authority to prepare the town house under their supervision and provided him with $500 to furnish a library and secure apparatus. The school would start on the second Wednesday of September, rather than the first, with enrollment open to both sexes.

Tillinghast was instructed to publicize the opening. The academic year would consist of four terms of 11 weeks, and no pupil would be admitted for less than two terms; no one would be recommended as a teacher who had attended less than one year. Finally, the visitors requested that Governor Morton give an address at the school’s opening.

Bridgewater opened its doors on September 9, 1840, on the current site of the Church of the New Jerusalem, with the first class comprised of seven men and 21 women. The old town hall was a one-story-high structure, 40- by 50-feet, and rested on a brick basement that served as a residence. In an unusual arrangement, the occupant of the building owned the basement and lot, while the town owned the hall. At the end of three years, the town sold the hall and for the next three years the school rented the building.

The recitation area consisted of one large room divided by a plain wooden partition that could be raised or lowered to provide either two small class-rooms or one large one. Another small room housed apparatus and a women’s dressing room. The desks, made of pine, had been constructed by a local craftsman; each desk was attached to the one behind it.²

If the history of Lexington is intertwined with the name Cyrus Peirce, the same is equally true of Bridgewater and Nicholas Tillinghast. Indeed, Tillinghast’s 15-year tenure as principal probably produced an even greater and longer-lasting legacy, as Bridgewater graduates, the so-called “sons
CHAPTER 2

THE PIONEERS: Tillinghast and Conant

(and, in some cases, daughters) of Nicholas’ eventually spread the Bridgewater influence to many other states.

Nicholas Tillinghast was born in Taunton, Massachusetts, on September 22, 1804. His father was a prominent member of the Massachusetts bar and well connected politically. Unfortunately, he died when Nicholas was only 14, prompting the young man to leave Bristol Academy, where he was studying to serve in a lawyer’s office. Even before his death, the elder Tillinghast’s economic fortunes had taken a downward turn, and if Nicholas wished to further his education, he would need to find the financial means to do so. One possible avenue was an appointment to the Military Academy at West Point, since the school did not charge tuition.3

Massachusetts representative, Marcus Morton, a lawyer and friend of Nicholas’ father, recommended his appointment to Secretary of War John C. Calhoun. Since Morton and Calhoun had been classmates at Tapping Reeve’s law school in Litchfield, Connecticut, Morton had every reason to believe that his recommendation would be honored.

On February 4, 1820, Morton wrote to Calhoun:

Nicholas Tillinghast of Taunton in the state of Massachusetts, the person to whom I alluded, I have known from his infancy. He was fifteen years old last September; has been educated with great care; is industrious & correct in his habits, possesses talents of extraordinary promise and has literary attainments very uncommon for a person of his years.

His family and connections are respectable. His father who was a man of distinguished talents and reputation, has recently deceased, and left this son with a mother and many other younger children in a destitute situation.

He added, “The lad is in every respect remarkably promising; and I shall be greatly disappointed if he does not become a useful and distinguished man let him be placed in whatever situation he may.”4

Tillinghast received his appointment letter and replied to Calhoun:

I received on the 23rd inst. an appointment as a cadet in the Military Academy West Point with orders to signify immediately to the War Office my acceptance or non acceptance of it. With the approbation of my mother and friends I accept the appointment and hold myself ready to obey the further orders of your department.5

According to academy records, Tillinghast, who was only 15 years and eight months old when he enrolled, attended West Point from July 1, 1820, to July 1, 1824, when he graduated 14th in a class of 31 and was commissioned a second lieutenant in the 7th Infantry. His class rank was considered to be very respectable, particularly given his young age. He served at Fort Gibson, Indian Territory, from 1825-1827, and returned to the academy from 1827-1834, where he was employed as an instructor, first as an assistant professor of chemistry, mineralogy and geology, and then as assistant professor of geography, history and ethics.

During most of Tillinghast’s tenure at the academy, Sylvanus Thayer, the father of West Point, was the commandant; Robert E. Lee was one of Tillinghast’s well-known students. He also likely taught future Confederate general, Joseph E. Johnston, who attended at the same time as Lee, but this is impossible to verify since many of the early academy records were destroyed in a fire in February 1838. In 1830, Tillinghast was promoted to first lieutenant and in 1835 to captain, 7th Infantry. He returned to Fort Gibson from 1835-1836, where he commanded a company, but resigned his commission on July 31, 1836.6
After his military career, Tillinghast returned to Boston where he taught in a private school and utilized his mathematical skills to prepare young men for admission to West Point as well as careers in engineering. He also taught for a time in the Boston English High School, where he came under the influence of a Mr. Sherwin, the principal of that institution.7

It is not entirely clear how he first came to the attention of Horace Mann, but Tillinghast became the education secretary’s choice as Bridgewater’s principal long before the school’s opening. To prepare himself, Tillinghast joined Samuel Newman as an assistant at Barre. According to Richard Edwards, who both studied under and then served as an assistant to Tillinghast, the future principal utilized his time at Barre to experiment with the best teaching methods and to prepare a series of lectures for future use. Despite his successful military background, he often expressed doubts about his fitness to be a normal school principal, and so he worked tirelessly to prepare himself for what he believed would be a daunting undertaking.8

Mann apparently hoped that Tillinghast could come to Bridgewater in late 1839. However, Tillinghast replied on December 3 that while this would be agreeable if it was acceptable to Mr. Newman, Tillinghast’s sister was extremely ill with consumption and might not survive. Thus his family situation precluded him from leaving immediately.9

In July 1840, he was still in Barre, writing to Mann:

I shall go to Bridgewater on the following Monday – I rec’d a few lines from Mr. Hale requesting me to come on. I intend going out to Lexington again, & should be glad if circumstances would permit my passing a week there. I trust I shall meet you sir during my vacation; if you remain at Wrentham I shall go out there for that purpose.10

Nicholas Tillinghast, the first principal of the Bridgewater Normal School, was born in Taunton, Massachusetts, on September 22, 1804. He attended West Point (1820-1824), taught for a time at Boston English High School and, prior to his Bridgewater experience, served as an assistant to Samuel Newman, principal of Barre Normal School in Massachusetts. A pioneer in education reform and a formidable leader, Tillinghast guided Bridgewater Normal School through its first 13 years. In March 1851, after serving for 11 years, he wrote to Henry Barnard about his vision of the ideal normal school based on his experience. An education reformer himself, Barnard was instrumental in establishing Connecticut’s board of education as well as initiating the first teachers institutes as early as 1839. Tillinghast wrote:

My idea of a normal school is that it should have a term of four years; that those studies should be pursued that shall lay a foundation on which to build an education. The teacher should be so trained as to be above his textbook. Whatever has been done in teaching in all countries, different methods, the thoughts of the best minds on the science and art of instruction, should be laid before the neophyte teachers. In a proper normal school there should be departments, and the ablest men put over them, each in his own department.

Tillinghast’s resignation took effect on June 28, 1853. He died on April 10, 1856 and is buried in the Mount Prospect Cemetery in Bridgewater. The inscription on the grave monument erected by his students reads: “His purity of heart, independence of mind, elevation of soul, exhibited the value of the truths which he taught.”
The new principal faced a number of challenges in opening and operating the school. In January 1841, as the number of admitted students gradually increased, the board authorized the visitors to employ an assistant whenever they deemed it to be expedient.\textsuperscript{11} Tillinghast wrote to Mann, “I attempted to hear the recitations of all the scholars myself, but found it impractical and some well qualified assistant must be found or the school will lose its standing.” However, his search for an assistant was complicated by his adamant refusal to comply with the visitors’ suggestion that he hire a woman, since female students outnumbered males in the student population. While, as noted, Cyrus Peirce had praised his female students, Tillinghast left no doubt as to his feelings about a woman teaching young men:

I now have fifty one pupils and if I had a female assistant she would have to hear the young gentlemen recite, or otherwise the additional number of classes to be made would destroy almost all the advantages of an assistant. I cannot think it would be agreeable to any lady to hear grown up young men recite, & that in some subjects they might be as familiar with as she. With so large a school therefore, I think a male assistant preferable, & at any rate it would be proper that the assistant should know how the classes are constituted, & that some of the young men are twenty-five yrs. old.\textsuperscript{12}

In May, he added, “… it would be preposterous to give any woman that I have ever seen the duty of instructing the young gentlemen of this school in some of the branches that I wish an assistant for.”\textsuperscript{13}

Tillinghast did hire male assistants beginning with Thomas Rainsford in March 1841, but despite his reluctance to hire a female, the principal was not always pleased with his male teachers. Rainsford only lasted three months. Tillinghast provided Mann with a candid assessment: “I ought to say to you – officially and in entire confidence – that Mr. Rainsford does not seem to be the person for the school.” He added, “I did not engage Mr. Rainsford for any definite period, & were it not physically impossible to hear all the recitations I would discharge him tomorrow.”\textsuperscript{14}

Even when Tillinghast was able to secure assistants who met his rigorous standards, it was difficult to retain them because of low salaries and limited opportunities for advancement. He was very pleased with Christopher Greene, who taught from March 1845 to March 1847, noting that if Greene left he would be crippled in the teaching of enunciation, drawing and the elements of music. Nonetheless, he added, “I cannot hope he will stay, for I wish him to do better, but I should be at a loss to supply his place.” Greene eventually did leave Bridgewater to work as an agent for the board of education at a salary of $1,000, far more than he could ever hope to make as a teaching assistant, whose yearly salary could be as little as $300 or $400.\textsuperscript{15}

As a means of supplementing the teaching done by the assistants, the board adopted a policy of hiring specialists to provide additional instruction. This was possible, in part, because wealthy individuals continued to provide funding, sometimes bequeathing money to the school in their wills. One of the most significant contributors was businessman and philanthropist, Henry Todd, who stipulated on his death that an amount of slightly over $10,000 should be applied to support the normal schools. The board utilized the interest to employ Arnold Guyot to give a series of lectures in physical education and Mr. W.J. Whittaker to do the same in drawing. Additionally, the board employed such internationally known figures as Lowell Mason for music instruction and Harvard professor, Louis Agassiz, for geology.\textsuperscript{16}

As principal, Tillinghast also had to deal with
more mundane issues, such as record keeping. While it was not until 1845 that the board clearly spelled out a policy requiring the principal to submit an account of his expenses for the term to the visitors, who in turn would approve and submit them to the state treasurer for payment, it was clear from the beginning that the board expected the visitors to control expenditures.\(^\text{17}\)

In 1841, a controversy arose over the payment of a bill submitted by a Mr. Leach who had been hired to perform work in the classroom, including constructing new desks and hanging doors. The visitors had authorized an expenditure of $75. Leach had begun the work while Tillinghast was away, probably on a break between terms. Leach claimed he had been given no limit as to cost and submitted a bill for $107.36. Tillinghast paid Leach the $75 that had been approved, but as late as May, he was still contacting Horace Mann in an attempt to get money to pay the balance. In a letter to the secretary, he summed up the precarious state of his accounts: between Leach’s charges and books for the library, he had only $130 left of the original $500 that had been provided to purchase apparatus. In despair, he added, “It does not seem to me that there is the slightest chance of getting any more money raised here for the fitting up of the school rooms – or indeed, if I may express an individual judgment, for any other object connected with it.”\(^\text{18}\)

The need to advertise, both for students and for assistants, also drained the meager resources. The visitors had given general guidelines about advertising and had instructed the principal to consult with Artemas Hale, but since a large amount of available monies had already been spent, Tillinghast sought guidance as to which newspapers should be used to run the ads. In 1846, after the school had been in operation a half dozen years, many prospective students and parents still did not realize that the
school was free, for as he noted, “Some have come here with their daughters expecting to pay tuition.”

Tillinghast also expressed concern about any extra, unexpected expenses students might incur and the effect this might have on enrollment. Although the town had guaranteed board at $2 per week, some landlords were charging $2.20, which, while it does not sound much by modern standards, might have prevented some students from attending. Providing books to students raised similar concerns. For a large part of Bridgewater’s history, students were not charged for books, and when Tillinghast initially brought up the matter, the board refused to act. He notified Mann that he had already personally spent $100, which was all he could afford, and that when he had gone to some local gentlemen with the problem, no one had offered to assist him with a contribution.

Like his counterparts at Lexington and Barre, Tillinghast often complained about lack of support from the board of education. On May 26, 1841, he wrote to Horace Mann, “I finished yesterday another examination; and am sorry to add without the presence of any member of the Board.” He apparently believed that if the students perceived that the visitors took no interest in the institution, then this would be detrimental to morale.

He was also well aware that since normal schools were an experiment, the public would judge their success or failure by the graduates who taught in their local public schools, whether those graduates had attended Bridgewater for a few weeks or for a year or more. Since the visitors had been tasked with overseeing entrance exams and the quality of those pupils admitted, he lamented, “... I wish that my terms might be so arranged that the close & commencement could fall at times less convenient to the visitors than has yet been the case.”

In discussing entrance examinations, Tillinghast expressed his personal preference that the Massachusetts normal schools should follow the Prussian example and not have public examinations for female students, although he conceded that the board had decided otherwise. In fact, although his original letter does not survive in the board records, in 1844 he asked the board to reconsider its policy of having mixed-sex schools. The board called for consultation with the Westfield principal and postponed any action to a future meeting. Ultimately, the board decided to continue with its original policy, although Salem Normal School, which opened in 1854, was restricted to women only.

Tillinghast did not abandon the idea, however, and near the end of his tenure in May 1852, the board referred his request for the segregation of sexes in the normal schools to a committee, apparently hoping the issue could again be buried by sending it to be studied.

Another point of contention was the establishment of a model school, which the board had determined essential for training teachers. Many students who had previous teaching experience saw no need to demonstrate their skills, and this created the impression that the principals were equally unenthusiastic about the model school. However, Tillinghast’s correspondence reveals that as far as he was concerned this was not true.

Since the model school directly affected the town’s children, one might assume there would be close coordination between Bridgewater and the normal school, but this was not the case. At one point, Tillinghast informed Mann that a town school building was being constructed, about which he knew very little. Apparently, part of his concern involved the fact that the seats were made for two pupils, and he did not find this arrangement conducive to instructing children. Since he was familiar with the model school at Lexington, he indicated
that he wished to follow Cyrus Peirce’s example that students should number no more than 30 and be between the ages of 8 and 10. He also requested the board to prescribe the books to be used – apparently to avoid the religious controversies that often raged over selection of textbooks – and to authorize the principal to remove students for lack of attendance or other cause. Further, he reminded the education secretary that there were no funds to furnish the model school with apparatus, and since he again doubted that he could find local assistance, he asked that the visitors address the issue.25

In February 1843, Tillinghast wrote to Mann about the model school:

I am very much gratified at the condition of our model school, age of the scholars from 5 to 8 is not the most favorable. — I wish to pay the teacher, shall I include the part of her salary that the board pays in my account? It amounts to $46.67 — You will oblige me by answering this enquiry soon—26

Ultimately, in 1850, the model school was discontinued. As previously noted, many of those who had teaching experience believed that the school was a waste of time, while those who had never taught did not embrace the idea of practice teaching. Adding to the controversy, numerous Bridgewater parents were not enthusiastic about their children being “experimented with,” and they did not wish to pay the tuition fees to subsidize the teachers’ salaries. Under Tillinghast’s successor, Marshall Conant, the normal students recited their lessons and were critiqued by the principal and their classmates.27 The board, however, continued to emphasize the importance of a model school, even though Bridgewater would not have such an institution again for several decades.28

Although Tillinghast remained at Bridgewater until 1853, it has long been known that he tried to resign in 1845, discouraged that the board had ignored his numerous pleas to strengthen regulations regarding student attendance. However, records reveal he actually first sought to leave his position after heading the school for slightly over a year. Had he left this quickly, his departure could have had an enormous impact on Bridgewater’s future history. On October 25, 1841, he wrote to Mann:

I hardly know how to introduce what I want to say. I wish you to remember my present state of mind to record the tone of all my communications to you & to reflect on the tone of this & not to attribute my request to pique, but a regard for the best welfare of the Normal School. I hope you will find someone properly qualified to fill this place & to let me know it that I may offer to the B of E. my resignation. I am painfully sensitive of my gross deficiency. I am alone, no creature will suffer for me — none need even unless you please know the cause of my leaving.

I beg earnestly that no personal considerations related to me may stand for a moment, as an obstacle to the onward progress of the Normal Schools.29

While the resignation letter is a bit cryptic, part of his despondency was personal rather than professional. When he accepted the position at Bridgewater, he was a rather confirmed bachelor at the age of 35, but, apparently, the board members strongly suggested that they preferred their principals to be married. When he decided to take 22-year-old Sophia Ritchie as his bride in February 1841, Samuel Newman wrote in a humorous manner to Horace Mann, “Friend Tillinghast, I hear, is about taking to himself a permanent assistant. Every school-keeper ought to have a wife & a good one too.”30 Unfortunately, Sophia died that October,
and in part of the October 25 letter, Tillinghast thanked Mann for his kind expressions of sympathy. Mann understood Tillinghast’s grief, as he had also lost his first wife; it is pretty apparent that Tillinghast’s state of mind about his personal tragedy was contributing to his doubts about his professional future.

Tillinghast remarried in 1848, wedding Ruby Potter, a member of the Bridgewater Class of December 9, 1840. Ruby had taught three and a half years at the model school. He announced his marriage to Mann, "As to myself I suppose, by your letter, that you are not aware that I shall be married in the course of the vacation …" In 1854, the year after he left the normal school, Ruby gave birth to their only child, William Hopkins Tillinghast. The second Mrs. Tillinghast died in 1860 from scarlet fever.

Tillinghast's second resignation attempt in 1845 came about over the board's refusal to require longer and more regular attendance on the part of students. By 1845, 116 of the 229 pupils who had attended Bridgewater had taught only one year or did not teach at all. The 1844 catalogue, in a paragraph obviously written by the principal, lamented, “It seems to be a prevalent error in the community that the attendance at Normal Schools will surely make good teachers – that any one ought to become an efficient instructor by remaining at these schools for a few months.” Tillinghast believed that such a policy was undermining the reputation of the school and on August 9, 1845, he wrote to Mann:

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 time less than a year. I felt it impossible for me to carry on the School effectively in the fluctuation to which it is subject, and therefore feel impelled, for the good of the School, to withdraw from my present situation.

This brought matters to a head, although again his resignation was refused. In May 1843, the board had established a school year of three terms totaling 42 weeks; in May 1846, less than one year after Tillinghast's second resignation attempt, the board mandated that students must attend for three consecutive terms.

The relationship between Tillinghast and Mann is an interesting and complicated one, and not just because of the principal's inclination to resign when he became upset. Close enough to discuss personal issues of marriage and death, they were also close enough to exchange some rather frank conversations about educational issues. Some of these involved such mundane matters as the best kind of blackboards. Mann preferred the walls of the classroom to be painted black, while Tillinghast wanted blackboards that could be hung and rotated and on which the lessons could be retained as long as needed.

Admitting that these boards were more expensive, the principal agreed to defer to the wishes of the secretary. They also corresponded about the rules of grammar and the doubling of consonants.

However, the exchanges could be much more candid. On one occasion, Mann regretted that neither Tillinghast nor his assistant, Christopher Greene, had visited him over vacation, saying in effect that if they liked him better they would visit more often. Tillinghast responded:

I do not know that this is intended to be taken in the plural; & of course Mr. G—'s feelings I cannot speak of--; but if you intended to include me I am sorry. There is no living person for whom I have a greater respect than yourself—. I feel your acquaint-
tance an honor; any intercourse with your mind, whether through your writings or through your conversation is always profitable to me; but your place of residence is entirely out of my round of visiting; & my vacations, except when business calls me elsewhere, are occupied with my family, & most intimate friends.—36

In the letter that referred to the death of his wife, Tillinghast responded to Mann's criticism that he spent too much time teaching mathematics and argued that Mann's critique was unfounded, since most of the students felt they were deficient in the subject. As to the secretary's suggestion that he devote less time to instruction in subject matter and more to the art of teaching, Tillinghast admitted that the point was valid, but that he had grave doubts about his ability to create good teachers.37

One of the most significant events in the early history of Bridgewater was the construction of a building to house the school, the first structure erected in America for this purpose. Today, a simple stone at the side of the main quadrangle facing School Street marks this historic location. Several factors influenced the construction of a new building. One was the gradual increase in student population. A major driving force, however, was the board's desire to reduce its expenditure for rent. The following notation appears in the board minutes of December 11, 1844:

...that in the opinion of the Board of Visitors arrangements for the accommodation of the Normal School at Bridgewater are not such as are needed; & that it will not be expedient to incur the expense for rent to which the Board is subjected in continuing the same at that place, unless better accommodations can be provided; or in case of an advantageous proposition to remove the school to any other place; & that the Visitors be authorized to take such action upon the subject as they may deem expedient.38

As can be seen from the minutes, the construction of a new schoolhouse once more opened up the question of whether the normal school should remain at Bridgewater or be located elsewhere in Southeastern Massachusetts.

In September 1844, Ichabod Morton, a member of the original corporation that had been responsible for selecting the Southeastern Massachusetts normal school location and who had originally offered $1,000 if the school were to be located in Plymouth, wrote to Horace Mann suggesting that since the three-year trial period had expired, the location of the school should be re-examined:

I went to Bridgewater with a thought in my mind to move the subject of a more suitable place for the accommodation of the Normal School. … Since that meeting I have written to Mr. Tillinghast to know what kind of building he wants & requested a brief outline of the plan & his estimate of the cost, as I have faith such a building could be built here (Plymouth) and given rent free for five years…39

Morton made the rather radical and probably unworkable proposal that no permanent location be set for the normal school, but that it should rotate periodically to various towns throughout the county, although this may have been part of a ploy to wrest the school from Bridgewater. Morton based his plan on the idea that many students could not afford to attend unless they could board at home. He believed that Plymouth was, therefore, the ideal location, as it could furnish more students than any other town in the county. Furthermore, those students who did come from a distance and required boarding could find adequate accommodations at a reasonable price in Plymouth. He concluded with this plea:
I will only add that I hope no decision will be at present made as to what place or building shall be occupied by the Normal School for one or two months until I may be able to make a proposal what we can do here and if you are prepared to say how long you wish to have the school in Plymouth providing it is removed here some time next year.40

Location of the school notwithstanding, if a new building were to be constructed, it would require private support. On May 28, 1845, abolitionist and future senator, Charles Sumner, attended a board of education meeting on behalf of a group of prominent supporters of public education to discuss the subject of permanent buildings. Sumner represented 45 citizens, including Henry Wadsworth Longfellow, who had met in Boston during the winter; Sumner had presented a petition to the Legislature to appropriate $5,000 for the construction of buildings at Bridgewater and Westfield, with a matching amount to be raised by donations. After Sumner left the meeting, delegations from both Plymouth and Bridgewater discussed the eligibility of the two towns as the site for the normal school. 41

The Legislature had already passed a favorable resolve on March 20, 1845; Sumner appeared at a subsequent meeting in July and indicated that if subscriptions by the cities and towns would be turned over to his group, then they pledged to raise $5,000. Sumner gave his personal bond to guarantee the amount. The board voted to accept the offer and to place the money in the hands of the treasurer so that it could become part of a normal school building fund. At this point, the name of the institutions was changed from normal schools to state normal schools.42

Tillinghast had already been asked by Sumner to check with the local subscribers, and on June 22, he wrote that the local contributions were assured: "Such arrangements shall immediately be made as will guarantee the payt. of the money at any time when required, & will be satisfactory to the Committee & the B. of Ed." In July, the principal invited Sumner to attend the alumni convention in August, which would be addressed by Charles Brooks. He added, "Will you be kind enough to extend this invitation to the gentlemen who acted with you in obtaining means of building here?"43

Although Plymouth had offered a bonus contribution of $2,000, the board ignored the monetary incentive and decided that based on Bridgewater’s former enthusiasm and financial support, the school would remain in the town. In the Ninth Annual Report, there is a notation that contracts had been signed and the work was proceeding rapidly. The board also rejected a similar bonus offer from the town of Northampton, leaving the Western Massachusetts school in Westfield and authorizing construction of a new building at that location as well.44

The board of education allocated $2,500 of the appropriation to Bridgewater with the town committed to raising the balance. Ultimately, the town contributed $2,000; individuals, including Artemas Hale, provided $700; and Horace Mann personally gave $700. Parenthetically, Mann hoped the subscriptions would be such that he would have most of his money returned. On December 16, 1848, two years after the building’s opening, Philo Leach wrote to him regarding some still outstanding bills, but added, "Any aid which I can give you to recover the amount paid by you I will cheerfully support."45 A citizen of Bridgewater, Colonel Abram Washburn, donated one and a quarter acres at the corner of School and Summer streets, and George B. Emerson offered to pay for the heating of the building and eventually provided an additional $700 for that purpose.46
The completed new building opened in August 1846, but not without some of the glitches that might be expected with such a project. Horace Mann apparently preferred an August 1 opening, but Tillinghast informed him that his timing was impossible; only by rushing might the builder finish by August 5, which was the opening date of the term. Another complicating factor was that alumni were holding their annual meeting on August 19. That date could not be changed since it had been set a year in advance, and the school did not have good lists of addresses or means to notify alumni of any potential change.47

Parenthetically, mention of the normal association demonstrates that early on Bridgewater had a very active alumni association. By 1842, 130 pupils had attended the school, and since they were widely scattered, it was not easy to contact them; a decision was made to hold a convention to bring alumni and attendees back to Bridgewater. The first meeting was held on August 3, 1842, with 99 former students attending. Both Principal Tillinghast and Secretary Mann addressed the gathering, and after lunch in the academy building, Mann delivered a lecture on “Punishment.”

The convention continued to be held annually, and in 1845, it became an association by adopting a constitution. In 1858, the meetings became biennial. After 1883, meetings alternated between Bridgewater and Boston. For several years, a group of male alumni who resided near Boston met as the Normal Club, but later this group merged with the winter meeting of the association.48 From 1842-1904, the alumni meetings were addressed by such luminaries as Charles Brooks, Richard Edwards, Samuel May, Theodore D. Weld, Thomas Wentworth Higginson, Albert E. Winship, Edward Everett Hale and George Martin.

Another issue that arose was whether Governor Briggs would be the keynote speaker. Mann’s enquiry as to why Tillinghast had not invited the governor provoked a rather testy response from the principal, who indicated that, in fact, he had asked the governor, who had declined to be present. As late as August 7, he was still writing to the secretary that he had heard from Cyrus Peirce who reported that the governor would probably not make the dedicatory address, but since Mann had not mentioned it, he hoped the report was not true.49

With the fall term looming, a decision had to be finalized; the principal recommended – and Mann concurred – that the school would open in the old building on August 5 and then move to its new quarters on August 19, combining the dedicatory ceremony and the normal association meeting. Despite the controversy, Governor Briggs did attend and addressed the assembly along with the Honorable William G. Bates of Westfield. The alumni meeting was held in the nearby Unitarian Church where Nicholas Tillinghast was a member and a deacon. Refreshments were then served at the town hall, and a toast was made to the secretary. Horace Mann responded:

Among all the lights and shadows that ever crossed my path, this day’s radiance is the brightest. Two years ago, I would have been willing to compromise for ten years’ work, as hard as any I had ever performed, to have been insured that, at the end of that period, I should see what our eyes today behold. I consider this event as marking an era in the progress of education – which as we all know is the progress of civilization – on this western continent and throughout the world. It is the completion of the first normal school-house ever erected in Massachusetts – in the Union – in this hemisphere. It belongs to that class of events which may happen once but are not capable of being repeated. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.50
While the last sentence has become part of Bridgewater lore and is inscribed on a monument on east campus near the clock tower, Mann used the same phrase at the dedication of the Westfield building.51

Some years later, Arthur Clarke Boyden, the school’s fourth principal, described the structure:

The building was of classic plainness, a wooden structure, sixty-four feet by forty-two feet, and two stories in height. … The upper story was divided into a large schoolroom and two recitation rooms. The lower story was divided into a Model School room, a chemical room, and two anterooms.

… The interior was far different from the traditional schools; blackboards extended entirely around each of the schoolrooms, and the new type of furniture replaced the old style.52

Ironically, just before the opening of the new building, Tillinghast tendered his resignation for the third time. On June 7, he wrote to the secretary:

Now, my dear Sir, with a new house, a large school, which in my judgment will not average less than sixty, and every prospect that the ship is launched, I request you earnestly to seek some one to take my place. What I have done I wish neither to talk about nor to hear talked about (if that were possible). What I have left undone too, I would willingly have untold, except where the story will always repeat itself in my own consciousness & conscience. When you find the man fitted to carry on an easy, good school, & to prepare in some good measure the pupils for teachers, I should consider it the greatest favour you can do me to let me be released. I say “let” me be; for, so long as I have health, I shall meet the wishes of the Board about staying here.53
Once again, Mann and the board took no action, and there is no evidence that Tillinghast attempted to resign again until he left Bridgewater for good in 1853.

Another interesting episode in the same time-frame involved an attempt to enroll African-American students. On August 4, the day before the new term opened, Tillinghast informed Mann that “…four negroes have applied for admission – I ask your direction, if you please to take the responsibility, at any rate your advice.” The letter makes it clear that the principal considered this an important issue, and he did not want the responsibility for a decision to fall on him alone.54

By August 7, however, the matter had become a moot issue:
The colored persons did not present themselves. I said to their friend, that I should receive & examine them as I should any, & give them every privilege of the school; but if they entered it must be with the proviso, that their continuance would depend on the decision of the B of E, if the Board saw fit to take any action upon the case.

He also speculated on the motives behind the applications, noting that since he knew of no public school that employed black teachers, he wondered if “ultra abolitionists” or some enemies of the normal schools had induced them to apply.55

While we do not have Mann’s response, it is easy to surmise what it would have been, not only because of his abolitionist politics, but also because of a situation that occurred at West Newton in 1847 after the original normal school had moved to that location from Lexington. An African-American woman from Roxbury, Chloe Lee, was admitted to the school, and Cyrus Peirce, who was again the principal and who had led the fight for integration in Nantucket, readily welcomed her as a student. However, when she could not find lodging in town, Horace Mann and his wife, Mary, who resided in Newton, took her in as a boarder. Clearly, Horace Mann had no objection to admitting black students.

While this act demonstrates the more liberal racial attitudes of the Manns, their generosity generated criticism. Even Mary’s sister, Sophia, who was married to writer Nathaniel Hawthorne, chided her about subjecting her guests to the presence of a black woman if it were disagreeable to them. When Edmund Dwight, the great champion of the normal schools, dined with the Manns, he spent a rather uncomfortable evening sitting across the table from Mann’s boarder, much to their amusement.

While Peirce welcomed Lee’s presence, one can imagine that many classmates were not so kind, demonstrating the prejudice that a minority student would have faced. Even the Manns, who were certainly very liberal for their time, were not totally immune to contemporary racial attitudes. On one occasion, Mary Mann, in praising Lee’s beautiful soul, regretted that her white inner being was clothed in a black body. As far as Bridgewater is concerned, it is possible that African-American students were admitted after 1846, although if they were, their presence went unrecorded until the admission in 1867 of Sarah Lewis, the first black student who can be clearly documented.56

The subjects that students studied during the Tillinghast era are easy to piece together from various sources, including catalogues and the records of the board of education. Some glimpses of what occurred in the classroom also have survived, although student reminiscences from the 1840s and 1850s are not anywhere near as full as they are for later periods.

In December 1849, the board adopted a series of rules and regulations, reaffirming that students must remain three consecutive terms – except at
West Newton which required four – and restricted admissions to twice a year at the beginning of each term. Also, principals were required to report to the visitors any students to be dismissed if they did not show promise as teachers.57

The curriculum consisted of subjects taught in the common schools, such as reading, writing, orthography, English grammar, mental and written arithmetic, geography and physiology. Advanced studies centered on mathematics, philosophy and literature. Emphasis was also placed on the art and philosophy of teaching and how this applied to teaching in the common schools.58

One of the most comprehensive accounts about instruction came from Richard Edwards, who was both a student at the normal school in the Class of 1845 and then served as an assistant. Principal Tillinghast opened each day with scripture reading and prayer, a practice expected by the board and one that would continue under future principals. In fact, one of Tillinghast’s publications was a pamphlet providing prayers for use in the common schools.59

Tillinghast apparently did not attempt to develop any formal teaching methodology to impart to all his students; rather he tried to inspire his pupils by his own example. He did not expect them to slavishly copy his style; rather, he encouraged them to arrive at their own teaching methods. When called on, students were expected to stand and to answer the question from their own perception of the truth. The questions were so constant and probing that his students quickly spoke of the “eternal why.”60

The principal’s hard work and punctuality were legendary, so much so that he was only late to class on one occasion in 13 years. This was so unusual that a delegation was chosen to visit his house, expecting to find that he had been stricken by some illness or serious accident. To their surprise – and his – they found him walking in his parlor, having misread his watch and believing he had a half hour to spare before the opening exercises.61

While he had a reputation of being cold and aloof – his photograph certainly shows a stern visage – those who knew him well spoke of him as being warmhearted, generous and kind. Even his disciplinary methods fell far short of what might be expected from a former army captain. His rebukes were rather mild and even tempered, according to Edwards, but, nonetheless, effective: “I never knew a pupil who did not shrink even from the mildest reprimand from him.”62

Information on teaching opportunities for normal school graduates is also sparse for the early period, although a couple of 1845 letters do provide a glimpse. Vesta Holbrook, a member of the class that entered December 8, 1841, wrote to Caroline Edson, Class of August 1843, that the parents in Foxboro had agreed to raise funds for an assistant if they could provide one “considerable cheap.” She added, “If you are attending the Normal tell Mr. T. [Tillinghast] that I beg he will give his permission for you to come for I must have a Normalite and you it must be.”63 In the same timeframe, Clara Beatley, who was not a Bridgewater graduate, was also soliciting Edson’s services with this inducement: “Tell your mother that she may be assured you will be pleasantly situated.”64

One of the few activities available to students to break the monotony of long hours of class and study was the Normal Lyceum. The lyceum was an outgrowth of the Bridgewater Speaking Club founded in 1839 by students at the Bridgewater Academy in an effort to improve their public speaking skills. Before long, debating was added to the club’s activities and attracted public interest. Around 1841, some of the male students at the normal school joined the club, a new constitution
was adopted providing for a president and vice president, and the name was changed to the Bridgewater Young Men’s Lyceum. Control passed to the normal school when Horace Chapin assumed the lyceum’s presidency in 1844, although the organization was still open to young men of the town.

The lyceum met on Friday evenings, eventually adopting a biweekly schedule. The Normal Offering, a handwritten student magazine started in the 1850s, was read once a month; music, reading and speeches were interspersed with debate. Unlike clubs at many other normal schools across the country, the lyceum was restricted to men, but women often filled the audience. One can imagine how the lyceum broadened the intellectual and cultural life of the students, who otherwise attended classes and studied for long hours during the week and who lived in a small town that provided them very few opportunities for diversion. 65

The lyceum also offered a bit more informal mingling between the sexes. Edgar Webster, Class of 1881, noted, “In our time the votes on the debate usually went with an attractive group of young men and we older men found the girls voting against us. Whatever was up, at nine o’clock the president adjourned the meeting, and that was promptly.” 66

A school’s reputation ultimately depends on its faculty and students, and while the list is obviously too long to mention all who contributed to the field of education after leaving Bridgewater, the Tillinghast years produced many outstanding teachers and students. Many of Bridgewater’s 19th-century faculty had graduated from Bridgewater, as low salaries made it difficult for the normal schools to obtain assistants by any other means than hiring their own graduates.

As noted, one of the most prominent of these was Richard Edwards. Born December 23, 1832, in Wales, he came to America with his parents in 1833, settling in Ohio. He first taught at Ravenna, Ohio, in the winter of 1845-1846, followed by Hingham, Massachusetts, from 1844-1845. He graduated from Bridgewater in 1846, taught again at Hingham and Waltham, and then attended Rensselaer Polytechnic Institute in Troy, New York, graduating in 1848. Edwards then served five years as an assistant to Tillinghast before becoming master of the Bowditch English High School for Boys in Salem. After serving one year as an agent for the board of education, he was appointed principal of the Salem Normal School from its opening in 1854 until 1857. He left Salem in 1857 to accept the position of principal of the City Normal School in St. Louis, leaving there in 1862, in the midst of the Civil War. From 1862-1875, he was principal of State Normal University at Normal, Illinois. Eventually, Edwards rose and became state supervisor of education for Illinois and, ultimately, became pastor of the Congregational Church in Princeton, Illinois. 67

Edwards was not the only Bridgewater graduate to teach in Illinois. He was joined by Thomas Metcalf, Class of 1847, who taught mathematics, and Albert Stetson, Class of 1853, who, after graduating from Harvard, went to Normal, Illinois, in 1862. Metcalf had taught also with Edwards in St. Louis; in Illinois, he became principal of the training department. A new building to house the Training School was dedicated and named in his honor in 1914. 68

Edwin Hewett, Class of 1852, another Bridgewater graduate and assistant, also served as principal of the State Normal University in Illinois. Hewett was born in Worcester County, Massachusetts, in 1828. After graduating from Bridgewater, he served four years as an assistant under Tillinghast before becoming principal of Pittsfield High School and the first grammar school at Worcester. In 1858, he went to Normal, Illinois, as a teacher of English and,
like Edwards before him, served as president from 1875-1890.69

Bridgewater had an equally significant impact on Rhode Island. Dana Colburn, Class of 1844, taught in the common schools for three years and was an assistant at Bridgewater from March to December 1847 and March 1848 to July 1850. During the next four years, he was an assistant to Professor William Russell in his normal school at Merrimac, New Hampshire, and in the New England Normal Institute at Lancaster, Massachusetts. He then went to the Providence Normal School where he became principal in May 1854, remaining until his death on December 15, 1859. Colburn was the author of a well-known and widely adopted set of arithmetic books, including *The Child's Book of Arithmetic, Intellectual Arithmetic, The Common School Arithmetic,* and *Arithmetic and Its Applications.*70

Colburn was succeeded in Providence by Joshua Kendall, Class of 1846, who was an assistant at Bridgewater from 1847-1848 and who graduated from Harvard in 1853. When he left Rhode Island, he took charge of a private school in Cambridge, training young men to attend college.71

A number of prominent alumni from the Tillinghast era, though not remaining to teach at their alma mater, also gained fame in their own right.72 Ironically, though Tillinghast had some doubts about the abilities of female students versus males, one of the best known and most prominent graduates in the school's history was Abby Morton (Diaz), a member of the first Class of 1840. Born November 22, 1821, she was the only child of Ichabod Morton and his first wife, Patty Weston Morton, although she had a number of half brothers from her father's second marriage. As previously noted, Ichabod Morton played a leading role in attempting to secure a normal school for Plymouth County. The family was descended from George Morton, author of *Mourt's Relations,* the sole contemporary account of the *Mayflower*’s voyage. Abby was also a distant relative of Governor Marcus Morton.

Her father, a shipbuilder by trade, became prominent in antislavery and temperance reform as well. In December 1842, he was appointed a trustee of Brook Farm and moved his family to that transcendental community. Although Ichabod left after a dispute over the community's questionable management practices, Abby continued to instruct Brook Farm’s infant school until the community disbanded in 1847.

On October 6, 1845, Abby married Manuel A. Diaz, probably one of the Cubans who had come to Brook Farm; the couple had three children. However, they ultimately separated, and she was left to raise two sons alone. (Her third son, Charles, had died at the age of two.) To support herself, she ran a singing and dancing school and did practical nursing.

Abby Diaz’s fame, however, came as an author. Her first short story, “Pink and Blue,” appeared in the *Atlantic Monthly* in May 1861. Her subsequent writing of juvenile tales, domestic affairs and female culture, appeared in *Youth's Companion, St. Nicholas, Wide Awake* and numerous other magazines. Of her novels, the best known was *The William Henry Letters.* Theodore Roosevelt called it one of the favorite books of his boyhood, “… first-class, good healthy stories, interesting in the first place, and in the next place teaching manliness, decency, and good conduct.”73 In her novels, Mrs. Diaz agonized about the decay of rural life and its harmful effect on the growing cities.

In later years, she worked tirelessly for a variety of women’s issues. She founded the Women’s Educational and Industrial, was on the board of directors and served as its president from 1881-1892. She was
also prominently involved in the women's club movement as well as a tireless worker for female suffrage, which she apparently viewed as an extension of her original antislavery concerns.

Diaz had the reputation of enjoying life. Alice Cate wrote of her, "She taught dancing because she herself couldn't help dancing. She taught singing because she was forever singing." Her wit and humor are revealed in a letter she wrote in 1890 about a Dickens Carnival Bazaar, for which she had agreed to solicit articles to publish:

... I hope to secure something from Mrs. Cheney, Mrs. Howe [Julia Ward author of the *Battle Hymn of the Republic*], Mrs. Livermore and others of the saints. (Good contributions from sinners will also be welcome!)

Toward the close of the 19th century, she developed an interest in Christian Science, published several pamphlets on the subject and continued to write for two New York publications, the *Metaphysical Magazine* and *Mind*. She died in Belmont, Massachusetts, in 1904 at the age of 82.

Another prominent graduate was Mary J. Cragin, Class of 1851. Previous histories usually identify Julia Sears, Class of 1858, as the first woman normal school principal in America, citing her tenure from 1871-1872 at Mankato Normal School in Mankato, Minnesota. However, in the 1933 history, Albert Boyden reported that Mary Cragin was the first female normal school principal, and although his claim cannot be substantiated, there is evidence to support its validity as this history will illustrate.

Mary Cragin was born in Hancock, New Hampshire, on January 14, 1830. At the age of 17, she attended New Ipswich Academy and then taught in both Shrewsbury and Woburn between 1847-1850. In March 1850, she entered Bridgewater. Richard Edwards wrote of her academic career, "Here she took at once a very high position. ... In every subject she was a master. Her genius was universal – or rather, her indomitable industry was equally efficient in all subjects."

One male student, who was apparently tired of hearing her praised as number one in the class, decided to deflate the claim. He prepared a lesson on Calcutta and conspired with a woman classmate who was in charge of the day's recitations to call on him. He talked for well over an hour, casting a triumphant glance at Mary Cragin as he took his seat and drawing great mirth from the class. However, according to Edwards, "... when the lady [Cragin], who had quietly noted all that had been said, arose in response to a call of the instructor and offered in her demure and quiet way, a number of important corrections and additions, the mirth broke out in hearty laughter. Without extraordinary labor and without neglecting other work, she had learned Calcutta better than her antagonist."

Cragin went on to teach at the Wheaton Female Seminary in Norton, Massachusetts. Interestingly, Albert Boyden's first wife and the mother of Arthur Boyden, Isabella Clarke, taught at Wheaton the year before Cragin was hired. In fact, the head of Wheaton always retained a normal school graduate on the staff because of the school's reputation for superior teacher training. Cragin had evidently absorbed Tillinghast's questioning technique well. The famous author and mill worker, Lucy Larcom, who studied with Cragin and was a colleague at Wheaton, wrote, "All will remember the piercing look in her pleasant eyes, which accompanied her constant question "Why?" In fact, the Wheaton students quickly named her "Miss Why." She was particularly noted for pioneering the teaching of geometry without a textbook, encouraging her pupils to solve problems on their own.
When Edwards assumed the principal’s position at Salem in 1854, he sought out Cragin to be his assistant, but she preferred to remain at Wheaton. However, when Edwards went to St. Louis in 1858, she joined him there. Edwards left in 1862 for Normal, Illinois, probably at least partially because of the Civil War, which brought fighting and guerilla warfare to Missouri; it is probably at this time that Cragin became either principal or acting principal. The word “probably” is appropriate since the Annual Reports to the St. Louis Board of Education do not provide 100 percent verification for Boyden’s assertion. Nonetheless, the records do allow for the reasonable assumption that she was at least acting principal after Edwards left, and Boyden’s close and continuous relationship with Edwards lends credence to the belief that Cragin was, indeed, the first woman principal. 80

This remarkable woman educator is still remembered on the Wheaton campus by a dormitory named in her honor, Cragin Hall. Even back in her day in a world still very much dominated by men, Richard Edwards paid her the ultimate tribute: “As an instructor I have always considered that she belonged in the very front rank. Her power in the classroom, considering both quantity and quality, I think I never saw exceeded.” 81

While not as famous as either Diaz or Cragin, Horace Mann’s niece, Maria Mann, was also a Bridgewater graduate, reinforcing the confidence that the education secretary placed in the institution. In May 1841, Tillinghast wrote to Mann:

I shall be glad to receive yr niece as a pupil. Mr. Hale, I think will not receive boarders. He is now in Boston, but in the circumstances of his family, I think I may speak decidedly. His wife is too much of an invalid to attend at all to the family, & since his late loss he has but one daughter, & she an invalid. I think yr. niece would find the house Mrs. Morse’s a very agreeable boarding place.82

The principal did make alternative arrangements for Maria Mann to live in the boarding house where he resided. He passed on a message to the secretary that his niece was well satisfied with her boarding arrangements.83

After graduating from Bridgewater, Mann’s niece taught in both Massachusetts and Rhode Island. During the Civil War, she worked for the Western Sanitary Commission in a number of places including Helena, Arkansas. After the war, she worked to aid freed slaves until she was forced to retire due to hearing loss and general ill health. She died in Washington, D.C., in 1894.84

Horace Mann ended his career as education secretary in 1848 when he replaced Congressman John Quincy Adams in the House of Representatives; Adams had died from a stroke suffered as he sat at his desk. In his 12th and final Annual Report, Mann’s faith in the normal schools remained unabated:

Common Schools will never prosper without Normal Schools. As well we might expect to have coats without a tailor, and hats without a hatter, and watches without a watchmaker, and houses without a carpenter or mason, as to have an adequate supply of competent teachers without Normal Schools.85

Mann’s successor was the Reverend Barnas Sears.86 While Mann would no longer be so directly involved with the Massachusetts normal schools, Tillinghast and Mann continued to correspond. The principal wrote to the new congressman congratulating him on his position and informing him that wherever he might be that he would never “… lose one particle of interest in Common School education.” He also continued to invite Mann to return to Bridgewater, to address both the student body and political meetings.87

While prior historical accounts of Tillinghast give no indication of his political leanings, it has
become clear that he was involved with the Free Soil Party, which might explain why he had not been at all hesitant to admit African-American students when the issue arose. Foreshadowing the Republican Party’s platform, the Free Soil Party sought to curtail the spread of slavery into the western territories. While Tillinghast’s original letter inviting Marcus Morton to address the Free Soil Association has not been located, Morton’s September 20, 1848, response to him has:

I have just received your favour of yesterday, inviting me to address your Free Soil association. I assure you I should take great pleasure in complying with your request, and regret that circumstances exist, which seem to me to render the acceptance of your invitation improper, for the present at least.88

In October 1851, he invited Mann to come to Bridgewater to address the citizens: “The Whigs have had their lecturer (Col. Bullock) in the field, & will of course, put forth all their strength here, still it is thought that they may be defeated, & the friends of the Free Soil cause think you are able to give them great help.”89

In the 1840s and 1850s, Congress did not meet in year-round sessions, and Mann occasionally returned to the normal schools, but in 1853, he decided to take a position as the head of Antioch College in Ohio. When Tillinghast learned of this, he wrote an effusive letter praising Mann’s return to education: “… routine teachers we have enough, of salaried teachers and supervisors; but the great mind to see, the great heart to feel, the noble voice to speak; are only, so far as I know, united in you.”90

In July, seeming to sense that his friend’s move to Ohio might mean that they might never see each other again, he asked Mann to address the upcoming annual convention: “As this will, perhaps, be the last opportunity for you to meet your Normal teach-
between politicians and education associations, the Legislature passed a law in 1848 encouraging the formation of such groups in each county and appropriating $50 for any association that held at least an annual two-day meeting. Tillinghast served as the first president of the Plymouth County Teachers Association in 1850, and Richard Edwards was the vice president. During his tenure, Tillinghast addressed the group as did Barnas Sears. The Legislature, through the board, also provided $300 for the Massachusetts Teachers Association.

Beginning in 1850, the board also employed agents, who were assigned to visit various geographic locations as well as the normal schools. Eventually, the secretary of education reported annually on the activities of both the institutes and the agents. In the 11th Annual Report, Mann noted, “There can be no doubt of the good effect of the institutes in exciting among teachers, the desire of self-improvement, and in affording, at the same time, one of the most acceptable means of gratifying it.”

One innovation while Sears was secretary was the passage of legislation in 1853, establishing a scholarship fund of $1,000 for each school. The board set various guidelines: the students must have attended one term before they could be considered; the total amount dispensed per term could not exceed $333.33; and recipients had to demonstrate financial need and produce a letter from their local school committee attesting that they possessed the characteristics to become successful teachers. If they lived within 10 miles of the school, they were not eligible for aid (presumably they would board at home), but the farther away they lived from the school, the more money could be awarded to them.

Going forward, the board of education spent a great deal of time perusing lists of scholarship recipients. The board eventually also allocated 48 scholarships of $100 each to be used in private schools such as MIT or Clark. Since the board did not increase the amount of scholarship money when additional normal schools opened, the schools had to make do with the same amount of resources.

Given the private school competition, there was never enough money to adequately support all of those who required financial aid, a challenge that remains all too familiar today.

The board also assigned the principals the task of accounting for the money expended, requiring them to report the names and numbers of those receiving aid and the amount of each student award. Recipients had to sign receipts when the aid was disbursed, and a number of principals also furnished these to the board.

Apparently some stigma was associated with receiving financial aid. Tillinghast’s successor, Marshall Conant, informed the board in fall 1853 that only $170 of the $1,000 had been distributed, since obtaining aid required too much of a public confession of poverty. The following year, the issue was raised as to whether someone receiving aid and then abandoning the teaching profession should be required to repay financial aid.

In March 1851, after he had served for 11 years, Tillinghast wrote to Henry Barnard about his vision of the ideal normal school, based on his own experience:

My idea of a normal school is that it should have a term of four years; that those studies should be pursued that shall lay a foundation on which to build an education. The teacher should be so trained as to be above his textbook. Whatever has been done in teaching in all countries, different methods, the thoughts of the best minds on the science and art of instruction, should be laid before the neophyte teachers. In a proper normal
school there should be departments, and the ablest men put over them, each in his own department.

However, always the realist, he added, “But when shall the whole vision of the prophet be fulfilled in regard to the teachers of the land ...” Tillinghast was nearing the end of his career, however, and his vision remained largely unfulfilled until well into the 20th century.

Throughout his time at Bridgewater, Tillinghast complained of health problems, which over time appeared to become increasingly severe. On occasion, he hired additional assistants to fill in during his absence and paid their salaries himself. In 1851, Richard Edwards and Albert G. Boyden ran the school for a period of time, although eventually Tillinghast recovered enough to resume his duties.

After 1850, the annual reports provide a great deal of statistical data, and one is struck by the impact that illness and death had on teacher education in the 19th century. From 1840-1846, the number of students entering Bridgewater totaled 405, but by 1851, 35 had reportedly died. Since women who married could not teach and 71 women had married, slightly more than a quarter of those attending had been lost to the teaching profession. Students also often left the school because of illness, and while some recovered, many undoubtedly never returned.

Illness also could take its toll on the faculty. In September 1847, Tillinghast wrote to Mann, “Miss Chace is very ill, it is doubtful if she recovers.”

Mary Ellen Rice, 1859 letter of recommendation: the board of education administered public entrance exams, but in addition students were required to obtain letters of recommendation testifying to their good character and fitness to teach. Rice’s membership in the Congregational Church was undoubtedly a plus since many of the Bridgewater faculty were also Congregationalists.
Miss Chace was the model school teacher, and the
Book of the Records of the Bridgewater Normal School
noted her death on September 30 of that same year.
This would certainly have caused disruption to the
operations of the model school until a replacement
could be secured.\textsuperscript{104}

Previous histories have stressed that Tillinghast,
in addition to ruining his health, also sacrificed his
family’s financial well-being during his long tenure
as principal; in 1844, the board had actually
reduced his salary from $1,400 to $1,200. Three
years later, the board noted that principals’ salaries
should be brought closer to the original starting
salaries whenever the Legislature might make the
necessary provisions.\textsuperscript{105} Upon Tillinghast’s death,
the Legislature appropriated $1,810.82 for his wife
and son, as compensation for the money he had
personally spent. However, while his salary often
fluctuated and despite the fact that he did not own
much property, he was careful with his money and
passed on a substantial amount of stocks and bonds
to his wife in his will. While he was not wealthy, his
position as principal had not reduced him to poverty
but had provided a comfortable middle class living.\textsuperscript{106}

On June 15, 1853, Tillinghast wrote to Horace
Mann, “I have become tired of my 13 years’ work
here; & have sent my resignation to the board, not
that I want to leave my school utterly, but that I may
get some months of rest.” His resignation took effect
on June 28.\textsuperscript{107}

Faculty and alumni attempted to raise enough
money to send the principal and his family on a
European trip. However, he responded to Albert
Boyden, a former student and assistant, that his
health would not permit such a journey. He also
added that he was uneasy with his friends trying to
solicit such an enormous sum of money: “I certainly
should value a token of my pupils’ affection, but
should want it to be something of a value that would
trouble none to pay, & and toward which the reluctant
need not be urged to give.”\textsuperscript{108}

When he traveled, he also continued to corres-
pond with friends in Bridgewater, sometimes about
rather mundane matters such as the four or five
cords of wood in his yard that Mr. Crane might have
if he wanted them at the agreed price. In January
1854, Tillinghast was in Jacksonville, Florida, where
he apparently had gone to see if the warmer climate
would restore his health, although he complained
of seasickness on the voyage from New York to
Savannah, Georgia: “Two or three weeks more
will decide, I think, whether the climate is to do
me any good.”\textsuperscript{109}

Eventually, he returned to Bridgewater, but he
seems to have been afflicted with consumption; his
time in Florida did not improve his health. He
wrote to Boyden, who had gone to Salem as prin-
cipal of the high school and who had expressed hope
for his recovery, “… I have little expectation of ever
recovering my health; how long I may drag out this
kind of existence, it is not for me to know. God’s will
(I believe I speak sincerely,) be done, not mine & not
my friends.”\textsuperscript{110}

Tillinghast summed up the joys of teaching and
his great admiration for both Richard Edwards and
Albert Boyden, who had served as such able
assistants:

It gives me very great pleasure to think of
yourself and Mr. Edwards at the head of your
schools. I know the labor is great, the respons-
sibility oppressive, the sympathy of others with
you not very strong; but I also know the reward
to be very great. A reward that we all know
does not consist in the clapping of hands; nor
in pecuniary remuneration (we may wish for a
little more of that); nor in standing in high
places. … I earnestly hope … that when you
both look back over this (teaching) portion of
your lifes [sic], you may recall with deep delight
the remembrance of this mind being turned
from false to true, of that life changed
from evil to good, of this character grown
up into strength and purity through your
influence.111

Nicholas Tillinghast died in Bridgewater on
April 10, 1856, and is buried in the Mount Prospect
Cemetery. The inscription on the grave monument
erected by his students reads, “His purity of heart,
independence of mind, elevation of soul, exhibited
the value of the truths which he taught.”112

One of his successors, Arthur Clarke Boyden,
summed up his legacy:

He built no schoolhouses, but he built the
character of many earnest and successful
teachers. Travel over the Commonwealth;
visit elsewhere hundreds of schoolhouses
of every degree of architectural pretensions;
and you will find pupils in them all, and
ready to attribute to him the elements of
their highest success. The total of 5,271
years (men 2,501 years, women 2,770 years)
of teaching by these graduates is a revelation
of the far-reaching influence of this brief
period of 13 years.113
“From all I see of Mr. Conant, and from all I hear of the school, he must succeed in making it popular. I do not think a more devoted man exists, and his talents and information are undoubtedly large.”

NICHOLAS TILLINGHAST TO ALBERT GARDNER BOYDEN
DECEMBER 15, 1854
Marshall Conant succeeded Nicholas Tillinghast in August 1853, first serving as principal pro tempore. On December 16, the board referred the matter of a permanent replacement to Secretary Sears and the executive committee with power to make an appointment, and Conant was hired permanently as the second principal.

Born in Pomfret, Vermont, on January 5, 1801, Principal Conant was the son of Jeremiah and Chloe (Pratt) Conant, who had moved from Bridgewater to Vermont in 1780. He attended district schools and, at an early age, exhibited an interest in mechanics that led him to construct waterwheels and windmills to power devices such as trip hammers and sawmills. His father, a farmer, was also a carpenter, and at age 17, Marshall was apprenticed to this trade, although he quickly decided to become an architect.

To support himself and his family, he began his teaching career in a district school at a salary of $12 per month, although in rural Vermont part of his salary was paid in corn rather than cash. Largely self-taught, he acquired works such as Morse’s *Large Geography* and Pike’s *Large Arithmetic*, which familiarized him with astronomy, algebra and geometry.

The appearance of an 1823 comet reinforced his interest in the study of conic sections and planetary motion. This led him to prepare theoretical tables to compute the time of lunar and solar eclipses, which, to his great pleasure, actually worked. In 1828, he assembled an almanac for 1829, which sold 10,000 copies, an enormous number for that time period. His almanacs continued to appear through 1834.

In 1829, Conant opened a private school in Woodstock, Vermont, where lacking adequate apparatus and the funds to purchase them, he constructed an electrical machine and astronomical
equipment. He also studied both French and Latin and availed himself of the resources of the Dartmouth College library.

For a young man of ambition, however, opportunities in Vermont were rather limited. At the age of 33, Conant came to believe Massachusetts offered many more opportunities for the future: “I wished to become better acquainted with her institutions and share the amenities of a higher intellectual life.” He, therefore, secured a position as a teacher in Boston at the Boylston Grammar School; this position also provided the opportunity to continue his self study at the Old Atheneum. In 1837, he journeyed to Hillsboro, Illinois, to head a new academy in which his wife also taught.

Like Tillinghast, he was plagued with ill health throughout much of his life. At the age of 18, he had contracted a severe cold that damaged his lungs, and while he lived a relatively long life, he never fully recovered. In that period, doctors often prescribed fresh air as a curative. Therefore, when he returned to Massachusetts in 1841, he took a position as the head of the topographical department of the Boston Water Works, a job that would take him outdoors. During his four-year tenure, Conant made the hydraulic computations for the first water lines being laid out in the city.

Subsequently, he became the engineer in charge of constructing the new railroad from Dover, New Hampshire, to Lake Winnipesaukee, also in New Hampshire. In 1852, he settled in his parents’ hometown of Bridgewater, Massachusetts, as superintendent of the Eagle Cotton Gin Company. As a prominent citizen of Bridgewater, he became acquainted with Tillinghast, the normal school principal. The two men shared an interest in mathematics, and their friendship led Tillinghast to recommend Conant to succeed him.

While it is fair to state that Conant’s name is not as famous in the annals of education reform as that of Tillinghast, Peirce or Newman, he, nonetheless, played an important transitional role in Bridgewater’s history, considering that when Tillinghast resigned the school was still very much in its infancy. While Conant served for only seven years, his principalship was an important bridge between Tillinghast and the 46-year service of Albert Gardner Boyden.

Given his background, Conant pushed the school in a more scientific direction, although the sciences had not been neglected under the first principal. Between 1840-1850, at least 10 graduates became physicians, while an additional number of students became chemists, apothecaries and engineers, including two who worked for the United States Coastal Survey. Still others taught science in the new high schools and academies that opened in the decades before the Civil War.

Conant was not only a theoretical and practical scientist, but he was also, apparently, a noted public speaker and lecturer, judging from his papers in the university archives, many of which contain outlines and sketches for lectures on a wide range of subjects. His scientific lectures addressed the subjects of astronomy, the aurora borealis, and one long paper was titled, “Of Fluid Specula, and Their Application to Certain Astronomical Observations.” He undoubtedly lectured on the same subjects to his own students, meaning that the prospective teachers were exposed to the quality of material presented to college and university students during that period.

The 1850s curriculum reveals this emphasis on science and mathematics. During the first term, pupils studied physiology, algebra and geometry, followed in the second term by natural philosophy and finally trigonometry, optics, astronomy, geology and natural history. Graduates in the Conant years continued to seek scientific careers and worked as
physicians, mining and civil engineers, and professors of mathematics and science. For example, Benjamin Clarke, John Rice and Edwin Seaver were, respectively, professors of mathematics at Brown University, the Naval Academy and Harvard College.120

While a lack of apparatus has often been cited as a drawback to scientific education, Bridgewater’s records contain lists of both the books and scientific materials belonging to the school. Although funds were scarce, means were not totally lacking. Among the items listed were a set of full-length plates of the human body and large historical and geographical charts. Conant also continued to construct apparatus when he could not acquire it by any other means.121

He also continued to acquire books for the growing library, many of them coming from benefactors. Over the years, the library benefited from the contributions of many prominent donors, including Charles Sumner and Bronson Alcott. In the Tillinghast era, the library housed 300 books, but by the 1850s, the collection had grown to the point where Conant had an alcove constructed to house both the reference and general library collections. Conant wrote to Charles Sumner in February 1858, thanking him for a recent donation and inquiring if he might provide Owen’s Geological Survey of Wisconsin, Iowa and Minnesota if it was still available among the documents of the senate.122

While most of the school’s procedures remained the same under Conant as they had been with Tillinghast, there were a few modifications. In 1854, the board voted that there should be two long terms a year rather than three shorter ones, and since students were still required to attend three terms, this had the practical effect of lengthening the school term to one and a half years. The fall term was 21 weeks and the spring term, 19 weeks. The change took effect in March 1855.123

1853
340 students graduate from Bridgewater during Conant’s 7-year tenure as principal

1854
Salem Normal School opens

1855
BOE revises academic term: 1 ½ years, consisting of two terms, 21 weeks and 19 weeks
The Rev. Barnas Sears resigns as BOE secretary
George Boutwell (former MA governor, 1851-1853) succeeds Sears as BOE secretary

1856
Tillinghast dies on April 10 and is buried in Mount Prospect Cemetery in Bridgewater
Albert Gardner Boyden becomes assistant to Marshall Conant (1857-1860)

g. Eliza B. Woodward begins 30-year teaching career at BSNS
Severe economic depression triggers the panic of 1857 and puts a damper on educational reform

1857
Legislature reviews the issue of allowing college students to attend normal schools; decides on Bridgewater and Westfield

1858
Conant lays the foundation for future building expansions, asking BOE for appropriation for enlargement of the schoolhouse
By 1859, the average state expenditure for the four normal schools is $14,500 per year
The course of study was also placed on a more formal basis. Pupils were divided into junior, middle and senior classes, and a plan of study was clearly set out along with the names of the teachers and the times that the various subjects were to be taught:

This plan, in manuscript, is placed under glass in a frame. The right side of the frame is cut as to allow a piece of Bristol board, on which are written the names of certain advanced pupils as teachers, at certain hours, to be passed in and out at pleasure. This piece of board is represented on the right of the table of studies, and is changed with a change of these pupils.124

The board also began to collect data about the socio-economic status of the normal school students. Although the scope of this research precludes a detailed statistical analysis – this is another area that deserves further study – some general observations may be made. Father’s occupation was one piece of data recorded, and records reveal a wide range including machinists and mechanics, farmers, merchants, grocers, manufacturers, clergymen, sea captains, carpenters, a ship’s carpenter, railroad agents, shoe dealers, teachers, surveyors, cotton gin manufacturer, customs house officers, brick makers, meat dealers, bakers, shovel makers, tanners, cigar makers and insurance agents. There was always a number of enrolled students’ fathers who were deceased. By far in this period, however, farmers made up the largest group of fathers.125 While many historians have noted the opportunities provided for women in the paternalistic mills of a city such as Lowell, it is apparent that many families saw a career in teaching as another avenue of opportunity for their daughters.

A glimpse of the work done by individual students has recently come to light with the depositing of the Thompson family papers in the Special Collections Library at the Massachusetts Statehouse. Among the manuscripts are the papers of Sarah Thompson, who was a member of the class that entered Bridgewater in March 1857. One of the interesting items in the collection is a copy of the Normal Offering that she and classmate George B. Blackmer edited. The Offering contained essays, poetry and even humor. One poem was titled “Schoolgirl Trials”:

No matter how stormy the weather,
We each must be found in our place,
When the second bell summons to silence,
For tardiness is a disgrace.

And, after the morning devotion
Our eyes must be kept on the book,
If we whisper, no matter how softly,
Our teachers will give us a look.

When other girls smiling and happy,
Are dismissed at the close of the day,
We are beckoned to still remain sitting,
Till our lessons are learned we must stay.


The papers also contain numerous essays on topics such as “Friendship,” “The Seasons,” “Contentment,” “Avoiding Extremes,” “The History of the Dollar” and “Multiplication.” Clearly, students did a great deal of writing, as much as or even more than they do in modern university courses. The writing was also sophisticated and sometimes witty. An essay on “Brevity” concluded, “As the subject of my composition is brevity, I will be brief, and close by saying, that when you have anything to say, say it briefly.”126

The essays are also graded, although the grading scheme and its meanings are not exactly clear, containing annotations such as (a) (l) and scores of 2.8 or 2.7. However, there are also comments. For
example, the reader of the essay on “Multiplication” noted, “You have not represented the numbers as they are usually represented,” and on another page, “Please take up the topics in the order they are given out.” An essay on “Addition” indicates, “One example is omitted.”

Sarah Thompson graduated in July 1858, and Conant’s handwritten graduation certificate is also among her papers:

This certifies that the bearer, Miss Sarah B. Thompson, has this day graduated from this Institution; having given a very creditable degree of knowledge of the several branches required to be taught therein.

Miss Thompson entered the school with an amount of experience as a teacher; which has enabled her to labor the more successfully as a student. And from her excellence of character, her attainments, and her fondness for the work, I regard her as a young woman to whom it will be very safe to instruct the education of the Youth in the Public Schools of the Commonwealth.

Thompson also possessed a number of certificates issued by school committees in the region between 1855 and 1862. To gain authorization to teach in a town, a candidate was required to appear before the school committee whose members examined the applicant; if satisfied, they authorized the applicant to teach in the town. Thompson held teaching authorizations for Stoughton, Kingston, Bridgewater, and Halifax.

As noted, with the discontinuance of the model school, a substitute method of practice teaching had to be developed, and in his 1855 report, Conant explained his method to the board:

It has been a matter of much study and investigation with me, how to impart judicious instruction in respect to teaching and management in our common schools, these instructions having reference more particularly to preparing the graduating class during the last term of their courses. … I have sought to draw out the experience of such members of the class as have been engaged in the work … I have also selected individuals (each taking his turn) to give exercises in teaching before the class; after which I have called for suggestions and criticisms from its different members, adding also my own.

He also used the more advanced students to lead recitations in the least advanced classes. It could be argued that instructing fellow students who were 17 or 18 years old did not provide a realistic introduction to teaching common school students, and the board continued to be critical of Bridgewater as the school continued to ignore its guidelines about model schools.

In 1854, the board instructed the secretary to visit out-of-state normal schools to study the model schools attached to them. However, apparently nothing came of this, and in 1858, the board reported that the system had declined to the point where it had “become extinct.”

During Conant’s time at Bridgewater, the normal school principals continued to work closely together through correspondence, organizations and meetings. This was particularly true as the movement spread to the Middle West and even Canada. Conant was apparently the driving force behind a meeting of normal school principals in Springfield, Massachusetts, that took place on August 22, 1856. Principals from as far away as Connecticut, New Jersey and Ohio indicated they would attend, while John Richardson from Toronto sent his regrets but expressed a desire to meet Conant in the future. Another Canadian principal, W. Omiston, indicated he would be present and offered to provide whatever information he could about Canadian education.
One interesting response came from John Dickinson, the principal at Westfield, who would go on to serve as secretary of the Massachusetts Board of Education:

I thank you for the kind letter I received from you a few days since. I think I can see in its spirit, a prediction of our future friendship.

I know of you sir, already by report, and I shall take the earliest opportunity to know you by personal acquaintance.

I shall take great pleasure in attending the proposed meeting of Normal School teachers at Springfield. I believe such a meeting will be productive of great good. 134

Conant also corresponded with Cyrus Peirce, with whom he had both a professional and personal relationship. In a January 20, 1858, letter to both the principal and his wife, Peirce thanked them for their kind favor of December 23, which appears to have been some sort of Christmas gift. In a very frank letter, Peirce described his physical infirmities and also indicated that he did not assess his career as others might. While noting that Samuel May had been complimentary in a biographical sketch that he wrote for Henry Barnard’s *Journal of Education*, he added:

Every man makes a retrospect for himself. The one which it is my lot to gaze on, is covered with defects, deformities, and dark spots. Honestly and candidly, (barring all affectation,) I do not think I accomplished much. … No Sir, Normal Schools in my connexion with them, were small things compared with those of present time. I rejoice that you have a prospect (aye a retrospect too) of better things. I rejoice in your success. 135

Similar to the Tillinghast era, Conant’s tenure continued to produce both outstanding teachers and alumni, although as Arthur Clarke Boyden later notes, it was difficult to maintain the pioneering spirit of Tillinghast. A rather severe depression, the panic of 1857, put a damper on education reform, while the tumultuous decade of the 1850s, which culminated in the Civil War in 1861, also had a negative impact. Further reforms in many areas were interrupted until after the war’s conclusion. 136

Regarding faculty, three names stand out. Albert Gardner Boyden, who had served as an assistant from 1850-1853, returned to his alma mater in September 1857 and taught until August 1860, when he succeeded Conant as the third and longest tenured principal in Bridgewater’s history. Edwin Hewett, who became an assistant under Tillinghast, remained until December 1856, when he left to become a professor and then president of the Illinois Normal School. Eliza Woodward entered Bridgewater in March 1856 and graduated July 20, 1857. She began teaching in September and continued her extraordinary career under Albert Boyden. Woodward Hall, the oldest campus dormitory, is named for her. 137

During the Conant era, the student population gradually increased, and between 1853 and 1860, 340 students graduated. These included three normal school principals, eight assistants, 13 high school principals and teachers, 30 grammar masters and assistants, seven school superintendents, three college professors, and a number of ministers, physicians and lawyers. 138

Just as Tillinghast’s era provided a long list of prominent faculty and alumni, Conant’s era, too, produced too many successful graduates to mention individually. However, one alumna of this era whose story deserves to be told is Julia Sears, who entered the school in September 1858 and graduated in 1859. While it is now certain that Sears was not the first woman principal of an American normal
school, a claim that has been made by some previous historians, her career is nonetheless interesting both as an example of the opportunities as well as the difficulties female normal school graduates faced.

Sears was born into a prominent family in East Dennis, Massachusetts, on March 19, 1839. One relative, Edward Sears, was the author of the well-known Christmas carol, “It Came Upon the Midnight Clear”; she was also related to Barnas Sears, Mann’s successor as secretary of education. Since many men from Cape Cod were sea captains or fishermen and were away from home for long periods of time, women on the Cape tended to lead a much more independent existence than in other areas of Massachusetts.139

Sears was 19 when she entered Bridgewater, and she was greatly influenced by Conant. Although the 57-year-old principal seemed old to her, she wrote that “… in heart and mind he was young and vigorous.” She shared his love of mathematics, science and astronomy, an unusual calling for a woman in that period. Conant would often say to his students, “Come, let’s go outdoors, take the sun, and see what new problem we can solve.” He, in turn, evidently saw great future potential in his student, for on one occasion he placed his hand on her head and said, “We expect great things of Miss Sears.” She later wrote of her Bridgewater experience that the school was “a fountain of inspiration, leading to a search for knowledge.”140

After graduation, she taught in East Dennis and probably Brewster, although records to verify the latter employment have not been discovered. In 1866, she moved to the Western State Normal School in Farmington, Maine, drawn there by the fact that the principal was her former Bridgewater classmate, George M. Gage, Class of 1858. While we speak of networking today, one is struck by the number of teachers who found employment through contacts with former teachers or classmates. Gage was principal from 1865-1868 until he left for the Mankato Normal School in Mankato, Minnesota, partially due to a more attractive salary. In contrast, the very low Maine salaries were roughly half of what a principal would earn in Massachusetts.141

Sears moved back to Boston to teach at the Prescott School for Boys and Girls in Charlestown. During this time, she supposedly attended classes at MIT, and while the records again do not verify the claim – probably because she attended part time – it is certainly plausible, since MIT allowed women to matriculate. Gage had invited her to join him at Mankato, and after a second plea in 1871, she accepted an assistant’s position at a salary of $1,000. She taught reading and primary drawing, and at the end of the fall term, the local newspaper commented, “Miss Sears … [has] been successful to a high degree … The friends of education throughout the state are to be congratulated in having so competent, enthusiastic and lady-like a teacher as Miss Sears in this institution for the training of teachers.”142

In June 1872, Gage became superintendent at St. Paul with a salary of $2,500. While this was what he made at Mankato, he was leaving an institution that was approximately $2,000 in debt. Newspapers speculated that Sears would be appointed principal, which occurred on August 9 of that same year. At the end of her first term, the Mankato Weekly Reviewer noted, “We must score one for women, and say that Miss Sears, the Principal, is a success.”143

However, things were about to change when Sears left for Massachusetts for summer vacation in May 1873. A few weeks later, she was informed that she would probably be replaced by a male principal. The board indicated she could return as an assistant and inquired what salary she would accept. Sears
was informed that she could retain her current salary of $1,500, although this was subsequently reduced to $1,200. A significant discrepancy between the pay of women and men always existed, since it was assumed that a man needed to support a wife while women who married were generally barred from teaching. Therefore, a single woman could survive on a much smaller salary. Sears expressed displeasure at her treatment and indicated she would probably not return, although she finally decided to accept the offer for one semester with the option to leave.\textsuperscript{144}

In the meantime, the board had reversed its position and ruled that since Sears had not accepted the assistant’s position when offered, they were giving it to C.W.G. Hyde, who was supposed to replace her in the second semester. The Mankato Weekly Union commented that the board’s action “was grossly unjust [sic] to Miss Sears and a serious blow to the school.”\textsuperscript{145} The board’s handling of the matter touched off an unprecedented strike by the students. Forty who petitioned for Sears’ return were suspended, although amnesty was offered to those who returned. When 31 refused, they were expelled and also banned from transferring to the state’s two other normal schools, although Sears urged them as a personal favor and for the good of the school to come back. Townspeople also circulated petitions on her behalf, but on September 23, she returned to Massachusetts. No students graduated in the winter term and enrollments at Mankato continued to decline over the next several years.\textsuperscript{146}

Her biographer Joan Pengilly, while praising Sears as an effective principal, noted:

The subjects that students studied during the Tillinghast and Conant eras are easy to piece together from various sources, including catalogues, as shown above, and the records of the board of education.
... Sears was a pioneer in higher education administration, with no female role model, and no mentor supporting her strongly enough to insist that she be continued as principal. Sears effectively set high standards of performance at the school, she framed goals for the students and faculty, and created a productive environment, and was invested with what little authority the Board was willing to give to a woman.\textsuperscript{147}

While the story of Julia Sears seems to end with a serious setback for women in education, this was not the case. Within two years, she began a 32-year teaching career at the Peabody Normal College in Nashville, Tennessee, which ultimately became part of Vanderbilt University. Her problems at Mankato must have left a bitter legacy, however, for according to family and friends, she never again mentioned her Mankato years.\textsuperscript{148} On her 25\textsuperscript{th} anniversary at Peabody in 1899, students and faculty presented her with a diamond ring. At the end of her 30\textsuperscript{th} year, her portrait was painted and still adorns the walls of one of the Vanderbilt buildings. On that occasion, Vanderbilt president, Porter, noted, “There is today at no school or college in the country a professor or instructor in her department (mathematics) who fills the place more acceptable to the College authorities or to those who receive instruction.”\textsuperscript{149}

Sears retired to Fairhaven, Massachusetts, in 1907, calling her years at Peabody, “The best years of my life.”\textsuperscript{150} She was honored by the Carnegie Foundation for the Advancement of Teaching as the first woman in the south and one of the first women in the country to be awarded a pension. In 1899, she had the pleasure of seeing one of her favorite nieces, Alice Smith, follow in her footsteps, attending Bridgewater and, after graduation, becoming the principal of a junior high school in Malden.\textsuperscript{154} In 1926, Peabody established the Julia Sears Professorship for the Teaching of Mathematics, an endowed chair to which Sears had contributed $15,000. Sears died September 18, 1929, at the age of 90.\textsuperscript{152}

In the 1850s, the board continued to allocate funds not only to employ part-time faculty to teach specialized subjects, but also to upgrade apparatus and make building repairs, which were necessary since the schoolhouses at Bridgewater and Westfield had to be maintained. One hundred dollars was provided for E. Ripley Blanchard of Boston to teach music one hour per week.\textsuperscript{153} Eventually, in what was apparently a cost-cutting measure, one assistant at each school was required to attend an institute on music instruction so that they might be qualified to teach the subject, and $50 was set aside to defray expenses. Fifty dollars was also allocated for an experimental set of lectures in chemistry, and when there was money left over from Louis Agassiz’s lectures, the board shifted $50 to pay for drawing instruction by Mr. A. Krusi.\textsuperscript{154} The secretary was also instructed to investigate the introduction of the study of natural history and the means by which this might be accomplished.\textsuperscript{155}

Barnas Sears resigned as secretary of education in August 1855 to become president of Brown University and was replaced by George Boutwell.\textsuperscript{156} Boutwell was a very prominent citizen of the commonwealth, having already served as governor from 1851-1853. After his time as education secretary, he was director of Internal Revenue, United States representative (1863-1869), secretary of the treasury during the Grant administration (1869-1873), and United States senator (1873-1877).

Unfortunately, and unlike Tillinghast, very little of Conant’s correspondence appears to have survived. There is one letter in the Bridgewater archives, which was sent to Boutwell in 1858, in which Conant praised the secretary’s recommendation to the Legislature that the appropriation for each normal school be raised by $1,000. The principal also spelled out Bridgewater’s then current needs:
We need more books for reference, also Maps & Philosophical Apparatus; & very especially, a new Piano. The one we now use was a second-hand article when first placed in the School some ten years ago. It is truly, “a thing to pound on,” and tho’ belabored with any amount of skill, the result is anything but Music. To this our Music Teacher can testify; and he really considers it a disgrace to the Institution.  

In addition, he added a personal note about his salary, which had previously been adequate to support himself, his wife and a servant, but now with rising expenses:

... we feel that whoever is in charge of the school, should extend appropriate hospitalities to those strangers, literary & scientific, who visit the School; and also be ever ready to receive the former pupils, who return for new items of information, and seek counsel for the better prosecution of their work... And though I may say in truth that our household is frugally managed, yet expenses, as you are aware, Sir, have been constantly on the increase. The consequence is, very little annual surplus, as a provision for the future.

Low salaries continued to plague the normal schools and contribute to faculty turnover for as the secretary reported to the board:

The salaries are so low at Bridgewater, where male teachers only are employed, that the visitors are unable to select the best pupil of the graduating class as an assistant in the school, when pecuniary considerations alone have weight. The continuance of this state of things is calculated to degrade the school in the estimation of the pupils and in the estimation of the public.

Echoing the modern debate over how to best allocate limited resources, a later report contrasted the sparse resources spent on education with expenditures for reformatory schools, correctional institutions and charitable purposes. By 1859, the state was expending $14,500 a year on the four normal schools, with the total expenditure since 1840 amounting to $198,000. In the same period, the state had spent well over $4.25 million dollars on almshouses, prisons, reform schools, and schools to support the hearing impaired and the mentally challenged. While not attempting to imply that the latter expenses were excessive, Conant held that an upgrade of teacher quality would alleviate the necessity for prisons, reform schools and almshouses and, “It ought to be remembered that while these latter appropriations are a direct tax upon the people of the State, the expenditures for Normal Schools are derived entirely from the income of invested funds.”

There was also an effort to upgrade admissions standards so less time needed to be spent on remedial work in common school subjects that students should already know, and more emphasis could be placed on preparing pupils to teach. The board noted that by raising standards “far less preparatory work is now necessary.”

Another change that was to have far-reaching implications was a statute passed by the Legislature in 1853 opening the way for college graduates to attend normal schools to prepare themselves to teach. It was not until 1858 that the executive committee of the board took up the matter, but on August 30, the members decided that college graduates could be admitted to Bridgewater and Westfield as, what would come to be called, “special students.” The policy came to fruition under Albert Boyden and added diverse experience to the student body.

Whether or not another policy reflected growing discipline problems, the board made it clear in 1859 that the principals had the power to remove students for misconduct, although every case had
to be immediately reported to the visitors for final disposition.\textsuperscript{164} As far as can be determined, there were no such expulsions under Conant, although Boyden was involved in several cases, and the board occasionally had to revisit its discipline policy.

While no new buildings were erected under Conant, he should be credited with laying the groundwork for a future building program. In August 1859, the principal wrote to the board asking for an appropriation for the enlargement of the schoolhouse and a plan and estimate of the expense. The board agreed to issue a report in December, and on the 21\textsuperscript{st}, Conant appeared before the board and presented a plan, accompanied by a cost estimate, to expand the building.\textsuperscript{165}

The groundwork had been laid, but further results would have to await a new principal. At the end of May 1860, Conant informed the board of his intent to resign effective at the end of the current term in August.\textsuperscript{166} One factor was the state of his health, but even though his teaching career had ended, he regarded his time at Bridgewater as one of the highlights of his life: “That period of seven years in charge of one of the oldest Normal Schools in the Country, I look back upon as the culminating epoch in my personal history.”\textsuperscript{167} Simultaneously, Secretary Boutwell also cited ill health and resigned in August and was succeeded by Joseph White.\textsuperscript{168}

Conant’s relationship with Boutwell had not ended, however, for in 1862, he named the former principal as his assistant, and Conant spent the next 10 years in Washington. He returned to Bridgewater in 1872. His health continued to deteriorate, although his scientific interests had not abated. He completed a manuscript for an astronomical publication just shortly before his death on February 10, 1873.\textsuperscript{169}

Albert Gardner Boyden paid tribute to his friend and mentor:

His whole mind and strength were given to his teaching, his genial manner, his ready command of language, and his faculty in illustration, always secured the attention of his pupils. In his favorite studies of Mathematics, Astronomy, and Mechanics, he was very clear, definite, and original in his methods. By his fidelity, his devotion, his enthusiasm and the inspiration of his life, he was constantly drawing his pupils to higher fields of thought and higher attainment.\textsuperscript{170}

On August 22, 1860, the board unanimously elected Boyden as Conant’s successor. One of the most significant periods in Bridgewater’s history was about to begin.\textsuperscript{171}
When the first boarding hall opened in 1869, the principal and his family moved into the building in quarters situated between the women’s and men’s wings. Mrs. Boyden supervised the upkeep of Normal Hall for the next 22 years.

“They gave their hearts, their minds, and their lives to this school”

Inside the front door of Boyden Hall, this plaque honors the 73 years of service of Albert Gardner Boyden and his son, Arthur Clarke Boyden
“He raised the school up on his shoulders like a young Atlas. His spirit began to make things different almost immediately.”

THE HISTORY OF BRIDGEWATER NORMAL SCHOOL, BY ARTHUR CLARKE BOYDEN (1933)
When the board of education reluctantly accepted Marshall Conant's resignation effective August 1860, they had little difficulty in selecting a new principal. The 1861 Annual Report noted, "Mr. Albert Gardner Boyden was chosen his successor, a graduate of this school and for six years an assistant, besides having a high reputation in other schools of the State. The board has entire confidence in his success." This confidence was well placed, for during his 46-year tenure Bridgewater would grow from an institution employing four instructors for 67 students housed in a single building on one and one-quarter acres of land to one encompassing 23 faculty, 300 students and five buildings on a six-acre campus.

The new principal was born in South Walpole, Massachusetts, on February 5, 1827, the son of Phineas and Harriett (Carroll) Boyden. Young Albert was no stranger to hard work. His father was a farmer and blacksmith, and Albert aided him in both of these undertakings. Like many of his contemporaries, he attended district schools during both the summer and winter sessions. Inspired by two of his own teachers, he turned his hand to teaching at the age of 14, serving as an instructor in the town of Foxboro during three winter terms.

In 1845, Julius Carroll, one of the teachers who had kindled Albert's interest in the profession, wrote the following recommendation:

"The bearer of this paper, Mr. Albert G. Boyden, is a young man of industrious habits, superior talents, and a good moral character. He has distinguished himself as a scholar of the first order at the school he has attended in this place, and which I have had the pleasure of teaching for years, and in my opinion is well qualified to take charge of a Common District School.

I, therefore, hesitate not to recommend him, as one fully competent to teach the branches taught in our schools, and as one also that is perfectly worthy of trust and confidence in any business in which he may see fit to engage."

Armed with this and other recommendations, Boyden entered Bridgewater in 1848. Principal Tillinghast signed his certificate of graduation on July 12, 1849, although Boyden stayed on for a postgraduate term. Sixty years later, after he had resigned as principal, he reminisced fondly about his student days at the normal school. He jokingly recalled that since there were two more women in his class than men, the two surplus women served as chaperones. He also remembered the social gatherings every two weeks at the principal's home; the lyceum; the Normal Offering; and taking part in "round" baseball and football, a rigorous game played without protective equipment. He also remembered attending a lecture by Louis Agassiz, who told the normal school students, "I see before me many bright eyes, I have come to help you see," and who then proceeded to draw a grasshopper on the board as he discussed how the insect lived and used its sense organs.
Boyden wrote of the student body that they were "...working students from the middle ranks who knew the value of time and money." While Boyden had managed to save some expense money from his teaching, he supplemented his income by performing janitorial duties including tending fires. 4

After graduation, he taught in a Hingham grammar school, but in 1850, he received an invitation from Tillinghast to return to his alma mater:

The place of assistant in this school will become vacant at the end of this term by Mr. Colburn’s leaving.

The Board of Education has made a change in the appropriation, which gives the school a principal and a permanent assistant, and a sub-assistant, who receives a salary of $300 per annum, which may be raised to $400. This situation I offer to you, and should be very confident that I subserved the best interests of the school by obtaining your assistance. You know the situation as well as I do, and can as accurately measure its advantages and disadvantages. Please write me immediately as the term draws to a close.5

As noted, Boyden greatly admired Tillinghast and attempted to model his own teaching on the principal’s example. He wrote of his mentor:

He was a man of strong religious feeling, pure character, an unflinching devotion to principle, with a real, heroic abnegation of self; modest, accurate, thorough, of great analytical power, reading character readily and accurately, he had power over pupils which is seldom attained. The secret of his power lay in his own personal character; he was himself what he sought to have his pupils be.6

In November 1851, he married classmate Isabella Whitten Clarke. Isabella was born on September 9, 1825, in East Newport, Maine, the daughter of Martha Louise Whitten and Thomas Clarke. Like her husband, she attended local district schools; at age 17, she began her teaching career in a neighboring town.

After graduating from Bridgewater, she taught in the public schools of Westerly, Rhode Island, and Hingham, Massachusetts, and later at the Wheaton Female Seminary in Norton, Massachusetts, which eventually became Wheaton College. In response to a letter from Wheaton in the 1920s inquiring about Bridgewater graduate Mary Cragin, Arthur Clarke Boyden noted his mother’s brief teaching career at the seminary.7

Mrs. Boyden supported her husband in all of his duties as principal, and when the first boarding hall opened in 1869, the principal and his family moved into the building in quarters situated between the women’s and men’s wings. She supervised the upkeep of Normal Hall for the next 22 years.

The Boydens had been married for 44 years when Isabella died on October 1, 1895, at the age of 70. While one of her identities had been that of a typical 19th-century wife and mother, those who knew her also remembered a woman who was vitally interested in the issues of the day, including the antislavery and temperance causes. Mrs. Ellen Fisher Adams recalled that while family and teaching were important to her, Mrs. Boyden did not believe that women should be limited: “She believed women had not only the right to do whatever she could, but she wanted for her the rewards of her labor. She was impatient with all the hindrance to study and development, impatient of the conservatism and conventionalism which forbade to woman the free play of heart and mind.” 8 George Martin, another Bridgewater graduate who taught at the school and who eventually served as agent and then secretary of the board of education, said that she
Albert Gardner Boyden: (1860-1906)

Albert Gardner Boyden, Class of 1849, was born in South Walpole, Massachusetts, on February 5, 1827. Inspired by his own teachers in the district schools that he attended during summer and winter sessions, he turned his hand to teaching at the age of 14. Over the years, he moved up the ranks in his profession, and he accepted the position of principal of a high school in Salem and later was elected submaster of the Chapman School in Boston. He returned to Bridgewater as chief assistant to Tillinghast (1850-1853) and later (1857) to Marshall Conant, whom he replaced as principal of the Bridgewater Normal School on August 22, 1860. The capstone to his first decade as principal was the opening of Normal Hall and the laying of the foundation for a building program that would transform the school by the turn of the century. His second decade as principal was a period of consolidation and one of the more challenging periods during his tenure at Bridgewater. His third decade was a period of dynamic growth of the campus, and one that coincided with a renewed emphasis on science education in the United States. In 1890, Boyden presided over the semicentennial celebration of Bridgewater’s founding in 1840. By the end of Albert Boyden’s 46-year tenure, the institution had grown from a school employing four instructors for 67 students to an institution employing 23 faculty for 300 students. The one building, 1.25-acre campus had grown to encompass five buildings on 16 acres. Albert Gardner Boyden’s resignation took effect on August 1, 1906, although he continued teaching through the winter of 1914. He died at the age of 88 on May 30, 1915, less than one month before the celebration of the 75th anniversary of the Bridgewater Normal School.

Not only knew the school’s history, but also familiarized herself with every aspect of its administration. Isabell Horne, a longtime teacher, fondly recalled the group of six women who met weekly in Mrs. Boyden’s parlor to read and discuss books, both old and new. This practice is evidence of her continued interest in intellectual matters.

In 1853, Boyden left Bridgewater with his bride to accept the position of principal at the Classical and English High School in Salem. In 1856, he was elected submaster of the Chapman School in Boston where he remained until 1857, when he returned to Bridgewater, this time as chief assistant to Marshall Conant, a man whom he also greatly admired.

Shortly after his appointment as principal of Bridgewater, which took effect on August 22, 1860, Boyden was walking along Tremont Street in Boston when he encountered George B. Emerson, the board’s treasurer and one of the Bridgewater visitors. Emerson said to the new principal, “The board has appointed you Principal of the Normal School at Bridgewater; are you going to rise up to fill the place?” Boyden replied, “I shall do my best to meet the requirements.”

Boyden quickly turned his attention to what became a remarkable expansion of the school’s buildings and grounds. As noted, at the end of his tenure Marshall Conant had highlighted the need for expanding the classroom facility, and in 1860, the board catalogued the deficiencies of the current structure:

Being the first building constructed for a State Normal School in America, and therefore erected without the results of the experience which have now admirably adapted the other three buildings (Westfield, Framingham, Salem) to their use, it is small, poorly contrived, and inconvenient. Neither its main schoolroom nor its recitation room meets essential wants. It has, also now become impossible to warm the building with the means in use."
In 1861, the Legislature appropriated $4,500, which allowed the construction of two wings, each 24- by 38-feet, to be added to the original structure. This provided space on the top floor for a large recitation room, a room for astronomical and geographical apparatus, a library and a room for the teachers. The bottom floor consisted of four recitation rooms, two rooms for philosophical and chemical apparatus, a cabinet for geological specimens and two cloak rooms. In addition, a new furnace was constructed, and tanks and pipes provided water to the sinks and water closet.\(^{11}\)

The visitors commended the principal for devoting his entire summer vacation to overseeing the completion of this project without seeking compensation. One deficiency still noted, however, was a lack of furniture. Boyden often had to personally repair broken furniture; its scarcity was even more noticeable in a considerably larger building.\(^{12}\)

Replacing furniture was hardly a simple matter, however, as the visitors continued to exercise control over the minutest expenditures. In October 1860, E.O. Haven wrote to Boyden, who had been in office less than two months, "I regret that the expenses of the school have exceeded the receipts. This will call for great economy during the remainder of the year."\(^{13}\) In the same correspondence, Haven noted the sale of a piano, reminding the principal that the revenue must be retained in some manner. George Emerson even became involved with the price of milk for the carpenters who were making the additions to the schoolhouse. While he had paid $7.50 to cover a six-week period, he made it clear that if the construction took longer, then the board would only authorize $1.25 per week thereafter. Emerson also notified Boyden that he was personally inclined to disallow the advertising expenses he had submitted (the principal would then have had to absorb these out of his own pocket), but since the principals apparently had not been notified in a timely manner that the secretary would handle advertising, the amount would be paid this time but not in the future.\(^{14}\)

The furniture was replaced, although not until three years later. In 1862, Haven authorized Boyden to spend $200, even though the board had not taken any action. Abner Phipps finally arranged for an allocation to purchase 50 desks and 100 chairs. However, Boyden was instructed to store the old furniture in the attic until disposed of, again a clear implication that the money raised would be returned to the board.\(^{15}\)

Salaries also continued to be a contentious issue, since the visitors, not the principal, controlled salaries, although the full board set the principal’s salary. When James Schneider left for the army in 1863, Phipps indicated that if it was going to take a $100 raise to secure a replacement, some members of the board would favor hiring a woman at a reduced salary.\(^{16}\) In fact, the board had generally developed a policy of hiring more female faculty to reduce expenses.\(^{17}\) The records make it clear that longtime and valued female faculty members, such as Eliza Woodward, always received a smaller salary than their male counterparts, some of whom had taught at Bridgewater for a much shorter time.\(^{18}\) The visitors also began to look at dispensing with the special lectures, using that money to hire full-time assistants who could teach the subjects at an adequate salary, although making a possible exception for singing and music.\(^{19}\)

Unlike modern times when executives are often paid salaries that far outstrip those of their employees, the board attempted to keep the principals’ salaries in line with those of the assistants. In 1870, John D. Philbrick informed Boyden that while he personally favored a raise and Boyden deserved one, the highest paid assistant made $1,800, and, therefore, the board’s hands were tied.\(^{20}\)
The decade of the 1860s also coincided with the outbreak of the Civil War, an event that could not help but impact the normal school, particularly the male population. Surviving records make it much more difficult to gauge the impact of the war on the female students, except in the broad sense that a war of this magnitude affected those on the home front. While they may have had fathers or brothers fighting in the conflict, women who remained in school were probably sheltered from having to deal with the new gender roles forced on many women in the absence of male family members serving in the armed forces.

Male students enlisted in numbers corresponding to the general population. By the end of 1862, nearly three-fourths of the male students at both Bridgewater and Westfield had enlisted, producing an overall decline in enrollment. At Bridgewater, 108 male students were admitted between March 1861 and September 1864, and of that number, 35 young men (which represented 32 percent of those who had enrolled) had entered the service. In total, the school provided 115 men to the Union cause – 69 officers and 46 privates.

A plaque stands inside the door of Boyden Hall with the names of 14 alumni and one faculty member who lost their lives during the conflict. The faculty member was James Schneider, a Yale graduate who was appointed as assistant in September 1861. Ultimately, Schneider decided to leave Bridgewater to pursue theological studies in preparation for work in foreign missions. However, his plans were interrupted when he was drafted into the army, becoming a chaplain in the Second Regiment of the United States Colored Troops.

Schneider left Bridgewater in 1863, and in a letter, he informed the principal that he was aboard the steamer Continental off Governors Island, New York, awaiting transport to New Orleans and

Legislature appropriates $4,500 for construction of two wings (each 24- by 38-feet) to Bridgewater’s original academic building

Civil War begins

James Schneider becomes an assistant at Bridgewater; two years later he is drafted into the army, serving in the Civil War; he becomes ill and dies in April 1864

32 percent of male students at Bridgewater enlist in the armed forces; in total, 115 men join the Union cause

Alum Mary J. Cragin, Class of 1851, becomes the first normal school woman principal (or assistant principal) in St. Louis, Missouri (contrary to the prior belief that Julia Sears, Class of 1858, held that honor)

Albert E. Winship enrolls in Bridgewater, serves during the Civil War, has the distinction of being the only Bridgewater student to graduate in uniform; teaches at Bridgewater from 1868-1872; eventually owns his own publishing company

BOE lengthens term from three to four terms of 20 weeks each, over a two-year period

BOE Secretary Joseph White proposes a supplemental course of two years, which is adopted by BOE.
By March 1864, the regiment was stationed at Key West, Florida, and Schneider provided some interesting descriptions of his life as a white officer in a black military unit. Given his position as both a chaplain and an educator, he provided the men instruction in a number of subjects. He wrote of his experience, “I scarcely step out of my room without someone asking ‘Chaplain can you get me a book?’… or some other question relating to their letters, or their meetings. I like these men even more than I did at the first.”

He also indicated that his goal was to ensure that every soldier was literate:

I have one ambition, and that is to have every man in this regiment able to read & write and so (for I don't think they’ll see field service), go back to society well educated and intelligent. I'm afraid this will never be – but it would be grand, wouldn't it? – a thousand educated black men.

The former assistant also testified to the stigma faced by African-American volunteers. Although some commanders, such as Ulysses Grant, enthusiastically utilized black soldiers, others, like William T. Sherman, refused to believe black men could fight. The 2nd Regiment had relieved a white unit that had been sent to the front, and while it was unlikely that the regiment would see combat, Schneider took solace that they had freed others for the task. He also revealed the threats that the Confederates had made to white officers leading African-Americans, “By this time we supposed we should either be hanging fr.[om] a white oak tree, or be pining away in the dungeon of Libby Prison.”
Schneider told Boyden that his thoughts often turned to Bridgewater, and he thanked him for the catalogue and papers he had sent. Always the educator, he was collecting coral and other items that he hoped to be able to send to the normal school before the end of the summer.26

Tragically, however, his plans were interrupted. His correspondence told about the outbreak of a yellow fever epidemic, which had entered Key West on ships coming from Cuba. Despite a strict quarantine, Schneider became ill and died on April 25, 1864. He is buried in Greenwood Cemetery, Brooklyn, New York.27

Boyden eulogized his former assistant at the 1864 graduation:

One year ago, as we were assembled here for the closing exercises of the term, James Henry Schneider, who we so deeply esteemed and loved, stood by our side in the full vigor of his noble manhood. Today … his name is added to the list of those whose heroic sacrifice has ennobled, not them alone, but the whole land and race in the defence of whose liberties they have fallen.28

Boyden also corresponded with other former pupils who served in the armed forces. Peter Sears, a captain in the 33rd Regiment Massachusetts Volunteers, wrote to the principal about his unit’s maneuvers through the Virginia countryside. Also serving in the 33rd were alumni 1st Lieutenant Joseph Locke, 2nd Lieutenant Thomas Howland and Corporal Jacob P. Almy. Sears asked the principal to show his letter to Miss Woodward and to remember the men to other faculty members.29

How Almy’s name eventually came to be listed on the plaque of those who died in the war is a mystery as he not only survived the conflict but enrolled at West Point, graduating in 1867. He served in a number of locations and was killed in action in the Indian wars on May 27, 1873.30
A similar mystery surrounds John Edward Bryant. After the war, Boyden and Woodward wrote to the families of the deceased soldiers, soliciting information about the circumstances of their deaths. Bryant’s brother, Oliver, responded that while John Bryant was in government service as a postal clerk, having entered upon his duties on July 25, 1862, he was never in the military. He died in a yellow fever outbreak at Newbern, North Carolina, in November 1864.31

Interestingly, one alumnus’ death is not recorded. Ebenezer Mirick wrote that his son, Alonzo, belonged to Company B, 2nd Maine Regiment. He had been wounded twice, although not seriously, in heavy fighting near Richmond. He died of chronic diarrhea in Finley Hospital, Washington D.C., on September 23, 1862.32

The remaining deaths were a combination of combat injuries and disease, a not uncommon occurrence in warfare where, historically, the ratio is two non-combat deaths for every death on the battlefield. Of the combat deaths, the most interesting from a historical perspective is that of John Humphrey, who enlisted in the navy in July 1861. He was assigned to the Cumberland, which was part of the blockading squadron off of Hampton Roads, Virginia. Humphrey was killed by a bursting shell during one of the most famous naval engagements of the Civil War. The Cumberland was sunk by the Confederate ironclad, C.S.S. Virginia, shortly before the Union ironclad, Monitor, fought the famous Confederate warship to a draw. This battle ended the age of wooden ships and began a scramble to construct iron warships.33

The 1860s also witnessed the enrollment of the first African-American student to attend Bridgewater. Until recently, Mary Hudson Onley, who graduated in 1912, had been accorded that designation. However, the honor clearly belongs to Sarah Lewis, who entered the normal school in 1867 and graduated in 1869. It is possible other minority students attended the Bridgewater Normal School before Lewis, but her attendance is the first that can be definitively documented.

Sarah A. Lewis was born on February 20, 1846, in Providence, Rhode Island; she was the daughter of William Lewis, who was a native of Rhode Island, and his wife, Sarah, who came from Savannah, Georgia. In the 1840s, William worked as a barber, but by 1857, the family had moved to Fall River, Massachusetts, where he secured a position as a coachman. By 1864, he was employed as a waiter on the steam paddle vessel Empire State. The ship was part of the Fall River line that carried high-end clientele to Newport and New York in luxurious fashion.34

While hardly making the Lewis family wealthy, they did have sufficient resources to allow Sarah to pursue an education. In this period, it would have been much more common for the young woman to seek employment in the bustling Fall River textile mills, working for meager wages and enduring rather poor factory conditions. Sarah’s studies progressed so well that she was able to pass the stringent entrance exam to attend Fall River High School, an exam that according to historian Philip Silvia, was probably more challenging than the current Massachusetts MCAS test.

After graduation, she taught for three terms before enrolling at Bridgewater. On her enrollment form, she noted that above and beyond the minimum admission requirements, she had also studied algebra, natural philosophy, rhetoric and bookkeeping. Sarah was one of 17 students to graduate in January 1869; she returned to Fall River to teach at the 1st Division Intermediate School. It should not be underestimated just how bold a move this was on the part of both the normal school and Fall River to
admit and employ an African-American student. For example, Harvard College did not award its first degree to an African-American until 1870.

While Sarah Lewis was a pioneer on the racial front, she was still constrained by 19th-century gender boundaries. When she married Edward Williams on May 11, 1871, a teaching career was closed to her as it was to any married woman. While in some areas of the country black women, unlike white women, might continue to teach in minority schools after marriage, such an opportunity was not available in Massachusetts.

With teaching out of the question, Sarah had to rely on her husband for support. Since he was a cook and caterer, the couple moved in 1880 to Manhattan where he had found employment. Eventually, they returned to West Newton where Sarah supplemented the family income by working as a seamstress. Edward died in 1902, and by 1910, she had moved to Cambridge and was supporting herself as a dressmaker. Eventually, she lived with her married daughter, Florence, in Everett, dying on January 24, 1939, at the age of 92. She is buried in Oak Grove Cemetery in Fall River.

Parenthetically, the Lewis family was also connected with another very significant African-American family. Sarah’s younger sister, Mary, born June 19, 1847, had married Lewis Howard Latimer on November 15, 1873. Lewis was the son of George Latimer and his wife, Rebecca. The couple had escaped from slavery in the south to Boston in 1842; George, who was light skinned, posed as a master and Rebecca, as his slave. Their case gained great publicity, and abolitionists raised funds to prevent the couple’s return to their owners.

Latimer was widely known in the late 19th and early 20th centuries. He served in the navy during the Civil War and then rose to the position of chief draftsman of the engineering firm Crosby and
C H A P T E R  3
THE BOYDENS, FATHER AND SON: Albert Gardner Boyden 1860-1906

Gould. An inventor and a holder of a number of patents, he was best known for having worked with two of the most famous scientists and inventors of that period. He provided the drawings for the telephone patent application of Alexander Graham Bell and, in 1884, joined the Edison Electric Light Company in New York City as a draftsman and engineer. In 1890, he transferred to the legal department where he became a patent expert. His book, Incandescent Electric Lighting-Practical Description of the Edison System, was published in 1890. Due to his expertise, he often testified in court about infringement cases, particularly those regarding the rival Westinghouse Company.

He retired in 1924 but kept busy as a charter member of the Edison Pioneers, serving as adjutant and recording secretary of the George Huntsman Post, Flushing, Long Island, until his death on December 11, 1928. Latimer is enshrined in the Massachusetts Hall of Black Achievement at Bridgewater State University, where he was joined by his sister-in-law, Sarah Lewis.

While Lewis Latimer, Sarah Lewis and her sister, Mary, are examples of some racial progress after the Civil War, Sarah’s life raises the issue of promises unfulfilled. Mary, given her husband’s position, was able to live an upper-middle-class life and even to mix to some degree into white society. Sarah, however, despite her education and obvious abilities, found many doors closed to her. As emeritus professor of history Philip Silvia concludes, “But we cannot help thinking about how much Sarah Lewis would have offered as a professional educator had her career not been aborted by prejudicial legislation.”

Curriculum at Bridgewater continued to evolve. Following a trend begun under Tillinghast, the course of study was lengthened from three to four terms of 20 weeks each over a two-year period. In 1866, the board prescribed a detailed sequence of courses, which, in addition to those subjects previously taught, included drawing, vocal music and gymnastics. Also, Latin and French could be pursued as optional studies.

Ultimately, Secretary Joseph White proposed—and the board adopted—a supplemental course of two additional years. This came about after some discussion as to whether a new normal school should be established to provide a four-year course or whether one of the current schools should be dedicated to this purpose. In the end, these proposals were rejected in favor of allowing the four established schools to offer the supplemental course that consisted of Latin, French, higher mathematics, ethics, natural sciences and English literature.

As had happened from the beginning, private citizens continued to make contributions to support the normal schools. Thomas Lee donated a sum of money allowing each school to set aside $37.50 for prizes for candidates who distinguished themselves by demonstrating excellence in reading during the admission exams. The board spelled out standards for the award, including possession of a clear full voice, perfect articulation, correct pronunciation and a natural delivery.

A committee consisting of members of the visitors and the principal was tasked with establishing the number of prizes. A decision was made to present books to the winners; Emerson indicated to Boyden that he might consider designing a certificate that Boyden could sign and place in the front of the volume. Allowance was made for those who might prefer cash in lieu of a book.

The entrance and graduation exams played an important role during the academic year. As early as 1856, students underwent graduation exams in front of family, friends, townspeople and anyone else who might wish to attend. One can imagine that in a
small rural town the examinations were a much anticipated form of entertainment. A number of handwritten exam schedules survive, indicating which students would be examined in a particular subject area and assigning faculty to prepare the questions. A public examination must have been a rather daunting experience for students. An 1866 newspaper account recorded the presence of several members of the board of education including ex-governor Emory Washburn; D.B. Hagar, who was the principal at Salem; two members of the Legislature; and Professor Bigelow of Framingham. While the principal conducted the exercises, board members freely joined in the questioning with the reporter noting that questions “were answered promptly and satisfactorily.”

While the examinations were generally a positive experience, a February 1865 exam caused visitor George Emerson to stop attending the exercises. Emerson asked one of the male students a mathematics question to which the student responded that the question was a “mad-dog assault upon ciphering.” In a letter, Emerson asked Boyden to explain the phrase, adding, “Your examination was a most satisfactory one – but I do not know that I shall ever attend another.” It is possible that Emerson overreacted. Boyden attempted to explain the phrase and to apologize, but the visitor was not totally mollified, inquiring of the principal if the language of a country barroom was to be introduced into normal school exams. Although he still retained a great interest in Bridgewater and would be glad to visit and talk with the students:

I am not willing at my age, to expose myself to hear my plea for more instruction to prepare for the life work of pupils characterized as the howling of a mad-dog. I have no doubt that there are many who heard it who considered it a capital hit, not only answering the argument but annihilating the poor old man who had urged it.

Boyden purchases 6 acres of land with his own money, with an eye toward the school’s future expansion; the parcel is named Boyden Park (the state later buys the land from Boyden. In 2010, Scott Hall, Rondileau Campus Center and Maxwell Library are situated on this parcel)

Robert Lincoln O’Brien, Class of 1884, serves as the personal secretary to President Grover Cleveland from 1894-1895; in 1910, he becomes publisher and editor of the Boston Herald

Boyden's silver anniversary at Bridgewater; alumni association commemorates the event; Boyden’s portrait is painted by Edgar Parker and presented as gift to be hung in Normal Hall

Two Chilean students enroll at Bridgewater under a formal agreement with the Chilean government, Bridgewater’s first formal international partnership

Legislature passes a law requiring instruction in physiology and hygiene in public schools

Two alumni, Dr. Lewis G. Lowe and Samuel P. Gates (pictured), donate a 1 ½-acre parcel of land, which expands Boyden Park

Abelardo Nunez, the Chilean commissioner of education, visits Bridgewater in 1880. As a result of this visit, two Chilean students, Juan Antonio Alvarado and Ramon Luis Lopez (pictured L-R), later attended Bridgewater, graduating in 1888

Bridgewater visitor, Alice Freeman Palmer, one of the first women to serve on the BOE, becomes president of Wellesley College at the age of 26 (some think Bridgewater’s motto – “Not to be ministered unto, but to minister” was influenced by Wellesley’s motto “Non ministrari, sed ministrare,” the Latin version of the same phrase)
I am not willing to come again as an examiner in a Normal School and thus expose myself to hear such language applied to myself.\textsuperscript{45}

In a manner that would seem comical by modern standards, the board even turned its attention to whether students were being overworked. A committee visited two of the schools and asked students questions such as how many hours they studied outside of the classroom; did they have headaches; did they sleep well at night; what is the state of their appetite and the overall condition of their health. The results were so alarming that eight hours was set as the maximum amount of time devoted to studies both in and out of class.\textsuperscript{46}

Boyden had already given some attention to student health. The Bridgewater catalogue spelled out the rules students had to follow:

Pupils are expected to attend public worship on the Sabbath, at any church they may select. At least one hour of exercise in the open air is required each day, weather and health permitting.

The hour for retiring is not later than ten o'clock, at all seasons of the year. Pupils must devote a proper amount of time to sleep. Seven hours of undisturbed repose is the minimum.\textsuperscript{47}

Since one of the tasks of the board of education was not only to administer the normal schools, but also to collect data, the board prepared a list of questions and requested that the principals provide information about students who had attended the normal schools. Boyden responded that seven-eighths of the graduates had taught; of that number, 98 percent had taught in the public schools and two percent in private institutions. Of the men, two-fifths had taken charge of grammar schools in larger towns and three-fifths in district schools. Of the young women, many served as principals or assistants in grammar, intermediate, primary and district schools, plus a few in high schools. Women continued to teach on average three years – men longer – and some had made teaching a profession for as long as 20 years. Five-eighths of all the gradu-
ates since 1860 were still teaching. However, requests for teachers were five times the number who graduated each year. This statistic, as well as the very short period of time that most women taught, has led some critics to downplay the contributions of normal schools to education reform. 48

One of the major events that marked the close of the decade was the construction of a boarding hall, making Bridgewater the first Massachusetts normal school to provide a residence hall at state expense for its pupils. Beginning in 1866, Boyden often complained about the difficulty students had in finding lodging and affording the high cost, factors that contributed to a decline in enrollment. 49 By January 1867, the visitors were authorized to apply to the Legislature for support in constructing a boarding house. 50

Interestingly, the previous year there had been a proposal to solve the housing shortage by purchasing the Holmes Sprague estate. The plan was to divide the cost into shares and then solicit subscribers to underwrite the purchase. The investors would constitute an association to conduct business. The total cost to purchase and furnish the building was estimated at between $5,200 and $5,400, which was far less than a new building would cost. To reimburse the subscribers, rent would be charged at an amount not exceeding six percent of the purchase price and taxes, and would be payable to the principal semiannually. 51 Nothing came of this proposal, although the idea of charging students board at the rate of six percent interest was adopted when the boarding hall was built.

A project of this size, cost and unprecedented nature was not going to move forward quickly, and it was not until 1869 that the building project gained momentum. In January, Boyden again appealed to the visitors and argued that a residence hall was urgently required as many students “had
rather meagre accommodations." The building he envisioned should be able to accommodate 100 female students and teachers, since the young men could find accommodations in the village. Both sexes, however, would be allowed to eat in the dining hall. Acknowledging that the funding might be expensive, he reminded the visitors that when Bridgewater first proposed construction of a boarding hall in 1866, the Bridgewater Alms House had received $15,000 for a steam heating system, about the same amount that the new building was estimated to cost.52

Rather than appropriating state funds, House Resolve, No. 488 authorized the commissioners of the school fund to loan $10,000 for building and furnishing a boarding house at Bridgewater and an additional $5,000 for Framingham. The money would be repaid by charging boarders an amount sufficient to cover the interest on the loan at six percent based on the cost of the building, the furnishings and a reasonable amount of insurance.53 The original authorization was not sufficient, and, ultimately, the commissioners were allowed to loan a sum of $15,000. In the event the board of education did not repay the loan, a provision stipulated that the school fund commissioners, with the approval of the governor, could sell the building and furniture to recoup the money.54

The visitors, including Secretary of Education White, were appointed a committee with full power to supervise the construction. The committee, in turn, appointed the principal as superintendent of the works and authorized him to make all purchases. The boarding hall was located near the center of the campus, although the town had offered $1,000 for the purchase of any lot that the committee might desire. Boyden traveled out of state to visit a number of boarding houses in order to acquire information about the structures and internal layout.55

Construction commenced on June 18 and was completed on November 20. On the 25th, the management of the building was organized, and rooms were immediately filled. Normal Hall was a wooden structure 40- by 80-feet situated above a basement that contained the cellar, boiler room and storage room; a laundry area was divided into rooms for washing, ironing and drying, and linens. The first floor included the family rooms, library, sitting room, bedroom and bathroom, parlor, dining room and cooking room. The remaining floors were divided into 29 student rooms, whose dimensions were 10- by 15-feet, and rooms for employees who worked in the dormitory. Each room contained two closets and was supplied with furniture and heated by steam. Students were expected to supply their own bed linen and towels.56

As noted, the principal and his family also moved into the building, and despite Boyden’s preference to the contrary, there was a wing for male students, meaning that the original Normal Hall was co-ed. However, as historian Jordan Fiore writes of this arrangement:

… there was no scandalized comment, no shocked reaction from parents or the community. The apartment between the two wings was occupied by the principal Albert Gardner Boyden, and his wife and family, and any student foolhardy enough to consider going from one side to the other had to face the fact that he had to pass through the principal’s apartment to accomplish this. We have no record to the contrary … so we may be sure that the attempt was never made.57

Residing in Normal Hall did reduce student costs by about a dollar per week. Women were charged $3.75 for rent, fuel, light, washing and board. Men who lived in the hall paid $4.00 per week, while those who lived in town could eat in
the dining room for $2.80. If costs during the term were less than anticipated, students received a refund; if more, they were charged the balance at the end of the term. Half of the money was paid at the beginning of the term, and the balance was paid halfway through the semester.\footnote{58}

The board was effusive in its praise of Boyden, who had served as clerk of the works for no extra compensation. They did not pay him any extra salary for his efforts, but, ultimately, agreed to reimburse him for any travel expenses he had incurred.\footnote{59}

The visitors saw the construction of the boarding hall as a significant change, calling it, “The most important event in the history of the school for many years past …”\footnote{60} In some ways, the opening of Normal Hall marked the capstone to Boyden’s first decade as principal. While Boyden had an enormous impact on Bridgewater in many ways, given his long tenure as principal, one of his most significant contributions was laying the foundation for a building program that would transform the school’s nature by the turn of the century.

\textbf{1870-1880}

While the first decade of Boyden’s administration was a period of many innovations and changes, the 1870s were a period of consolidation. One limiting factor was a depression that struck in 1873 and lasted throughout the rest of the decade. Nationally, the economic downturn produced labor unrest and a few famous strikes, while at the state level retrenchment reduced the resources that the commonwealth could devote to areas such as education. Economic problems notwithstanding, the early 1870s saw a continuation of the building program Boyden had initiated during his first decade as principal.

Despite the enlargement of the school building and the building of Normal Hall, the need for more space outpaced construction. The 1871 Annual
Report noted, “Although the boarding hall has proved a successful experiment, in respect to both convenience and economy, yet in respect to size it has turned out to be wholly inadequate to the wants of the school.”\textsuperscript{61} At that point, Bridgewater numbered 142 students, 31 living at home and 54 boarding in Normal Hall, which left 57 students to find lodging in the town. Since many students wished to lodge in the boarding house as soon as space became available, the admission of new students continually aggravated the space situation. Pupils living off campus had to pay more than the resident students and this created a great deal of dissatisfaction. The visitors recommended an addition to the south end of Normal Hall at an estimated cost of $25,000 in order to accommodate an additional 65 to 70 students.\textsuperscript{62}

Space in the schoolhouse was also inadequate. The 1861 enlargement meant the building could accommodate 120 students comfortably, although 142 pupils could be squeezed in with additional desks. Not only was classroom space limited, but space to provide better instruction in physics, chemistry, geology, botany and zoology was desperately needed. Given his previous experience, Boyden was becoming something of an expert in school construction. He proposed that the best way to increase the space was to add a third story, which would provide a large schoolroom and allow the second story to be divided into the necessary class-rooms. The cost was estimated at $13,000.\textsuperscript{63}

Since Normal Hall was only two years old and state funds were required to meet the additional needs for boarding houses on other campuses, Bridgewater’s expansion project would have to wait. However, on April 26, 1871, the visitors were constituted as a committee and authorized to contract for the enlargement of the building at a sum not to exceed $15,000.\textsuperscript{64} The next month, the Legislature authorized the expenditure, but from the school fund, not general revenues. Again, the principal visited several other schools that had recently
constructed buildings; Solomon K. Easton of Mattapoisett was employed as the architect.

The enlargement adhered pretty much to Boyden's vision by adding a third story 16 feet in height. The building had previously been described as serviceable but plain, and attention was given to aesthetics by adding an observatory in the center. Work commenced on July 12, 1871, and was pretty well completed by the end of summer vacation, so there was no disruption in instruction. 65

The changes provided anterooms on the first floor along with four recitation rooms and space for philosophical apparatus and a chemical laboratory. The second floor housed five recitation rooms with alcoves and cases for a library and cabinets. The third story contained the main schoolroom, the senior recitation room and the principal's room. There had been a desire to upgrade the heating system to steam heat, but while some piping was installed, funds were not sufficient for the purpose. While there had been previous comment that, due to its age, the Bridgewater building was the cheapest of all the state normal school buildings, the principal informed the board, "It is now one of the most pleasant and convenient school buildings in the State." 66

One of the reasons the expansion of Normal Hall would take a bit longer was that Westfield had no boarding house, and, therefore, the needs of the Western Massachusetts school were considered to be more urgent. The Westfield building would cost $75,000, and the additional amount of $36,000 for Bridgewater was deemed too much to ask for in a single year. 67

Over the next couple of years, once the Westfield building had been given priority, the Bridgewater plans continued to move forward. In January 1872, the board asked the Legislature to authorize an expansion that would double the size of Normal Hall; early in 1873 a request was made for $36,000. 68
Dr. Alonzo Miner and the secretary were given permission to complete the plans, and if they deemed it best, they could sign contracts before the board’s semiannual meeting. This indicates that while the board had not been able to take immediate action due to revenue constraints, they considered adequate housing for Bridgewater students to be a pressing issue.69

Once more, the board appointed Principal Boyden as clerk of the works and purchasing agent, and, as usual, he received no additional compensation despite the extra work involved. Alexander Esty served as the architect, and work commenced in July 1873 and was completed in March 1874. The expansion meant that Normal Hall could now accommodate 150 students. The money allocated proved to be inadequate, and an additional $7,600 had to be spent for furnishings and to bring gas lines into the building.70

As the state acquired and expanded its property holdings, particularly the residence hall, the principals faced many more economic responsibilities. They not only collected boarding fees, but also incurred expenses for food, fuel, lighting and heat, causing the board to demand a closer accountability of state funds. They instructed each principal to establish a fund by debiting himself two dollars from each pupil, as well as charging himself at the end of each term for the full amount of board and any additional charges.71 The principal would credit himself with expenses for meat, vegetables, milk, butter, eggs, groceries, fuel, light, repairs, furniture, incidentals and the amount brought forward from the previous term’s account. Secretary White indicated he would prepare a standard form to track expenses. The visitors had to audit the accounts semiannually, attach a copy to their report to the board, and send a copy to the Legislature.72 A number of Normal Hall ledgers survive, attesting to the fact that each principal made every effort to comply with the board’s directive. The ledgers also demonstrate the additional administrative burden created for the principals. Each principal was clearly under pressure to show a surplus at the end of each term.73

With the increasing property responsibilities and the introduction of new technologies such as steam heat and gas lighting, a growing concern about fire hazards emerged. When steam heating was finally installed in the schoolhouse, a fire-proof boiler was built behind an embankment in the southeast corner of the basement.74 The town also constructed fire reservoirs with the expectation that the state would pay a third of the cost.75 The buildings were insured under a five-year term policy with Normal Hall alone insured for $10,000.76 Ironically, the state ultimately decided to drop the insurance on its buildings, gambling that the premiums saved would be adequate for replacement purposes if a major catastrophe occurred. When a devastating fire in 1924 destroyed two-thirds of the campus, none of the buildings destroyed were insured, and the state had to appropriate funds to rebuild.

Parenthetically, the emphasis on the construction of the boarding house should not overshadow the fact that Bridgewater was a commuter school as well. Before the construction of the dormitory, pupils had to walk or seek other conveyance from their lodgings to the schoolhouse, and although the records are not totally clear, some students probably always arrived by horse and buggy from nearby towns. However, Jordan Fiore speculated that very few students would have been wealthy enough to own a horse and buggy, which would have been tied up all day and, therefore, unavailable for other purposes while the students attended classes. Fiore believed they probably relied on family and friends to provide transportation.77
In 1847, the railroad came to Southeastern Massachusetts. Artemas Hale, who had been so instrumental in situating the school in Bridgewater, was one of the leaders in this movement, and Bridgewater became one of the stops on the Old Colony line between Boston and Cape Cod. This provided another means for students to reach the normal school. Even the visitors and other board members availed themselves of train service to Bridgewater, although travel was rather primitive and subject to the vagaries of weather and mechanical failures. The need for dormitory space never kept up with the growth in the student body, and as late as the 1930s, classes began at 9 AM to allow commuters who arrived at 8:35 AM time to attend chapel services before beginning the school day.

Changes in the curriculum also occurred in the 1870s with the implementation of the advanced course that already had been approved. Secretary White had highlighted a growing need for both male and female teachers, who not only had been given a thorough normal education, but who also desired a higher education than the normal schools could provide given the limits of a two-year course of study. As noted, this caused the board, after some debate, to introduce a supplemental two-year course composed of Latin, French, higher mathematics, natural science and English literature. The first advanced class formed in 1870 consisted of two Bridgewater graduates, Josiah Bassett and Joshua Dill, both of whom eventually went on to serve as masters of Boston grammar schools. The teaching corps also expanded, particularly with the addition of Dr. Franz Kirmayer, a language instructor. By 1871, there were 14 graduates and undergraduates pursuing these subjects, and in 1877, one-third of the students were enrolled in the longer course. While it would be a number of years before it would become mandatory, the majority of
candidates were high school graduates. Secretary White reported to the board, “Already, in each of the schools, classes in the higher courses have been formed, chiefly from former graduates who have learned from their experience in teaching the value of a more advanced scholarship, and the necessary instructors have been employed.”

It continued to be apparent, however, that the normal schools could not produce anywhere near the number of teachers the state required. The board, therefore, urged the high schools in the cities and larger towns to furnish a course in the theory and practice of instruction to be taught during the last semester before graduation. Many school systems, including the town of Bridgewater, provided such a course, which developed into a normal school preparatory course.

Institutes also continued to play an important role in the board’s overall approach to teacher education. The objective was to reach the vast number of teachers who could not attend normal schools. By mid-decade, the board decreed that a minimum of eight institutes should be held yearly. To emphasize the board’s support, a board member was tasked to attend each institute along with an agent or principal. School districts were also urged not to dock the pay of teachers who attended, and money was set aside to pay the expenses of attendees. Numerous normal school faculty members including Albert Boyden, George Martin, Barrett B. Russell, Eliza Woodward and Isabell Horne, all from Bridgewater, provided instruction.

Art was one area of study that gained increasing emphasis and was considered essential for public school teachers. In 1870, the Legislature responded to the board’s recommendation and approved legislation requiring drawing as one of the branches of learning to be taught in the public schools. Mr. Walter Smith, the art master in charge of the art school in Leeds, England, was hired by the state as an adviser and lecturer for art education and by the city of Boston as headmaster in its Normal Art School.

One of Smith’s duties was to visit the normal schools to inspect the quality of artwork and to outline the course to be pursued. Bridgewater’s 1871 expansion had provided space for an art room, and the school had obtained examples of casts and models. Eliza Woodward provided art instruction.

Smith frequently corresponded with Boyden, and in January 1872, he inquired if the 12th would be a suitable day to visit, adding, “I should like the ordinary drawing lesson of the school to be first given to all the pupils that I may examine the work, I will afterward address the students.” In 1876, an art examination was held in all of the normal schools, and Bridgewater students obtained the highest pass rate of 96 percent. Smith praised the Bridgewater achievement:

Both as to numbers & efficiency your school is ahead of the rest & I have much pleasure in saying that I think the drawing is admirably well taught. — I hope the time will come when all the schools will be as well taught, or will attach as much importance to the subject as you do. —

The board also continued to agonize about the overall quality of students being trained as teachers. They, therefore, tasked agent Abner Phipps to attend the entrance exams and to report on the quality of the exams and student scores. In his summary, Phipps did not mention any specific school by name but indicated that the results he was reporting were typical of the three eastern schools that he had visited: Bridgewater, Framingham and Salem.

His main complaint was that the questions prepared by the principals in geography, history,
arithmetic and grammar were no more difficult than those asked on high school admission exams. There were no trick questions, nor were there any particularly difficult questions in each area, which might test the applicant’s maximum abilities.88

The words from the spelling section were simple everyday words, and yet 18 applicants had scored lower than 60 percent. To attain even that result, the higher reading scores had to be combined with the lower writing scores. A few students had done very well, but in accordance with the precedent of admitting students with very low scores, only four of the 48 candidates had been rejected and seven had been admitted in probationary status. Phipps concluded that more attention should be paid to the common English subjects, and that the rules should be altered so that no student of either sex should be admitted under the age of 17. He concluded, “With a higher standard of scholarship for admission, and with greater maturity, physical and mental, of those admitted, I think we should secure a superior class of teachers for graduation, and thus elevate the character of our Normal Schools.”89

After a July 1875 exam, Gardiner Hubbard chided Boyden:

It has also occurred to me that you were not so thorough in the examination for admission to the school as you should be, and that your school would gain in efficiency and popularity and in the reputation of the teachers, if you rejected every term a larger number of applicants, and conditioned still more.90

He added that at the new school in Worcester, they examined students at the end of each term and placed some on probation, and Bridgewater might be wise to follow the Worcester example.
The visitors finally decided that a candidate not obtaining at least a 50 percent score would be rejected even if this caused a decline in the number of admissions. Phipps had recommended setting the figure at 80 percent, so the standard was still not very high. The next year, the visitors reported with satisfaction that while 25 percent of the candidates had been rejected, admissions had remained stable.

One way in which the student body did change was with the admission of foreign students, including one of the normal school’s most famous graduates, Shuji Isawa. Isawa came to Bridgewater from Japan in 1875 and was not the first Asian student to attend Bridgewater. That distinction belongs to a student named Yahbah, who came from Bassein, Burma. Two years later, he was joined by Moung Tway, who came from the same Burmese town and was admitted in the same class as Isawa. The 1876 Alumni Record carries the annotation for Yahbah: “not heard from.” Surviving records do not indicate how two students from Burma found their way to Bridgewater in the 1870s; perhaps they had learned of the school through missionaries or American businessmen. Whatever brought them to Bridgewater, little is known of their careers in education once they returned home, or what influence, if any, Bridgewater had on the development of teacher education in Burma.

While the Burmese students remain obscure, Isawa, who graduated in 1877, returned to Japan to become the father of teacher education, playing the same role Horace Mann had assumed in the United States. Born in 1851, Shuji Isawa grew up in the period known in Japan as the “New Meiji Restoration.” The Japanese government had ended centuries of isolation, and students were encouraged to study abroad and immerse themselves in western cultures. In 1875, the Ministry of Education in Japan selected the young man as one of 16 students to study in the United States.

Albert and Isabella Boyden both developed a close relationship with Isawa that lasted long after he left the normal school. The principal said of his pupil, “Mr. Isawa was a clear observer, a clear thinker and could speak English slowly … His persistent industry and eagerness to learn enabled him to maintain the highest standard in his class work and become the best thinker in the school.”

After graduating from Bridgewater, Isawa also studied at Harvard, where he obtained his Bachelor of Arts degree. While at Bridgewater, a member of the board of education introduced him to Alexander Graham Bell, who was on the faculty at Boston University. Bell instructed Isawa in his methods of teaching speech to the deaf and mute, a technique that could also be adapted to language teaching. Bell described his experience with Isawa in a letter to his wife:

Did I tell you I wonder – that the Japanese are taking up Visible Speech in the way I want it taken up – as an alphabet for everyday use and not merely as a means of teaching the deaf. The Japanese Commissioners were struck by my exhibit at the Centennial and I now have a Japanese student – Mr. Isawa studying the system for the purpose of introducing it into the public schools of Japan. Just fancy! I am now teaching a Japanese youth to read and write Japanese although I do not know a word of the language! And yet I flatter myself I can teach him to read his own language much more easily than a Japanese would do.

In 1877, Bell forwarded a letter from Isawa to his father, Melville Bell, indicating that Isawa was also studying photography and seeking information about Bell’s invention of a folding pocket camera and umbrella tripod stand.
Perhaps Isawa’s most interesting connection with Bell was that he spoke the first words in a language other than English over Bell’s telephone. The inventor provided details in a 1911 speech:

I had among my students at Boston University a young Japanese student named Isawa. ... Of course when he heard about the telephone he became very much interested. He said: ‘Mr. Bell, will this thing talk Japanese?’ I said, ‘Certainly, any language.’ He seemed very much astonished at that, and said he would like to try it.

Mr. Isawa went to our end of the circuit and I stood at the other. He talked in Japanese and I reported the result to him. ‘Yes certainly, it talks Japanese. But unfortunately I don’t understand the language.’ (Laughter)

He was not quite satisfied with that and asked permission to bring two Japanese friends who were then studying in Harvard College. They came and talked successfully through the telephone, so that Japanese was the first foreign language to be spoken over the telephone.96

Years later, Bell met both of these men: Baron Komura, the minister to Washington, and Baron Kaneko, who lectured before the National Geographic Society. They reminded Bell that they were the Harvard students involved in this historic transmission.

Isawa was also introduced by another Japanese friend to Luther Whiting Mason, an official with the Boston school system. Mason convinced the Japanese student of the importance of music in educating elementary school pupils. Bridgewater would have placed a similar emphasis on the teaching of music as well as art.

Isawa arrived back in Japan in 1878 and informed the Boydens that he had been employed in the Tokyo Normal School at a yearly salary of $1,080. He added, “I have not begun to teach any yet, but expect to commence my work as soon as possible.” He asked the principal to remember him to Miss Woodward and other teachers.97 Isawa rose to the position of vice principal and then principal of the school, and he invited Mason to join him. Mason accepted a position at Tokyo University and would eventually receive an honorary doctorate from the institution. During his two years in Japan, Mason set many American hymns and well-known songs to traditional Japanese music. This caused one Japanese reporter to write that many Japanese students believe songs like “Oh Susanna” are Japanese in origin.

As president of the Higher Normal School, Isawa introduced the techniques he had learned at Bridgewater to generations of Japanese teaching candidates. He also inaugurated the first music school in Tokyo, which became the Tokyo Art and Music University, where he incorporated what he had learned from Mason. Later in life, Isawa was sent to Formosa to introduce public education on that island, and when he returned he became a member of the Japanese Senate.

Isawa continued to correspond with his old mentor. In 1887, he sent a letter to Boyden introducing Mr. T. Shimoda, an instructor at the Higher Normal School and a former student who had been sent to study the American normal school system. He asked Boyden to give him advice. In 1888, he indicated that while he didn’t write often: “My affection for you is always as deep as when I was under your kind care.” Isawa also thanked Boyden for sending Mr. Leonard as an English instructor and commented, “He is the best teacher of the kind we ever had here.” In 1903, as Boyden was nearing the end of his tenure, Isawa wrote, “I heard of your lively and prosperous work as the principal of our dear old Nor. School through Professor Taninoto who visited...
CHAPTER 3
THE BOYDENS, FATHER AND SON: Albert Gardner Boyden 1860-1906

you last year.” On the 75th anniversary of the school in 1915, he also sent best wishes: “I have the honor to congratulate you on your seventy-fifth birthday, as your only son in the land of the rising sun.”

As a token of his esteem, Isawa had presented a number of his books on education hand printed in the Japanese language to Mrs. Boyden. She, in turn, donated them to the public library, stating simply, “I would like to present these books as having belonged to him.” At some point, the books were returned to the university and, once again, reside in the Bridgewater archives.

Isawa died in 1917, but to this day, he is revered as the father of normal school education in Japan, and Bridgewater is widely known for providing his education. Numerous Japanese scholars have traveled to Bridgewater to research and write about his life, and in 1968, the Japanese Broadcasting Company sent a film crew to produce a documentary that was shown on national television.

The contacts between Japan and Bridgewater which originated with Isawa have remained strong. Since 1993, many Japanese students have attended Bridgewater as participants in the National Collegiate Network, a Tokyo-based organization that matches Japanese students with American colleges and universities. Today, Bridgewater offers a strong Asian Studies Program, which includes courses in the Japanese language. In 2005 and 2006, Bridgewater signed student exchange agreements with Wakayama and Kansai universities. This has enabled American students to more easily attend college in Japan and immerse themselves in Japanese culture, which parallels Isawa’s similar exposure to American culture in the 1870s.

The visitors obviously continued to play a significant role in all aspects of normal school administration, and many distinguished men served in that capacity. In the 1880s, the board added women – individuals whose names would have been well known in their day for their contributions to the field of education or other civic responsibilities. While the significant role they played has faded somewhat with the passage of time, so, too, have most of their names, which were so familiar during their own lifetimes but are rather obscure to modern readers. One exception is a famous Episcopalian minister, Phillips Brooks. An 1855 graduate of Harvard, he ultimately was ordained a deacon and served as rector of Trinity Church in Copley Square, Boston, where his statue still stands outside the church. In 1891, he was consecrated as the Bishop of Massachusetts. He is probably best remembered as the author of “O Little Town of Bethlehem,” which he wrote after visiting the Holy Land in 1865.

Brooks served as an overseer at Harvard, but he was also a member of the board of education and a Bridgewater visitor. In 1876, he responded to an invitation to attend the Bridgewater graduation, indicating he was sorry that a prior engagement would not permit his attendance even though: “I should like Exceedingly to come.” When Brooks resigned from the board of education, Boyden sent him a letter of regret, praising his service, to which Brooks responded, “I shall miss the pleasant duties which have belonged to my place. — I shall always value the friendships into which it has led me.”

By the end of the decade, the board took a more centralized approach. They instructed the secretary to prepare a standardized list of admissions questions. In 1879, the board voted to accept both the entrance and graduation exam questions and authorized the secretary to forward them to the schools to be administered. The graduation exams were returned to the secretary for his perusal. In his report, the secretary stated, “On the whole, the answers gave evidence of faithful teaching and
careful study; and they assured the board that the normal schools are doing their work well.”

Similar to modern times when schools are forced to adapt their curriculum to the MCAS test, the board also looked at a more standardized curriculum. While not wishing to bring “all of them to one pattern,” the board convened a convention of principals, and some minor changes were made. The board seemed to feel that in light of the common exams, the only way to make equitable comparisons was if the normal schools basically taught the same subjects.

As Massachusetts continued to grow into a more industrial and commercial state, the students’ backgrounds increasingly reflected these changes. When previous reports listed the occupations of students’ fathers, a great number identified themselves as farmers. By the 1870s, however, mechanic often vied with farmer for the top spot. Adding in merchants, clergymen, teachers, laborers, physicians, mariners, hotel keepers, brokers, agents and news dealers, the percentage of farmers was clearly declining as the commonwealth moved away from its agricultural roots. This new rising middle class, however, apparently still saw a virtue in educating its daughters to be teachers, particularly in state institutions that provided free tuition.

One innovation that would definitely surprise modern Bridgewater students was a proposition made by the president and fellows of Harvard College. President Charles Eliot offered to set aside eight scholarships of $150 each to the Lawrence Scientific School for young men who graduated from the normal schools. The amount would cover tuition. The principals would make the nominations, and Harvard would award full credit for the normal school subjects already studied. The appointment was for a year but could be renewed by the scientific school faculty. These scholarships benefited primarily Bridgewater and Westfield, both of which had admitted men from the beginning; numbers of students from these institutions were able to obtain a Harvard degree.

The period 1860-1890 also encompassed what Arthur Clarke Boyden referred to as the psychological normal school. Previous instruction emphasized memorization of textbooks and questions and answers based on this memorization. The new methodology utilized sequential outlines and objects discussed in a logical sequence. This approach allowed the student to follow the teacher in working out the essential elements of each subject.

John Dickinson, principal at Westfield, was a key figure in developing object teaching, and one reason that the normal schools spent a great deal of time and energy in acquiring apparatus and other materials was to provide the materials to support the methodology. Arthur Boyden provided an example of object teaching from a student notebook: “Here are three minerals. Test each one of them to discover certain qualities peculiar to each. Tell what each mineral is, why you are sure that you are right, and why these are all useful minerals.”

In 1876, Albert Boyden published the first Alumni Record, a history of Bridgewater’s first 25 years. The book’s appearance also coincided with the centennial celebration of the United States, dating from the Declaration of Independence in 1776. The first of several similar publications that followed, the work is a compendium of the administrations of the first three presidents and also provides a wealth of data about graduates between 1840 and 1876. Boyden provided his educational creed and his views on the psychological curriculum which read in part:
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.

Education is training all the powers of the child till he gains the ability and inclination to make the best use of his powers. The processes of education are instruction, teaching, and training. Right thinking is secured by the right use of these processes. The product of right thinking is mental power and knowledge.

The "teacher" is an educator. As such he must know what the different mental powers are, the order of their development, and how they are called into right activity. In addition to this knowledge of mind, he must know each pupil as an individual.

Ideas and thoughts are to be gained from the objects of thought. The right arrangement of ideas must be observed. All lessons are conducted upon the topical plan. The same method is employed with both subjects and objects. Each is considered as a whole first, and then in its parts. A subject is presented as a whole by clearly defining it to show what it includes. It is then analyzed into its main divisions, and each division is outlined in topics logically arranged. The topics for the study of an object are arranged in the natural order.

John Dickinson, who had been appointed secretary of education – but only after the board had stipulated that the secretary must reside in the vicinity of Boston – wrote to Boyden after reading his words:

Your ideas of the philosophy of education accord fully with my own. You have proved yourself to be an organizer as well as teacher, and the very marked success which has accompanied or resulted from your work in Bridgewater turns my mind to you before all others in this country as one whom I desire to choose to be my future educational companion, and adviser, and friend in all my future work.
The warm tone of the letter indicates the intimate relationship that already existed between the two principals and continued during Dickinson’s tenure as secretary. In fact, when he informed his friend of his selection, he wrote, “You must help me form plans for the future.” In another letter, Dickinson addressed Boyden as “Brother Boyden My Best Friend,” this in a day and age when husband and wife might use the salutation Mr. or Mrs.

Given that Boyden’s 17 years as principal had earned him the reputation of having clout with lawmakers, the new secretary immediately sought Boyden’s services to help him lobby before the Legislature. On March 17, 1877, Dickinson wrote to Boyden that given the dismal economic conditions in the country, the Legislature was thinking of closing the art school and dismissing some of the agents. He pleaded, “Can you come up tomorrow?”

This close personal and professional relationship also allowed Boyden more input into board decisions and policy making. On the same day they appointed Dickinson, the board voted to adopt a policy to admit students once a year in the fall and to have exit exams and graduation at the end of the spring term. It is not totally clear whether this change was based on education philosophy or if it was an attempt to lessen the burden on board members, who received no pay but were expected to attend all of the normal school events. Dickinson apparently wanted to assure himself that the principals were in agreement with the change and asked Boyden’s opinion before the policy was finally implemented.

He also sought Boyden’s advice about a rumor that the Legislature might end the advanced course. Boyden was obviously opposed, and the secretary assured him that he would work hard for an exception for Westfield and Bridgewater if the general court enacted such a policy. While a close working relationship with the secretary had always been important – Tillinghast and Mann, and Conant and Boutwell, are excellent examples – Boyden’s relationship with Dickinson would be very beneficial in the long run for the fortunes of Bridgewater.

Toward the end of the 1870s, however, not even Dickinson’s support could alleviate the ravages of the depression, although the economic downturn apparently did not affect Bridgewater immediately. In 1876, Gardiner Hubbard informed Boyden that the school’s appropriation was $13,500, which was the highest amount ever for a normal school and $1,000 more than the amount requested for Salem. He warned the principal, however, “So you must show that we can earn it.” Since the money came from the school fund and not general revenues, it took a while for the full impact of the depression to sink in.

Eventually, however, the downturn caused a decline in enrollments, particularly at Westfield and Framingham, although even the larger schools of Bridgewater and Salem were not immune. Given the fact that the Legislature was demanding even further cuts, the board noted the necessity to reduce appropriations. A proposal was made – though never adopted – to levy a small tax on property with the income specifically targeted to provide more stable funding for the normal schools as well as the public schools in the smaller and poorer towns.

In April 1877, the board instructed the visitors to look into whether the salaries of the faculty could be reduced, and a vote was taken to reduce salaries by five percent effective September 1. The board intended to collect current salary data and to notify the principals of the proposed reductions.

The principals clearly did not relish having to inform their assistants of the board’s action. Boyden wrote to Hubbard, “First the salaries of the teachers...
in the Normal Schools are not now, and have never been, as high as those of teachers in similar positions in other schools.” He added that masters in the Boston schools made as much as a principal, and that Mr. Russell, who had taught for six years, received a salary that was less than those of several of his pupils who had graduated since he came to Bridgewater. The principals also had their own salaries cut, and Boyden, who had taught for over two decades, first as an assistant and then as head of the school, found his salary reduced from $3,000 to $2,600.

While the principals were expected to be good soldiers who did the best they could with the resources they were given and who did not complain, this turn of events proved to be too much even for Boyden. While he wrote to Hubbard, “I specify these for the purpose of comparison not by way of complaint,” he went on to list a litany of duties for which the principal was responsible. These included:

The Principal of the Normal School to teach all the Grades taught in all the grades of the public schools + how to organize and govern these schools; to furnish the best models of teaching for the public schools; to know as far as possible the whole field of education and to create a right public sentiment in regard to the principles and methods of education; to know the best text books and appliances in all branches taught in the public schools; to keep up large correspondence with applicants for admission, with school officers in supplying teachers, and with his graduates and others concerning all kinds of educational questions. Besides all this literary labor he must see that his pupils have proper boarding places and be responsible for their good behavior out of school hours seven days in the week. He is superintendent of the school buildings, attends to all repairs, provides all supplies of fuel, books, apparatus, etc. in short is the factotum for the numberless calls literary and prudential which must be answered in the successful conduct of the school.

He added that even vacations were spent attending to the buildings, the library, correspondence and reports.

Ultimately, the economy recovered and with it Boyden’s spirits. This improved economy allowed Boyden to launch additional building projects and other initiatives during the 1880s. Despite his despair at the economic situation, there is no evidence he ever contemplated leaving Bridgewater, although principals resigned their positions at other normal schools under far less trying circumstances. Overall, however, it is pretty clear that the difficulties he faced in this decade made this one of the more challenging periods during his long tenure at Bridgewater’s helm.

1880-1890

The decade of the 1880s witnessed a renewed emphasis on science education in the United States. The Philadelphia Exposition of 1876, which had been held to celebrate the nation’s centennial, was instrumental in this revival. As noted, science education had been a prime area of emphasis at Bridgewater. However, the teaching of science was often hampered by lack of space and apparatus. By 1880, the economy had recovered sufficiently, and Massachusetts was able to resume the normal school’s building program, leading to construction of an annex to the main building devoted solely to science.

In preparation for the construction, the principal was given a six-week leave of absence, a portion of which was spent observing similar buildings at other schools and then, based on his observations, perfecting plans for the new chemical and physical
laboratories at Bridgewater. While the board did not state the reason explicitly, one gets the impression that granting Boyden's leave of absence was meant, in part, to revive Boyden's flagging spirits and to renew his energy. During the summer vacation, he returned to supervise the construction under the general direction of the visitors. Work commenced in June 1881, and the building was ready for occupancy in September when the new school term began.\(^{126}\)

As its description implies, the new structure was literally an annex to the main building. It measured 32- by 64-feet and stood two stories in height with a porch connecting the normal school building on both floors. The interior was divided into four rooms, each 30-feet square; the porch contained two rooms for teacher laboratories.

The rooms on the lower floor were devoted to physical science laboratories, one for the elementary and the other for the advanced course students. The chemistry laboratories on the second floor were divided using the same arrangement. All the rooms were described as being furnished with the best modern appliances for providing instruction in how to study and teach physical science and chemistry. Every student had his or her own place at the lab tables, and an important part of the instruction involved construction of simple apparatus that the teachers could utilize in their own schools.

Simultaneously, the school hired new science faculty, one of the most significant being the principal's son, Arthur Clarke Boyden. The younger Boyden graduated from Bridgewater in 1869 and received a BA from Amherst in 1876. After teaching several years at the Chauncey Hall School in Boston, he returned to Bridgewater in 1879 and assumed a leading role in the teaching of science. Eventually, he became vice principal and then succeeded his father as principal when he retired in 1906. Arthur, or A.C. as he was called by the students, was soon joined by William D. Jackson, another Bridgewater graduate, who was hired in 1883 to teach mathematics and physics. Also, Frank F. Murdock, an 1879 graduate, taught courses in the physical sciences, geography and mathematics until he was chosen as the principal of the newly opened North Adams Normal School in 1896.\(^ {127}\)

However, the annex was rather short lived as a science building. A decade later, the original wooden academic building was torn down and replaced by a new brick building that incorporated space for science instruction. The main part of the original building was sold to a prominent citizen and businessman, Albert J. Elwell, who had the structure demolished. The annex, however, was preserved and moved to the corner of Grove and Summer streets, where it was converted into a 16-room dormitory known as the “Cottage” or Old Woodward Dormitory in honor of Eliza Woodward. Eventually, it was used mostly as a faculty residence and was one of the buildings destroyed in the fire of December 1924.\(^ {128}\)

By 1885, Boyden was reporting, “These improvements (in the science facilities) have greatly increased the efficiency of the teaching and training, and the students are enthusiastic in the use of them.”\(^ {129}\) One indicator of student enthusiasm was the founding of the Bridgewater Science Club, whose purpose was to promote the natural sciences and to provide Bridgewater with a collection of minerals, plants and animals of Southeastern Massachusetts.\(^ {130}\)

The principal also laid the groundwork for additional expansion, since he was well aware that the tiny campus severely limited future growth:

The school grounds include only one and three-eighths acres of land, and are completely occupied by the school buildings and their approaches. The little park in the neighborhood and the free country offer attractions to
the students, but it is a serious problem how to properly provide for the systematic, out-door life and muscular exercise so requisite to students, with their tendency to sedentary life.\textsuperscript{131}

Therefore, when six acres of land became available at a mortgagee’s sale, and after the state declined to make the purchase, the principal used his own money to buy the land. The plan had been to sell the acreage as small individual lots, and Boyden believed that this would preclude any future expansion at least in the vicinity of the current site.

Without his vision and foresight, the Bridgewater campus might look quite different than it does today, given that Scott Hall, the Rondileau Campus Center and Maxwell Library are situated on this very parcel of land.

Boyden constructed a pond for drainage, and the surrounding area was utilized for tennis courts, croquet grounds and fields for other sports. He also envisioned using the area for military drill, but military training was eventually discontinued. In 1882, an ice house was constructed. One of the primary purposes for this building was to supply the boarding hall with fresh ice at no cost.\textsuperscript{132}

The principal hoped that at some point the state would acquire the land, and in 1886, the purchase was made for $4,000. Boyden had been anxious to sell his holdings as he could no longer carry the charges associated with the purchase, although the sale price was less than his purchase price. He had, in effect, subsidized part of the transaction out of his own pocket for the benefit of the state. On June 12, Boyden wrote to Horace Scudder, “Enclosed I send a deed for a lot of land whose purchase is provided for under the Resolve of March 5, 1886, in accordance with your suggestion.”\textsuperscript{133}

The visitors suggested that the area be designated Boyden Park, and the name was adopted. In 1887, the park was expanded by one-half acre when two alumni, Dr. Lewis G. Lowe and Samuel P. Gates, donated a chestnut grove as a place for physical activity. This also became the location for class-day activities.\textsuperscript{134}

One problem generated by the enlargement of the buildings – and an excellent example of the myriad problems that a 19\textsuperscript{th}-century principal had to face – was the discharge of sewage. If a water or sewage problem occurred on a college or university campus today, unless it was a severe emergency, it is doubtful that a president would be involved in a hands-on manner. While college presidents, by virtue of their authority, are ultimately responsible for everything that occurs on their campuses, today’s presidents have departments of buildings and groundskeepers and access to engineers who handle such matters. However, in the 19\textsuperscript{th} century, the principal was expected to deal with any and all issues confronting him, and both Boyden at Bridgewater and J.C. Greenough at Westfield devoted countless hours to sewage disposal.\textsuperscript{135}

In 1880, the board appointed Lieutenant Governor Knight and Principal Boyden as a committee of two to determine the best means of disposing of sewage in a sanitary manner and instructed them to apply to the proper authorities, which would generally have been the town’s board of health, to accomplish the necessary work.\textsuperscript{136} The next month, Secretary Dickinson reported that in the opinion of Dr. Charles Folsom, who had studied the situation, the current method of discharging the sewage into the river did no harm. Dr. Folsom also sent a letter expressing his belief that the sewage did not affect the paper mill located downstream, nor did it affect the ice house, although it might if the ice was used for drinking water. This hardly seems reassuring given that the ice was sold to the citizens of Bridgewater.\textsuperscript{137}
Despite these assurances, complaints persisted, and the state Legislature launched an investigation. The visitors indicated that they had been summoned against their will to attend a hearing. Ultimately, a committee was appointed for a three-year period and given $5,500 to expend on necessary changes to the sewage system. The visitors took exception to the committee’s makeup as there were two members from the town and only one from the normal school. This caused the Legislature to appoint a second visitor to make the representation equal. Boyden wrote humorously to Dickinson, “Now is the time to become famous in Sanitary Science.”

The principal consulted a local civil engineer, J. Herbert Shedd, who wrote a lengthy report reviewing current methods of disposal and outlining a number of options. Shedd recommended that the best way to treat the sewage was by discharging it above ground after removing foreign matter and grease. The land would be kept in good condition by growing grass and crops, which would require the constant attention of a gardener in both summer and winter. Fortunately, the necessary land was available through the acquisition of parts of the Shaw and King estates.

The commonwealth adopted Shedd’s recommendation and purchased four and one half acres of land for a sewage farm. Henceforth, some of the produce consumed in the boarding hall would be grown with human fertilizer. While this technique is still used in some third world countries, one wonders about health problems this might have created.

After several years, however, complaints continued to surface, especially involving the cleanliness of the river during the summer months. The board of health held meetings, and Boyden appeared to review the history of how the normal school disposed of sewage. Some of the science faculty, including Arthur Boyden, had been analyzing water samples, and the school authorities maintained that their solution had fixed the problem. If the river was not clean at times, then it must be from other sources.

Fortunately for the historian of this period, a great deal of the correspondence between Boyden and the other normal school principals has been preserved. Although Boyden frequently communicated directly with Secretary Dickinson, much correspondence between the principal and Caleb Tillinghast (no relation to Nicholas Tillinghast) remains. Caleb Tillinghast was the state librarian and had been added to the board at an early date, because the board lacked a meeting place that the librarian’s office would provide. Most of the correspondence between the principals and the board passed through Tillinghast’s hands and is preserved in the state library papers.

Caleb Tillinghast, who edited the Boston Journal for nine years, became acting state librarian in 1879 and state librarian in 1893. His position as librarian kept him very busy, and his files are filled with letters to and from librarians in the cities and towns of the commonwealth. Tillinghast was well enough known that Harvard awarded him an honorary MA in 1897, and Tufts followed with a DLitt in 1905.

Remarkably, he was equally busy in the unpaid position of treasurer and assistant secretary to the board of education, and he twice served as acting secretary. Thanks to Tillinghast, who preserved the board’s correspondence together with the library records, historians have a much fuller insight into the workings of the normal schools in this period than would otherwise exist. Unfortunately, the board at one point was given authorization to purge its records, and for later periods, while the board minutes are invaluable, a great deal of the correspondence seems to have been destroyed.
The Tillinghast materials reveal that when he was not devoting time to sewage disposal, Boyden was fully occupied with the other routine business of administering a normal school. As had been the case since state aid to students was introduced, the matter consumed a great deal of time. Principals were required not only to report the number of students receiving aid, but also to disburse the aid and then to return signed receipts to the treasurer. While the rules were rather restrictive, Boyden occasionally demonstrated some flexibility as he did on one occasion when he overspent his appropriation by eight dollars and three cents to help a student who previously had been overlooked. In another instance, he retained the amount due to a student who had left because of illness in case she returned the next semester.

Sometimes principals expressed their frustration when they did not receive the aid checks in a timely manner. Joseph G. Scott, the principal at Westfield, complained that this often resulted in paying the amount themselves and then being reimbursed:

But I wish the people who are so slack about state aid matters were obligated to go without once and to pay their pupils what the pupils would have received from the state out of their own pockets. That would open their eyes, wouldn’t it?

If state aid could be slow, so could the payment of teachers’ salaries. D.B. Hagar of Salem wrote in mid-March 1885 to ask if the February accounts had been audited as the teachers were asking about their pay. Faculty members had to sign a voucher attesting to the work they had done. When Boyden was not able to obtain Miss Horne’s signature because she had been away for a couple of days, he sent it in separately and asked that it be added to the other vouchers so she would not have to go a month without pay.

The difficulty of accurate accounting also continued, particularly since the visitors had to authorize all expenditures and the principals were not always clear about how much money they had in their accounts. Typical of this problem was Worcester principal E.H. Russell’s correspondence to Tillinghast. Russell noted that according to his books, he had a balance of $1,508.39 for current expenses, and he asked if his figures agreed with the state’s books. Boyden experienced a similar problem when he was told by the visitors that his appropriation had been approved as submitted, which turned out to be incorrect. Boyden wrote that he would come to Boston on Saturday morning to meet with Tillinghast and attempt to reconcile any discrepancies, adding, “I supposed that was the appropriation and acted accordingly.”

The principal frequently found himself writing embarrassing letters about discrepancies, one of which involved the sum of two dollars. Additional correspondence concerned his failure to submit a salary request for a night watchman for the boarding hall: “I am exceedingly sorry for this slip on my part.” In December 1886, he sent Tillinghast receipts for state aid that he had just discovered in his safe, which were anywhere from six months to one year old and which the auditors had apparently not noticed were missing.

The board occasionally tried to lighten the administrative burden, but the Legislature or governor sometimes negated these efforts. Dickinson wrote to Boyden that the governor was focusing on the boarding house accounts, and it was probably wise to revive the old practice of submitting semianual reports. The principal agreed to comply but noted, “I have been overwhelmingly busy the last month.”
Given the visitors’ status as unpaid volunteers, the principals often had trouble securing the necessary signatures before submitting bills and reports. Boyden frequently forwarded bills directly to Tillinghast when he could not contact visitors who were away on business or vacation. 152

Parenthetically, it is clear the visitors still wielded great influence. This period saw service by two other well-known citizens of the commonwealth, in addition to the previously discussed Phillips Brooks. The first was Thomas Wentworth Higginson, who graduated from Harvard in 1821 and taught school briefly before attending the Harvard Divinity School and being ordained a Unitarian minister.

Higginson ran an unsuccessful campaign for Congress in 1850 as a member of the Free Soil Party, the same party to which Nicholas Tillinghast had belonged. An ardent abolitionist, he participated in the attempt to free runaway slave Anthony Burns from a Boston jail. He was also a member of the “Secret Six,” a group of prominent Bostonians who backed John Brown’s raid on Harper’s Ferry. While some of Brown’s supporters panicked in the aftermath of his capture, trial and execution, Higginson openly admitted his help, although he was never punished. During the Civil War, he was a colonel in a black regiment, an experience he chronicled in his book, *Army Life in a Black Regiment* (1870). He was also a friend and literary confidante of Emily Dickinson. After her death, he was instrumental in publishing Dickinson’s poems; he made them available to a wide audience and helped to convert the reclusive poet into an icon of American letters. 153

The other prominent visitor was Alice Freeman Palmer, one of the first women to serve on the board of education. Palmer was born in Colesville, New York, in 1855, and graduated from the University...
of Michigan in 1876. She added an MA and PhD from her alma mater, the latter in 1883, and honorary degrees from Columbia in 1887, and Union College in 1895. The Columbia degree was the first PhD awarded to a woman by an elite men’s college. In 1879, she became chair of the Wellesley College history department; in 1880, she was appointed acting president of Wellesley; and in November 1881, at the age of 26, she was appointed president of Wellesley.

However, her marriage to Herbert Palmer, chair of the Harvard philosophy department, ended her tenure at Wellesley. Although she toyed with the idea of remaining as president, she ultimately resigned when her husband made it clear he would not leave Harvard, and he expected to retain the traditional male role of head of household.

Despite leaving Wellesley, Palmer was not content to be the typical housewife or to totally abandon the field of education. Governor Ames appointed her to the board of education in 1889; at her death, she was, at that time, the longest serving member. She later returned to academic life as dean of the women’s department at the University of Chicago. Palmer played a very active role both on the board and as a Bridgewater visitor. Boyden made numerous visits to her Cambridge home, and Alice and her husband both addressed the Bridgewater students.

Interestingly, it may have been Palmer’s connection with Bridgewater that led to the normal school’s motto “Not to be ministered unto, but to minister.” Wellesley’s motto was “Non ministrari, sed ministrare,” which is the Latin version of that phrase. There is no record of Bridgewater using this motto until the early 1900s. This suggests that the normal school copied its motto from Wellesley, probably based on its association with Alice Freeman Palmer. Two graduates – Zelma Lucas, Class of 1904, and William Bates, Class of 1892 – also composed the *Alma Mater* in 1904. This demonstrated the desire of the normal schools to adopt the trappings common to colleges and commenced a movement toward college status, to which the Legislature finally agreed in 1932.

Tragically, Palmer died in 1902 at the age of 47 during a visit to Paris. A Daniel Chester French bust stands in her honor on the Wellesley campus.

Principals and their assistants were also in great demand for institutes. In 1883, George H. Martin, former assistant to Boyden and now an agent, wrote humorously to Dickinson, “I have seen the Messrs. Boyden, and pater is willing that filius should attend an institute or two if the commonwealth and g.o.c (grand old cause) can dispense with his services.”

The toll this work could take on the instructors is made clear in a letter from Boyden to the secretary: “I never came quite so close to breaking down in an exercise as on Friday at Ayer. I was sick with a cold, & could not think properly to save me.” In the same letter, he expressed his son Arthur’s regrets that he could not attend an institute in Athol the following week, because he was ill for the first time in 15 years and his health did not permit his going.

Entrance and exit exams also had to be administered. Technically, the secretary was responsible for preparing the questions, and in 1888, Dickinson instructed Boyden about the point values that were to be used for various sections of the exam. He also told Boyden not only to make decisions based only on the written exams, but also to assess candidates on appearance, character, opportunities for previous study and whether by cultivation the person might become a good teacher.

However, in practice, the principals often made out the questions and submitted them to the secretary who, after modifying or reviewing them, returned the exam to the principals to administer.
For example, Boyden wrote in August 1888, “I will prepare the arithmetic questions and have written Arthur who is still on the Vineyard to prepare the history.” Three days later, he forwarded the requested exams as well as one in geography. While there is no indication Boyden ever experienced the problem, Principal Greenough at Westfield indicated in August 1887 that since Mr. Carrigan of the board had not returned to administer the exams, they were not given, and, therefore, he had no exam papers for Dickinson to examine.

The board also continued to set policy not only over broad areas of supervision, but also in minute areas that no supervisory body would deal with today. Even diplomas had to be signed by the secretary and visitors, and it often took a great deal of time to obtain several signatures. Principals waited anxiously to see if the documents would be returned in time for graduation.

In 1885, the board instructed the principals to pay more attention to penmanship. Tillinghast requested a report from Boyden as to what steps he had taken to carry out the board’s directive. Also, principals were told to have pupils use their Christian names, not pet or nicknames, as this was more in keeping with the dignity of the teaching profession. While they could enforce this dictum in the classroom, one wonders how much effort they expended or what success they had in complying with the board’s directive, particularly since student reminiscences make it clear they used nicknames for the faculty.

The Legislature also passed a law that required instruction in physiology and hygiene in the public schools with particular emphasis on the effects of alcohol, stimulants and narcotics. This law was probably adopted because of the rapidly increasing immigrant population in the state, especially that of the Irish and Italians, and the stereotypical belief at the time that these ethnic groups were more susceptible to such vices. The board mandated these subjects for the normal school curriculum, but when they learned prizes were being offered for essays on temperance, they made it very clear that this practice was not authorized and must cease.

By this point in his career, Boyden was becoming increasingly well known in the field of education. One indication of his standing was the awarding of an honorary MA from Amherst College in 1881. W.A. Stearns wrote to the principal on July 19:

> The Trustees of Amherst College, at the recent commencement voted unanimously to confer the Honorary Degree of Master of Arts to Mr. Albert G. Boyden of the State Normal School in Bridgewater and on their behalf I would respectfully ask your acceptance of the honor.

While it is not totally clear how Amherst College chose its degree recipients during this time period, it should be noted that the college had previously awarded honorary degrees to such leading citizens as John A. Andrew, the abolitionist governor of Massachusetts who, during the Civil War, raised African-American regiments, including the 54th Massachusetts. Other honorees included Charles Sumner; Nathaniel Banks, who was a Massachusetts governor and Civil War general; Frederick Law Olmstead and Horace Greeley; indeed, Boyden was joining some rather elite company. Of course, the Boyden family had strong connections with Amherst College as their son, Arthur, in addition to his 1876 BA, earned an MA from Amherst in 1881, while another son, Wallace, was an 1883 graduate.

It was not Boyden’s family ties alone, however, that brought him to the attention of the Amherst College administration, for he held a number of positions that gained him prominence. Like Nicholas Tillinghast before him, he was president
of the Plymouth County Teachers Association and also served as president of the Massachusetts Teachers Association (MTA) from 1872-1873. He was one of the editors of the MTA journal, the *Massachusetts Teacher*, between 1865 and 1870. In the 1880s, he was president of the Schoolmasters’ Club (1888-1889) and secretary of the National Council of Education (1884). Boyden also presided over the New England Normal Council and was vice president of the American Institute of Instruction as well as president of the Old Colony Congregational Club.\(^{166}\)

Obviously, all of these positions and numerous others demanded a large commitment of time and energy above and beyond his extensive teaching and administrative duties. He was also one of the most sought after speakers for the board of education’s institutes, a duty which often required extensive travel throughout the commonwealth. He also maintained a busy lecture schedule, an example being a speech to the New England Normal Association in February 1886 on the topic, “An Experimental Lesson on Alcohol and Narcotics.” However, his speaking engagements were not restricted to Massachusetts. He was invited to deliver a paper for the superintendents of schools’ meeting at Washington, D.C. in 1888. His lecture was titled, “Are the Normal Schools as They Exist in Our Several States Adequate to Accomplish the End for Which They Were Established?” Newton Dougherty, who had extended the invitation, added, “Your name was suggested by Dr. R. Evans as the one best qualified to discuss the subject.”\(^{167}\)

The year 1885 marked Boyden’s silver anniversary at Bridgewater, and friends, faculty and alumni decided to use the meeting of the alumni association on July 2 to commemorate the event. George H. Martin, who was serving as agent of the board, notified John Dickinson of the event and requested his attendance. George Edwards, an 1875 graduate of the advanced course, expressed his wish that a marble bust might be presented, adding, “… I trust his 25 years will have but pioneered the way for another quarter of a century of just such distinguished usefulness.”\(^{168}\)

Rather than a statue, however, a portrait was painted by Edgar Parker and presented as a gift to hang on the walls of Normal Hall. Boyden wrote to Tillinghast that the painting would be on exhibit: “The portrait of your humble servant of which I spoke to you will be on exhibition for a few days at the studio of Dr. Edgar Parker … from two to half past three pm. Shall be pleased to have you and Mr. Dickinson and any others who are to see it go in and criticize.”\(^{169}\)

Several speeches were given at the alumni reunion. John T. Prince of Waltham presided, speaking of a 25th anniversary celebration as a remarkable highlight of anyone’s life, but pointing out that, in Boyden’s case, it presented an opportunity to look ahead, since he was still vigorous and presumably would have many more productive years in the future.\(^{170}\) George Martin reviewed the normal school’s humble beginnings at a time when there were only 14 high schools in the state, a number that had since grown to 228. Under Boyden’s tutelage, the curriculum had expanded to include all sorts of academic subjects including foreign languages. Also, he had not neglected the practical subjects, and all students were taught the use of woodworking tools. Martin was referring to a workshop that had been set up; Frank Kendall, a recent graduate of the four-year course, was employed as an instructor.\(^{171}\) It is evident that Boyden’s supporters were well pleased with his first 25 years and looked forward to even greater accomplishments in the future.

Despite his rather low key reaction, Boyden was actually quite touched by this show of affection, writing to Martin:
I desire to express through you to those who have been my pupils in this Normal School my grateful and tender appreciation of the expression of their regard and affection in the gift of the portrait of myself to be placed upon the walls of the Normal Hall, there to greet them when I shall have left the place of my life work. This generous and kind expression of their feeling towards me has given to myself and my family who have shared my labors the highest satisfaction.\textsuperscript{172}

The 1880s also brought a growth in the number of foreign students attending the normal school, particularly from Central and South America. In 1885, two Chilean students entered the school. What made their enrollment different from that of previous foreign students – including Isawa – was that this was done under a formal agreement with the Chilean government.

There had been a number of visits in this time period by South American education officials searching for schools where they might send pupils for teacher training. In 1880, Abelardo Nunez, the Chilean commissioner of education, had visited Bridgewater. On his return to Chile, he was appointed inspector general for the schools and, when thinking of a place to send Chilean students wrote, “... I recommended at once the Bridgewater State Normal School as one of the best I had known in the United States.” The two students admitted were Juan Antonio Alvarado and Ramon Luis Lopez, and while Nunez realized that they might not technically meet all the requirements, he reported, “... I feel satisfied that both will work hard and make themselves worthy of becoming good alumni of such an important school.”\textsuperscript{175}

On August 13, 1885, Dickinson notified the principal that the two students had just landed in Boston and requested him to receive them. Boyden willingly complied, but he was concerned with their language skills, as he wrote, “They can talk English I suppose.”\textsuperscript{174}

Over the next several years, Boyden kept up a steady correspondence with Horace Fisher, the Chilean consul in Boston. In November 1885, Fisher informed Boyden that the students were required to teach for seven years upon their return home or they would have to give back the money expended on their education.\textsuperscript{175} The following September, Fisher authorized the two students to take the three-year course, since Greek wasn’t normally taught in the South American schools. He added that he had spoken to President Charles Eliot of Harvard, who confirmed that none of the other normal schools could surpass Bridgewater.\textsuperscript{176}

Boyden also forwarded occasional progress reports to Fisher. In January 1886, he informed the consul that the students had devoted themselves with great fidelity to their studies, and their English had greatly improved. Fisher thanked him for the report, which he then sent to the ministry for instruction. By October, the students’ command of English was such that they could participate fully in all classes.\textsuperscript{177}

Alvarado and Lopez graduated in July 1888, and Fisher thanked Boyden for his kind treatment of the Chileans. He also enclosed a check for $200 from the government of Chile to be used for the Bridgewater library. Boyden had grown very fond of the two young men during their stay at the normal school and wrote, “It has been a great pleasure to teach them because of their docility, ability, and hearty appreciation of what has been done for them.” He added, “We shall follow them in their future course with deep interest.”\textsuperscript{178} The two alumni also kept in touch with their mentor. Alvarado took a position as a professor in one of the best colleges in Santiago, while Lopez was appointed superinten-
dent of primary schools for Chile’s three northern provinces.¹⁷⁹

During this era, Bridgewater also tried to remedy a problem area that had been on the agenda of the board of education for several decades – how to provide practical experience for future teachers. Since the closing of the model school in 1850 and dating from the era of Marshall Conant, pupils had continued to teach lessons to each other, being critiqued by their classmates and the normal school faculty. However, as noted, the debate remained as to whether such methods duplicated actual classroom experiences.

In 1880, Boyden proposed an agreement with the town to utilize the primary, intermediate and grammar departments of Centre School Number 1, located on Grove Street, as a school of observation.¹⁸⁰ The Bridgewater pupils could visit the Grove Street school anytime to observe; in addition, the principal could take classes from Grove Street to the normal school for practice teaching. The principal would also nominate the teachers for Centre School Number 1 and make out the course of study, subject to school committee supervision. The town must pay no less than the highest salary paid to teachers of the same scale in other town schools, and the board would appropriate money to subsidize the salaries.

Over the course of the next year, the school committee agreed to most of the proposals, although it was clear in the beginning that the town was not ready to accept the entire package. Some modifications were made, such as limiting practice teaching for a particular class to once a week. On March 14, 1881, the committee adopted the agreement by a two to one vote.¹⁸¹

As the decade neared its close, enrollments continued to increase and the need for additional space once more became an issue. Since other normal schools, particularly Westfield, also required new buildings, this touched off a heated debate as to which school should take priority. In September 1886, Boyden wrote to visitor Horace Scudder that Bridgewater’s school building was filled to overflowing. This put pressure on the boarding house and forced a dozen students to board in the town. The visitors reported the principal’s concerns to the board: “The pressure upon the school continues; each new term sees an increase of attendance, and there are no indications that this increase will be lessened.”¹⁸²

With the groundwork prepared, Boyden asked Dickinson in January 1889 to pass on a letter to the chair of the education committee in the state Legislature. Boyden hoped that the committee might visit the campus where, after dinner, they could be shown the expansion plans: “This is a grand opportunity for you to aid ‘this great and glorious cause’ in a particular way, which I trust you will fully appreciate.”¹⁸³ The wining and dining of influential legislators demonstrates that lobbying techniques have not changed much over the years.

By the end of the month, Boyden was ready with the plans and estimates and asked Dickinson to arrange a hearing before the education committee.¹⁸⁴ The board clearly favored giving priority to Bridgewater, although they had tabled the request when it was first submitted by the visitors the previous year. However, in February 1889, the visitors were authorized to request an appropriation of $45,000 for enlarging and repairing the building – more if the Legislature should authorize a larger amount.¹⁸⁵

When the committee visited the campus, its members balked at putting any more money into the old wooden building. Instead, plans and estimates were prepared for a new brick building at a cost of $150,000 to replace the outmoded structure. By June, the visitors were constituted as a committee
with full powers to expend the appropriation.\textsuperscript{186}

The plans for Bridgewater produced a rather bitter response from Marcus B. Whitney, one of the Westfield visitors. He seemed to be particularly perturbed with the education secretary, who had been the Westfield principal and who Whitney believed should be more vigorous in protecting Westfield’s interests. Whitney wrote to Dickinson, “If Bridgewater goes in first, it should be understood that Westfield is coming ...” In April, he added that the board had been asking for a new building for Westfield for the past two years, and he could not understand why the Legislature favored Bridgewater. Since some forces wished to move the school to Springfield, this delay might aid their efforts.\textsuperscript{187}

The following month, Whitney missed a hearing before the Legislature concerning the Westfield request, writing in an accusatory manner to Dickinson that the secretary had not made it clear he should be present. Now the legislators might say that Westfield hadn’t even asked for a hearing. In all fairness, the Bridgewater visitors should tell the committee that there should be preference to Westfield: “… if I carried out my own inclinations I should go down and fight this Bridgewater scheme and if I fell in the fight, as I probably should, I should fall in a just cause.”\textsuperscript{188}

Whitney’s disposition did not improve when he journeyed to Boston and Representative Bennett told him candidly that Westfield would have to wait. When Whitney spoke with Representative Lovell, Lovell indicated that Bennett had said Westfield
wasn't much of a school anyway. Whitney was angry enough that he published some letters in the newspapers about the affair, criticizing Dickinson. This caused the secretary to write to Tillinghast to suggest that Whitney's boy-like actions might injure Westfield, and that Whitney was accusing him of all sorts of things that had never entered his mind. Westfield would soon be given an appropriation for its own building, but the incident illustrates the bitter disputes that could be generated over the sharing of scarce and inadequate resources.

While past histories of Bridgewater, and particularly those written by Boyden’s son, Arthur, have naturally tended to stress the positive aspects of Bridgewater’s story, tensions were growing. It became increasingly difficult over time to sustain the paternalistic governance of the institution and its strict rules and regulations. As society changed and became more open, Principal Boyden occasionally found it difficult to adapt to some of the challenges to the principal’s authority. To his discomfort, Principal Boyden had to deal with a faculty scandal and sometimes rebellious students.

As we have seen, faculty turnover was an ongoing problem, almost entirely due to low salaries, the lure of better economic and career opportunities elsewhere and even debilitating illness or death. However, one faculty member, Cyrus Cole, an assistant from September 1880-July 1884, left Bridgewater under a cloud of scandal having to do with questionable financial dealings. Cole’s character again came under scrutiny when a student at Morgan Park Military Academy in Chicago, where Cole was then the headmaster, wrote to Secretary Dickinson to inquire about Cole’s social and moral character. Dickinson referred the writer, Cadet Captain Walter Marden, to Boyden, who sent a reply requesting to know more about Marden and the purpose of his inquiry. Marden responded by referencing charges that Cole had deceived Morgan Park Superintendent Captain Edward Talcott by claiming he had previously been the headmaster at Bridgewater. Additionally, serious charges alleged that Cole had engaged in immoral conduct with some of the students. Boyden sent a letter to Marden, which ignored the immorality claims, but indicated that Cole had only been third in rank of his four male assistants.

In March, Superintendent Talcott wrote to Boyden, indicating that he had employed Cole at the strong urging of Hiram Orcutt of Boston. Cole proved to be a fine teacher and manager and was adept at recruiting students. However, ugly rumors of misconduct had reached him, and Talcott asked the principal to reply frankly concerning Cole’s indebtedness, his honesty and his moral practices.

Boyden replied in a lengthy letter marked “confidential” that Cole was a Bridgewater graduate and had come highly recommended from the town of Reading, where he had served as the principal of the high school for a dozen years. The fact that Boyden retained this confidential correspondence together with other letters concerning Cole among his papers lends credence to the belief that he viewed the materials as a historical vindication of his actions. The assistant had always spent his money very freely, but everyone assumed he possessed abundant resources, since his father and brother owned a flour mill in Minnesota. When his father died in 1882 or 1883, he claimed to have inherited $65,000, an enormous sum equal to well over a half million dollars in today’s currency.

In April 1884, Cole requested his release to go west and settle his father’s estate. Cole had also received significant sums of money from several Bridgewater women by promising to use his business knowledge to invest the money at a high interest rate. Mrs. Sanford had handed him the proceeds
from the life insurance policy of her late husband on which he promised a 10 percent return. No securities were provided for any of the money he received.

Ultimately, the scope of Cole’s debts became public when he owed everyone from the butcher to the coal dealer, the barber and the stable keeper. Boyden even received an inquiry from a Boston law firm about debts Cole had incurred in 1882 in ordering apparatus for the normal school for which he had never paid. The family flour mill that Cole claimed to have inherited turned out to be in bankruptcy, and his creditors could not discover that he possessed any assets to make good on his debts.

As to immoral conduct, Boyden indicated he had no knowledge of any improprieties, although he added that Cole sometimes went to Boston to the theater or a fine hotel on the weekends and, on occasion, brought a boy with him (presumably a male student). He was aware that Cole gave a suit to one young man and a gold watch and chain to another, but Boyden attributed this to Cole having enough money to be generous with those less fortunate, and he was not aware of any scandal associated with this conduct.

Boyden informed Talcott that since the financial irregularities had come to light, the visitors had dismissed Cole rather than allowing him to resign. However, Boyden had not seen any reason to block Cole’s future employment, since, with his talents, he believed he might learn the error of his ways, and a change of venue might allow him to get his life back together. While the incident was officially kept quiet at the time – there is no mention of it in the board’s minutes or the Annual Reports, with the 49th report noting simply that he was replaced by Frank Murdock – one can imagine that in the town of Bridgewater the incident was widely known and discussed. The Cole dismissal bothered Boyden greatly for he wrote, “His downfall here was the most painful experience of my life.”

Although the Cole dismissal seems to have been a very isolated incident – and Boyden could hardly be held responsible for the actions of one of his assistants who appears to have been something of a charming con-man who fooled a lot of people – there is evidence that in the 1880s and 1890s, some students were beginning to challenge the strict rules and paternalistic treatment that might have been tolerated earlier. Despite his affectionate designation as “Pa,” Boyden had a reputation as a tough disciplinarian who tolerated few breaches of the rules.

In 1885, Ellen Hyde, the principal of Framingham, wrote to John Dickinson that a Miss Pierce of Stoughton had been dismissed from Bridgewater for misconduct and was attempting to enter Framingham. Hyde referred Pierce to the board and requested the secretary set general policy for such cases. Hyde protested allowing the transfer on the grounds that it was bad for Bridgewater since it did not sustain the school’s disciplinary policies, and bad for Framingham, since it gave them girls who were too difficult for Bridgewater to handle.

When the board took no action, Hyde wrote to Dickinson, “For my part, I decidedly object to taking in any more Bridgewater refugees.” She reiterated her objections in a subsequent letter, a rather bold challenge on the part of a female president questioning the authority of the male board members. Her statement about not wanting “any more Bridgewater refugees” suggests that this was not an isolated incident; rather, Boyden had expelled a number of young women who then sought reinstatement at the all-female Framingham school.

Overall, the decade of the 1880s ended on a decidedly positive note with Bridgewater poised to construct a new academic building. Still vigorous at the age of 63 and one of the best known figures in teacher education in both Massachusetts and the
United States, Boyden was prepared to lead the institution forward into what would be his last full decade as principal.

1890-1900

The year 1890 marked a significant milestone in the normal school’s history, the semicentennial of its founding in 1840. The main celebration took place on August 28 in conjunction with the semianual meeting of the normal association. Arthur C. Boyden, president of the association, presided with more than 600 alumni in attendance, a gathering that represented nearly all of the graduating classes.

The morning was set aside for social gatherings and renewing of old acquaintances; a meal was served at noon. Richard Edwards, now the state superintendent of supervision in Illinois, had been asked to deliver the main address. At the last minute, he was prevented from attending, although he sent a letter that was published. Principal Boyden, who had served under both of his predecessors, presented a historical address in which he noted that, in his judgment, the introduction of the four-year course had been the most significant step in the history of the school since its founding. That single change had raised the level of scholarship and allowed instruction in all the subjects required by state law to be taught in the public schools, subjects that could not be covered in less than a four-year period.

In the course of his address, the principal posed the following question to his listeners: “Who can estimate the value of the service rendered to the Old Bay State by these teachers?” He then answered his question: “We have solid ground for rejoicing today in what has been accomplished, and the future of our Alma Mater is full of promise; but she can sustain her efficiency and progress only by the diligence and constant vigilance of her officers and graduates.” He also touched upon the soon-to-be erected new building, which would lead Bridgewater forward in the future. The ceremonies concluded with an address by Secretary Dickinson titled, “Function of the Normal School.” Other invited guests and alumni spoke briefly.

Many individuals wrote to congratulate both Boyden and the Bridgewater Normal School, some, such as D.B. Hagar, principal of Salem, saying they planned to attend the ceremony; others expressed regrets. Among those offering praise was the famous progressive education reformer Francis Parker, who had served as superintendent of schools in both Quincy and Boston and who was then the principal of the Cook County Normal School:

I take this opportunity to congratulate you upon the great success of the Bridgewater Normal School. Its power for good is felt all over this broad country. Bridgewater will be forever classed among the very few great pioneer Normal Schools of America. We are struggling here to build up a Normal School to meet the demands of the West.

The year had commenced on an equally positive note for Boyden and his wife with the principal being granted a leave of absence from February to August. During part of his sabbatical, the Boydens traveled to Europe, visiting England, Scotland and France with the purpose of observing teacher training in those three countries; they returned in time for the 50th anniversary ceremony. Secretary Dickinson provided a letter of introduction as did Governor John Brackett and Isaac Edgett, the deputy secretary of the commonwealth, who wrote, “… I know his works and the esteem in which he is held by all, and heartily commend him to the consideration of all whom he may meet, both at home and abroad.”
While this sounds very positive, what has not been noted previously is that Boyden’s sabbatical occurred in the aftermath of another significant disciplinary problem even more painful than the Cole affair had been. While it is possible that the leave was at least, in part, a reward for three decades of service and allowed the principal a respite before the semicentennial and the burden of supervising the construction of the new academic building, Boyden seems to have been seeking relief from a situation that had given him a great deal of aggravation. Of course, neither Albert nor Arthur Boyden would cover these events in their historical writing, but the fact that the principal left the correspondence about this affair in his papers suggests that as he did with the Cole affair, he was providing future historians a paper trail to judge his actions.

The event alluded to involved two female students, Helen Ryder and Mary Howe, who were seen walking on a Sunday afternoon in Bridgewater with two young men, in clear violation of rules against fraternizing with members of the opposite sex. In his report about their conduct, Boyden claimed that when this behavior had been brought to his attention, he had called the two women to his office and obtained a promise to refrain from such activity in the future. However, a member of the graduating class informed one of the female assistants that many students were offended by what Howe and Ryder had done and felt they should not be granted a diploma. Boyden questioned both male and female students and concluded that a majority of the graduating class felt the same way. Boyden also discovered in the course of his investigation that the two women often went to the Cotton Gin Factory where only men were employed.

After interviewing Howe and Ryder and laying the matter before the entire faculty, Boyden decided to withhold their diplomas. When they asked if they could have a certificate of scholarship – a teacher was still not required to be a graduate of a college or normal school to be employed – the principal refused. He then convened a meeting on January 21, and the faculty unanimously backed his decision.

Twenty years earlier, the unanimous action of the principal and faculty would have ended the matter, but as noted, the absolute authority of the principal was under challenge. Boyden received letters in support of both women, calling on him to reconsider or revoke his decision. Mary Howe’s mother was an invalid, so her guardian F.W. Brigham wrote, “Will you kindly inform me concerning her offenses and can she by any apology or conduct alone for them, and be reinstated?”

Boyden responded in what Brigham characterized as “your very courteous reply,” but the guardian was not satisfied with the response. He asked the principal to consider that the charges might be a result of gossip, which he said occurred often in a community of women when some women take a personal dislike to one of their members. He had personally questioned his ward who said she had never gone into any offices or shops unless accompanied by companions. He also reminded Boyden that since they had both been students, they knew what the student caste system was like: “Could the ill will of a few classmates have driven us out, probably we should never have graduated from anywhere.”

The Reverend S. McBurney, pastor of the Methodist Episcopal Church in Provincetown, wrote on Helen Ryder’s behalf, “So far as we have been able to learn the offenses charged to the young lady were not of a serious nature, and did not impeach her moral character.” He added that young people sometimes did foolish things, “Still I cannot forget that students do many things unwittingly, and that these inadvertencies of youth, should hardly be made impediments to a useful and active life.”
One of the young men involved, F.C. Gammons, also requested that Boyden respond in writing to the series of charges made against him to indicate if they were true or false, since the principal had publicly used Gammons’ name in speaking of the affair. The incident had been mentioned in the Boston newspapers, specifically the Boston Examiner Record, and if Boyden did not consider Gammons guilty of the charges, he desired a written certificate to that effect. This request for the principal to commit his views to paper hints that Gammons may have been contemplating some legal action for slander.

Ryder also wrote to Helen Bowler, an art instructor at the school. Bowler had apparently stated that Ryder’s friends did not wish an investigation. Ryder challenged this claim, writing that she welcomed an investigation, but felt it was the faculty who did not want one, as they had rushed to judgment without ascertaining all of the facts. Also, she had not wanted to pursue the dispute in the newspapers but had to defend her honor when the administration leaked a one-sided story to the press. Ryder also indicated that if she had been sent home simply for breaking the rules, then her friends would not have responded the way they did, but character assassination was intolerable. Ironically, because of the publicity, she had already obtained two job offers.

Ultimately, Brigham and McBurney requested a hearing before the board and retained Mr. Morse as counsel. It was at this same board meeting that Boyden was granted his leave of absence. Marcus Whitney, the Westfield visitor who was a lawyer and who had clashed with Bridgewater and its principal over which school should have a new academic building (and who perhaps didn’t mind seeing Boyden squirm a bit), wrote a lengthy letter to Secretary Dickinson:

The Legislature appropriated $150,000 for a brick structure to replace the original wooden academic building (shown here in an 1891 photograph). The new building housed 250 students, a number perceived as the absolute upper limit of growth for the normal school. One of its features was space to house 175 model school students. The new building was a massive structure – 86 feet in front by 187 feet in length and was three stories in height, resting on a foundation of Quincy granite, with the stories marked by bands of buffed brick and capped with blue marble from Vermont.
In this hearing the Board of Education will have the matter somewhat as judges, in as really a judicial spirit as possible. Mr. Boyden is somewhat in the position of a defendant, and that he if anyone ought to be represented by counsel & that the Visitors of the school having approved his course should defend their actions as wise & proper. The Board will hear the case, if at all, on appeal, & should sit as judges holding their minds free and unbiased ... The Board is not defending Mr. Boyden, but deciding whether Mr. Boyden’s action was wise and justifiable & if not, what the Board will do about it. I take for granted the Board will grant a hearing, I’ll attend the hearing if I can, & will look up the law if there is any for my own satisfaction & the benefit of the Board.210

The board first referred the matter to the visitors to hold a hearing if they deemed it wise, but on March 20, the visitors returned the issue to the full board, which voted to uphold the faculty decision. Although the board already had policies in place concerning student removal, they voted on May 1 to give the principals power to remove students temporarily for misconduct, but with the responsibility to report every case immediately to the visitors for a permanent determination.211

While Boyden endured some criticism, he also had his supporters. The Bridgewater Independent applauded the visitors’ action: “The visitors have made a careful report to the board. The board has accepted the report and sustained the principal of the school.”212 Ellen Hyde also wrote to her colleague, “I cannot refrain from expressing my sympathy with you in the persecution you are enduring.”213

The Howe-Ryder case was obviously the most serious disciplinary situation that had confronted Boyden to date, but it was hardly unique. In January 1890, state Representative J.H. Davis wrote to the principal about Miss Thompson, who was under censure. Davis praised Thompson’s character and asked, “Will you kindly permit me an interview before a final and adverse decision is reached?”214 In a more obscure incident the following year, George Davis, who had been expelled from Bridgewater in 1865, was said to be spreading rumors about Boyden to Senator Champlin of the committee on education. The principal wrote to Caleb Tillinghast that Davis had attacked him the previous year when Howe and Ryder left. Davis claimed that the normal school was merely an appendage of the Central Square Congregational Church, a reference to the fact that Boyden and a number of the faculty were prominent members of that congregation. The exact nature of Davis’ charges is unclear, but Boyden implored Tillinghast to “squelch Davis if you can in this matter. Show this to Mr. Dickinson please.”215

Although Boyden was upset by these challenges to his authority, he undoubtedly found some solace in the construction of the new academic building. The Legislature had appropriated $150,000 for a brick structure to replace the old wooden one. The new building would house 250 students, a number perceived as the absolute upper limit of growth for the normal school. One of the features of the new building was space to house 175 model school students. Hartwell and Richardson of Boston served as the architects, and the Darling Brothers of Worcester were the contractors for the work.

The new building was a massive structure – 86 feet in front by 187 feet in length, situated on the westerly side of a three-acre lot, bounded by School, Summer, Grove and Maple streets. The structure was three stories in height and rested on a foundation of Quincy granite, with the stories marked by bands of buffed brick and capped with blue marble from Vermont.
The building held the facilities formerly housed in the old school building and annex but provided more space. The first floor interior consisted of a reception room, a women’s cloak room, a men’s coat room and two rooms devoted to the library. The remainder of the first floor, which contained seven classrooms, also provided space for the eight grades of the model school. The basement housed a lunch room for commuters, playrooms and toilet rooms for the model school, the heating plant, storerooms and the gymnasium with adjacent dressing rooms. The principal’s room was on the second floor along with the assembly hall which, because of its massive size, could seat 250 pupils. This floor also had rooms for language instruction, four labs for the natural sciences, two teacher’s labs, an apparatus room and a textbook library. The third floor consisted of the principal’s classroom, a room for drawing, two chemical labs, a teacher’s lab, classrooms for mathematics, vocal culture and reading, and the physical laboratory and lecture room with the teachers’ lab between them. The rooms were all described as large and filled with light, and the visitors reported, “In the simplicity of its arrangements, its adaptation to school wants, and in all its appointments, it is a model building, of which the state may be justly proud.”

The normal school was also introduced to modern amenities, which undoubtedly made student life more pleasant. In May, a contract was signed with the Bridgewater Electric Company to wire the buildings for incandescent lights at a cost not exceeding three dollars per light. Upon the completion of the work, the Bridgewater Independent noted, “The boarding hall connected with the Normal School has been wired for electric lights. About 200 lights will be used.” By 1903, a generating plant was installed in the basement of Normal Hall with a generating capacity to provide enough electricity for 500 lights.

The new academic building was dedicated on September 3, 1891, with an enormous audience of 800 people in attendance, “among them a large number of the eminent teachers of New England.” Alice Freeman Palmer presided, and the architects presented the building to George Aldrich, a member of the visitors, who accepted it on behalf of the board of education. Among the speakers were Secretary Dickinson; General Francis Walker, the president of MIT; and Albert E. Winship and George Martin, both graduates and former assistants. Richard Edwards, who had not been able to attend the semicentennial, delivered the main address. He concluded his remarks with a rhetorical flourish:

Within these walls may there be fostered a spirit of brotherly love and goodwill to men, which is at once the fundamental idea in the Christian religion, and in a true system of free schools. Here may all the light thus far shed upon the true teacher’s work be concentrated, and, as a new light dawns, as new discoveries are made, in the noblest of sciences, in this most consummate of arts, may the rays of the added knowledge, be faithfully reflected here.

Principal Boyden also spoke briefly, explaining the roots of his long service at Bridgewater and his joy at the erection of the new building. Some of Westfield’s ill will had also dissipated, since appropriations had been made for a new building there. Dr. A.P. Stone concluded the ceremonies by inviting the audience to “… come to Westfield and help us dedicate our new normal school building before you eat your Thanksgiving dinner in November next.”

Mention that the new school building would also house the model school highlights the fact that the board of education and the town had concluded an agreement to convert the school of observation into a model or practice school. In 1889, before the
Legislature decided to replace the old wooden building with a new brick structure. Boyden had informed the selectmen that the state was prepared to build a new four-room schoolhouse with a capacity for 120 pupils. With the exception of teacher salaries, the state would subsidize all other expenses. For the token fee of one dollar, the town agreed to transfer its school lot, which was bounded by Summer, Grove and Maple streets and the normal school building. The principal forwarded the agreement to Secretary Dickinson on November 6, 1890, adding, “We shall want to enter upon this arrangement next September.” Among those signing the agreement for the town was Frank Fuller Murdock, a member of the school committee as well as a graduate and longtime faculty member of the normal school, who by the end of the decade would become the principal of the newly opened school at North Adams.

The relationship between the normal school, the board of education and the town was always subject to some tension, despite occasionally having faculty on the school committee. Apparently, some questions had arisen about the land transfer, and in July 1891, the selectmen asked to examine the deed whereby they had conveyed the school lot to the commonwealth. Boyden wrote to Caleb Tillinghast to request that he send the document by messenger. In October, the principal returned the deed to the state.

According to the agreement, the school committee would choose the students who would attend, but the principal would make the grade assignments. Two-thirds of the students would come from the several streets adjacent to the normal school, while one-third would come from applicants who lived in outlying districts. The principal nominated the teachers subject to the approval of the school committee and the visitors. The principal’s salary was set at $600 per year; the primary teachers made $9.00 per week and the lower grammar teachers made $10.00. School vacations were to be the same as those of the normal school, a practice that continued well into the 20th century, when Bridgewater State College had vacations in February and April to coincide with those of the public schools. The board of education pledged to appropriate sufficient funds each year to meet the economic obligations.

The head of the model school had additional duties, including coordinating curriculum with the normal school faculty and observing normal school students who student taught in the model school. However, the principal selected the course of study and the textbooks and was responsible for school governance. All of this was also subject to school committee approval.

The principal wrote to Dr. Edward Sawyer, school committee chair, nominating Lillian Hicks of Quincy – a teacher with a great deal of experience in the Boston schools – as principal. She would be assisted by Charlotte Voight of East Bridgewater, who had also taught in Boston. Flora M. Stuart would teach grades one and two and Martha Alden would teach grades three and four. Boyden requested final school committee approval and announced that the model school would open on September 8, 1891.

Hicks served as principal until 1899, when she became supervisor of training and was succeeded by Brenelle Hunt. By that time, there were nine grades in the model school. Hunt wrote to Boyden to accept the Bridgewater offer at a salary of $1,600 with the possibility of successive raises to reach the maximum if his tenure was successful. He also requested a description of the subjects to be covered and any literature that might provide a general idea of the field. He would personally be responsible for the ninth grade. He served until 1919, at which time he became head of psychology in the normal school.

The model school appeared to meet the town’s
needs, and in 1893, Murdock wrote to the board of education to propose an expansion of the current agreement. The success of the model school had demonstrated the virtue of graded schools, as opposed to the former ungraded schools, causing Bridgewater to contemplate eliminating its ungraded schools along with a plan to build a consolidated central school. The local newspaper, the Bridgewater Independent, had argued as early as January 1891 that this was the only way to assure a quality education for those students who could not be accommodated by the model school. Murdock admitted that some parents objected to closing the outlying schools on the grounds of safety, since their children would have to travel longer distances. Also, despite the popularity of the model school, some held that in transferring the land and sacrificing the town school building, the state “got the best end of the bargain.” To remedy the situation, the school committee voted unanimously to ask the board to consider admitting all students from the outlying districts who wished to attend.

One significant addition to the model school was the introduction of a kindergarten in 1893. As kindergartens became more popular, the need for trained teachers became obvious. Since no space was available, however, the general library was used during the morning for the kindergarten class. This expanded mission meant that 220 pupils attended a model school designed for 175. Anne Wells was appointed kindergarten teacher and served from 1893-1930.

Several ongoing problems caused the visitors to make a number of suggestions for the future: 1) appoint another kindergarten teacher (After 1895, Frances Keyes assisted Wells, and the two taught together until their retirement in the same year in 1930); 2) add an addition to the south end of the building to house the model school, kindergarten, high school and industrial departments; 3) construct new coal pockets, allowing more efficient heating and coal purchase in larger quantities; 4) build a new laundry room and convert the laundry room in the basement of Normal Hall to the cooking department; 5) convert the northern half of the first floor in the east wing of Normal Hall to a dining room; 6) build another dormitory as soon as possible.

The board also wrestled with its longstanding attempt to raise admissions standards. One means to this end was a requirement providing that after September 1894, all candidates for admission would be required to have a high school diploma or to demonstrate an equivalent level of education. This measure hit the western schools like Westfield hard, since there were fewer high schools in the more rural areas, and only 22 percent of Westfield students were high school graduates. Bridgewater already had a student population of 60 percent high school graduates and was not as significantly affected.

One benefit of the graded school, shared by both state and town, was the ability to prepare standard courses for primary and grammar schools. First tested and perfected, these courses were then distributed on request to public school teachers and superintendents. For example, F.W. Swan, a student at the normal school, wrote to Secretary Dickinson, “Please send me one copy of ‘Course of Studies for Elementary School.’” Among the courses prepared for export were Arthur Boyden’s “Nature Study,” Frank Murdock’s “Geography” and Elizabeth Perry’s “Drawing.” Along with the institutes, this standardized curriculum continued to be a means to upgrade the standards for teachers who had not attended normal schools. Despite this progress, Arthur Boyden noted in 1892 that more than half of the schools in the state were still headed by untrained teachers.
Additionally, only one class would be admitted and graduated each year, and standard admissions exams would be held on the same dates. Written exams would determine scholarships; the exams, consisting of five groups of standard high school subjects, required eight hours to complete over a period of two days. In addition, the board instituted an oral interview to assess personality, physique, presence, health, temper, tact, patience and moral spirit. The final component involved testimonials about the candidate. Arthur Boyden claimed that these admissions standards were the highest for any normal schools in the country. 239

In 1896, the state administered exams in high school subjects for the first time, which led to a decline in enrollments. The Annual Report noted that it was one thing to graduate from high schools that varied greatly in quality, and quite another to pass a difficult standard exam. The board had originally attempted to produce a list of approved high schools but found it difficult to set criteria and abandoned the idea.240 The board also printed some of the areas on which students had been questioned the previous September, and which included, in the English portion, works by Shakespeare, McCaulay and Longfellow and, in the history section, the English settlements in Virginia and Massachusetts.241 These provided sample questions and allowed students to study before taking the test.

In the 1890s, the state also turned its attention once again to the means of accounting for funds handled by the principals. Democratic Governor Russell proposed legislation that required all accounts to be kept in a uniform manner. The Democratic Senate passed the measure, but the House Republicans, apparently fearing the Democrats might gain the political upper hand by claiming they had discovered abuses in normal school management, blocked passage.242 The Legislature passed a law requiring future expenses for running the boarding halls to be paid from the commonwealth’s treasury, and all receipts from students to pay for their board plus any other expenses to be sent once a month to the state treasurer. While it was not stated directly, legislators apparently harbored concern over the large sums of money principals collected and spent. This was not because the principals were deemed untrustworthy, but rather because the board feared political scrutiny and criticism unless expenditures were properly documented. Tillinghast informed Boyden of the changes, causing the principal to write to board member Alice Freeman Palmer to ask when the changes would take effect and how expenses were to be paid before the next appropriation was passed, which would not occur before winter.243

It is clear the principals did not like the new policy. They had enough difficulty finding out the amount of their appropriations, and now their source of cash on hand was being taken out of their control. Boyden wrote to Dickinson that he would have to send in money every month and would not get anything back until an appropriation had been passed by the Legislature,244 which often did not approve the budget until well into the fiscal year. Westfield’s James C. Greenough wrote the secretary in a similar manner and expressed his fear that the boarding houses, instead of being self-supporting, would now be seen as an additional expense that might make it more difficult to receive future appropriations. The dormitories would be politically divisive, and students, who were frugal when they were responsible for the bills, might look for more lavish expenditures when they knew the state would pay for everything.245

One non-economic problem associated with the boarding hall was the spread of disease because of the large number of students living in close proxim-
ity. We have already noted the debilitating disease and even death among both students and faculty in the school’s early history, and in 1897, there was an outbreak of scarlet fever in the town. Eight students were stricken with the disease, and the normal school, model school and academy (high school) were closed for a two-week period. During that time, the boarding hall was disinfected.

Since Boyden was a member of the board of health, some criticized him and the board for not taking prompt enough action and said that Boyden had initially covered up the outbreak by not flying the required contagion flag. Dr. Calvin Pratt, another member of the board, expressed the opinion that the disease had been carried to the school by visitors at the January examinations.246 In his report for the year, Boyden wrote, “The special need of the school at this time is a suitable hospital for use in case of contagious diseases.”247

Increasingly, Secretary Dickinson was more and more out of touch with the board, particularly because of their determination to once again stress teaching methodology over subject matter. He had also opposed the change in admission standards that had affected Westfield adversely. When his wife died at the end of 1893, Dickinson decided to resign his position. He was succeeded by Frank Hill, the former principal of the Cambridge Latin School. While Boyden continued to work closely with the secretary no matter who he was, his relationship with John Dickinson had been particularly close.248

Attendance by foreign students also continued to rise into the 1890s, broadening out into different directions. A steady stream of Canadian students enrolled, which makes sense given the rate of immigration between Canada and the New England states. Jamaica also sent a number of students, particularly after Dickinson and Arthur Boyden were invited to present a number of institutes on the island.249 Correspondence between the two educators makes it clear that in going to Jamaica, they believed they were heading off on an exotic adventure. Boyden notified Dickinson that he had checked with Cooke’s travel service in New York. Agents there suggested they obtain a certificate of American citizenship in case they wanted to visit other islands. He could get no information about exchanging money, but thought they could do so before their New York departure.250

The institutes were held before audiences of both black and white teachers, and a Jamaican newspaper praised both men. The Jamaican authorities also were effusive in their praise: “No one who was present at any of your meetings can doubt that the cause of education here has received an immense impetus, which I am sure will never wear itself out.”251 Massachusetts was not the only state involved in Jamaican education. W. Henry Plant wrote to Dickinson thanking American friends – not only those from Boston, but also Chicago, Illinois, and Evanston, Indiana – who had sent exhibits.252

Some of the international students also kept in touch with Dickinson. Emma Roberts, who had studied in the United States, wrote to the secretary asking him to obtain for her Green’s History of the English People and provided an address where he might send it. Another student, A.S.H. Edwards, who was attending Bridgewater, wrote that since the Normal Hall was full, he was lodging in a house near the post office at a cost of $1.25 per week, although he took his meals at the normal school. He added, “I am glad to say that I have met with a pleasant set of people both teachers and students.”253

As previously noted, while Boyden usually enjoyed his interaction with foreign students, he wrote to Caleb Tillinghast in September 1899, to again state the urgency that students from other countries be able to speak English. He informed
Tillinghast that students should also have sufficient funds. The most recent Jamaican student had spent all his money, and it had cost the principal $39 to send him home.254

A number of Mexican students also attended Bridgewater in the 1890s. In 1896, Frank A. Aldrich presented a request to the board from the province of Coahuila, Mexico, to admit 10 to 12 students. The request was forwarded to the visitors with full power to act, and Aldrich wrote to Boyden, “I think we ought to charge the usual tuition. In other respects, I am glad to have you make such arrangements as you think best.”255

In May, Professor Andres Osuna thanked the principal for furnishing a catalogue and asked if the Mexican students could be granted free tuition or at least a reduced rate, since the price of silver was so depressed it would cost the Mexican government about double for board and tuition.256

Professor Osuna indicated he was a graduate of Monterrey State Normal School and had been teaching for four years; he, personally, planned to accompany his pupils. He inquired whether the Mexicans could enter the two-year course without passing the entrance exam, since they could read and translate English but would probably need about a month to enhance their skills in the spoken language.257

Ultimately, five students enrolled in addition to Osuna. Miguel Caderas, the governor of Saltillo province, wrote to Boyden, “I will be ever under many obligations to you for your special attention to this (sic) young men, as we are the first ones in this enterprise, and are anxious to make the best of it.” The students all enrolled in the two-year course and graduated in 1898.258

After graduating and returning home, Professor Osuna made a rather novel contribution to Mexican education. In cooperation with the National Railway, he helped establish a traveling
Discussion centered around admitting Cuban, Puerto Rican and Filipino students to the normal schools following the 1898 Spanish-American War. Harvard president, Charles Eliot, wrote to the board specifically to recommend the admission of Cuban students, and the board voted that it was desirable to admit a limited number of qualified Cubans as well as students from Puerto Rico and the Philippines. In May 1901, Alice Palmer presented to the board a letter Boyden had received from Cuba, relative to the terms and conditions under which Cuban students might be admitted. A committee was set up to draft legislation to allow the admission of these foreign students. While the legislation passed, apparently no Cuban students were admitted, although a number of students continued to enroll from Canada, Syria, Armenia and Turkey, including a female student from the Ottoman Empire.

By the end of the century, the bureau of education, which was under the supervision of the Department of the Interior, required institutions of higher learning to submit statistical reports to the federal government. Race and gender were among the required demographics. In 1897, Bridgewater recorded two female “colored” students and one in 1899, although it is not possible to ascertain whether this record referred to one of the students recorded two years earlier since no names were provided. Attempts to discover the identity of these students of color have not been successful.

The normal school curriculum also continued to grow and expand. While there had always been an emphasis on art, the board voted that as of February 1893, candidates for admission must pass an exam in drawing. This led to a reorganization of Bridgewater’s drawing course taught by Elizabeth Perry with the assistance of L. Eveline Merritt.

A new subject area, but one that gained increasing significance, was nature study. The study of...
nature fit in well with the idea of object teaching, as the students studied minerals, plants and animals, all of which were available at little or no cost. The movement had originated in St. Louis under school superintendent, W.T. Harris, and was an outgrowth of that city’s elementary science courses.265

In Massachusetts, the Plymouth County Teachers Association was a leading proponent of nature study. The association prepared an outline of nature observation, and many towns responded quite favorably. In Plymouth County, 19 of 27 towns adopted a nature study curriculum, and a report was provided in the board of education’s Annual Report.266

Arthur Boyden was a leading figure in the movement. In 1892, he delivered a series of lectures on nature study in Brockton. Barrett B. Russell, Brockton superintendent and a graduate and former instructor at the normal school, had requested his assistance. Arthur Boyden also visited a number of Brockton schools each week, and an exhibit was put together at the end of the school year by the Brockton students.267

Bridgewater’s contributions to nature study were also well-known across the country. In 1892, the school received a first place medal for its exhibit at the World’s Columbian Exposition in Chicago. Arthur Boyden prepared an accompanying pamphlet that explained Massachusetts’ efforts to establish the subject in the public schools.268

An organization known as the “Educational Workers of New England” was also formed, with Henry Clapp, Class of 1861, serving as its chair. Clapp was the master of the George Putnam School in Roxbury and was the first to set up a school garden. As an example of how nature study could be utilized in multidisciplinary ways, the garden, with its multitude of plants, also served as the basis for language study. Clapp’s organization held an exhibition in the English High School Drill Hall, and Bridgewater contributed one of the largest individual exhibits.269

Some larger school systems appointed nature study supervisors, with a number of Bridgewater graduates filling these positions. Arthur Boyden published the first book on nature study in Massachusetts, Nature Study by Months, with chapters first published in serial form in the Journal of Education.

The work of Boyden and many other faculty members highlights another facet of the professional life of normal school faculty. As we have seen, the struggle between making the normal schools simply professional schools to train teachers or making them more comprehensive institutions offering a variety of liberal arts subjects was constant during the 19th century and beyond. There is no denying that part of this battle involved the stereotype that normal school teachers could not teach at the college level, and that their schools attracted inferior students who, since they were going to teach in elementary schools, had no need for college level courses.

However, while their research interests were different from those of modern day college professors, normal school teachers wrote books, published in journals and were very much interested in keeping up with the latest in their fields. One Bridgewater graduate, Albert E. Winship, also a former instructor, edited the influential Journal of Education and eventually served on the board of education.

While some education historians have claimed that the introduction of subjects like nature study and manual labor also reflected a rather negative view of normal schools (and there is a kernel of truth to the claims), a much larger reason for the curriculum changes appears to be that the normal schools naturally mirrored developments in the public schools. Since the public schools had adopted this subject matter, it is hardly surprising that the
normal schools did as well. Graduates could enhance their employment opportunities if they could teach new curriculum areas that were in high demand.270

This period also witnessed the establishment of a number of committees to examine the mission and curriculum of normal schools. One of these was the Committee of Ten, established by the National Education Association in 1893 and chaired by Nicholas Murray Butler, president of Columbia. There was no normal school representation on this committee; it consisted largely of college presidents, private school heads and high school principals. The University of Michigan had begun accrediting high schools in the 1870s, and in its final report, the Committee of Ten demanded that all high school teachers be college trained. This was a severe blow to the normal schools, particularly Westfield, that had moved in this direction. It would be decades before most of the normal schools gained the authority to train high school teachers, and as late as the 1950s, only 15 percent of the nation’s high school teachers had graduated from normal schools.271

However, other groups did seek normal school input. Arthur Boyden served on the national Committee of Ten’s subcommittee, chaired by Harvard president, Charles Eliot. Charged with looking at the teaching of natural history and biology, the subcommittee’s goal was to enrich the secondary school curriculum; Boyden claimed that its recommendations strongly influenced science education.272 When the Massachusetts Teachers Association established a Committee of Fifteen to consider courses of study for the commonwealth’s public schools, Albert Boyden and George Martin were both appointed members.273

This debate about the mission of the normal schools occurred in conjunction with the Legislature’s decision to open four new normal schools. By the 1890s, there were six institutions in addition to the original three: Salem opened in 1854, the Normal Art School in 1873, and Worcester in 1874. However, complaints persisted, charging that students in the more remote parts of the state did not have access to a normal school education. The new schools were Fitchburg (1895), North Adams (1897), Barnstable (in Hyannis 1897) and Lowell (1897).274

One pressure that the new normal schools placed on state finances was state aid to students. The state appropriated $4,000 per year for state aid, and the amount had not been raised since the original appropriation despite the opening of additional facilities. The board and secretary clearly hoped that with four new schools the amount would be raised, but this did not happen. Many more students were left to compete for limited resources despite the rise in costs.275

In addition to authorizing new schools, the board sought other means to bring the benefits of a normal school education to the state’s teachers. Along with the ongoing institutes, they opened a summer school at the new Hyannis campus during the summer of 1898. The board realized that even with four new normal schools, the demand for trained teachers far outstripped the numbers that could be graduated; the Annual Reports continued to be filled with laments about this deficiency. The Legislature set aside $2,500 to provide intensive instruction over a five-week period. One hundred and twenty teachers enrolled from all parts of the state. The board believed the program was such a success that the numbers could be almost doubled with very little additional expense. The Cape Cod location close to the seashore also proved to be an attractive draw for prospective students.276

The board viewed this program not only as an
outreach effort, but also as a means to more fully utilize its buildings throughout the year. Since many towns still employed teachers who lacked a normal school education, summer school offered an opportunity to introduce them to the latest techniques in the field of education. Hopefully, many teachers who were exposed to these courses would decide to further their education and obtain the diploma. The board spelled out a series of regulations as to how credit would be granted to in-state and out-of-state teachers as well as college graduates.

Since Bridgewater was the closest normal school to the Hyannis location, a number of Bridgewater faculty taught in the program, including Charles Sinnott, who offered courses in geography, and Harlan Shaw, who was a chemistry instructor. The Bridgewater Independent, which kept track of the faculty comings and goings, indicated on August 15, 1902, that the summer session had ended, but Mr. Sinnott would be remaining on the Cape until Bridgewater opened. On August 20, the publication recorded his return to town. Bridgewater’s connection with the Hyannis program continued, and when the Hyannis Normal School closed in the 1940s due to declining enrollments, Bridgewater continued to offer its own summer program for teachers at that location.

Paradoxically, as the state applauded the success of the normal schools, the board, perhaps partially influenced by some of the general discussions about mission, set a policy that with the exception of Bridgewater, principals were not permitted to organize four-year classes or the two-year advanced class without special authorization by the board. Secretary Hill notified Boyden of this new policy on March 10, 1898. The principal defended the four-year course, writing, “In so far as the Bridgewater school has been able to furnish competent teachers for the upper grades of the common schools it has been largely due to the four years course.”

The board also took action to try to upgrade the quality of the faculty. A provision was adopted that after 1900 no teacher would be appointed who had not, as a minimum, graduated from a state normal school or been certified by the board. Apparently recognizing the enormous load shouldered by the faculty, the board also voted that it was desirable to grant faculty leaves at stated intervals for purposes of study. Seven years was adopted as the time between sabbaticals. The policy provided for a one-year leave with full pay, although the faculty member had to pay for a substitute at a fixed rate.

While an attempt was made to hire more qualified faculty, the secretary pointed out in his report for 1898 that given the low salaries, the state was lucky to employ as many excellent normal school teachers as it did:

The cities frequently outbid the State, and so secure teachers the State would gladly employ. If, therefore, the State is compelled now and then to employ teachers of less reputation, scholarship and skill, it should reduce its expectation of superior teaching accordingly. Were it not that inferior pay sometimes secures superior service, the State should not fare so well as it does now.

Above and beyond all this discussion about education policy and the burdens of his official duties, Boyden experienced a period of great personal change during these middle years of this decade. He and his wife had lived in the boarding hall during their time at Bridgewater. However, they decided it was time to build a home on their land adjacent to Boyden Park. Since they had administrative duties in running the hall, the couple did not have to pay rent. In cases where the state did supply lodging, the principal had to pay rent, rather than being reimbursed. E.H. Russell of Worcester remitted a check for $250 to cover his rent for a year.
Since a small town has no secrets, the *Independent* noted that Mr. Boyden had purchased a piece of land near Sprague’s Grove to square up his lot; rumors were he was going to build a house.\(^{284}\) Work commenced on the structure known as “Groveside” in 1892; the couple occupied their new home the following year. The Boydens held an open house and, after a tour, served supper to a long list of guests that included both faculty and prominent Bridgewater citizens. In the future, receptions for both faculty and students would be held at Groveside, a harbinger of the more relaxed social atmosphere evident after 1900.\(^{285}\)

Unfortunately, as previously noted, the principal’s first wife, Isabella, did not have long to enjoy her new home as she died on October 1, 1895. The *Independent* was effusive in her praise, making particular note that while she lived in the boarding hall, she had run the household and kept the boarding hall accounts.\(^{286}\) Principal Boyden received expressions of condolence from many groups, including the school committee, the Wheaton Seminary Club and the Ladies Missionary Society of the Central Square Congregational Church.\(^{287}\) Boyden married a second time to Clara Armes, who had been an assistant from 1870-1879, but he also outlived his second wife who died at age 62 on April 20, 1906.\(^{288}\)

Personal tragedies notwithstanding, Boyden’s professional life in the decade of the 1890s was consumed with Bridgewater’s continued building program. Although the opening of the new brick academic building in 1891 was a significant event for the normal school, the belief that this structure
would provide adequate space for the future proved to be illusory. Continued growth in both the numbers of normal school and model school students quickly produced pressures to construct additions to the existing buildings and to create more dormitory space.

In the 21st century, such a lack of long-range planning that rendered a building obsolete almost before it opened would bring intense scrutiny from the governor, the Legislature and the board of higher education. Indeed, administrators might be held accountable and fired for wasting public money. However, since the board and Legislature operated with very limited funds in the 19th century, compromises were often made during construction, and when additional space requirements arose, the board simply adjusted to the changed circumstances.

The first need addressed was an addition to the classroom building, primarily to provide sufficient space for the model school. The Legislature appropriated $75,000 for a three-story addition measuring 75- by 78-feet, increasing the total building capacity by 50 percent and providing room in the basement to store the annual coal supply used to heat the building. The kindergarten had previously met in the library. Now it was housed on the first floor with the upper floors providing room for the eight grades of the model school along with the industrial laboratory and four normal school classrooms.

The following year, a new dormitory was built and named Tillinghast Hall in honor of Bridgewater’s first principal. Principal Boyden testified before the legislative committee on education that his students generally did not come from wealthy backgrounds, and those who had to board in town usually paid much more than the $3.75 charged to dormitory students, whose fees paid for board, laundry, fuel and light. The committee was impressed with the principal’s presentation and appropriated the $59,000 he had requested.

The new dormitory stood on the southeastern quarter of the quadrangle in front of the current Boyden Hall. Like the classroom building, it was constructed of brick with marble trimmings; its 37 rooms accommodated 72 students, although some female faculty lodged in the building. This was also one of the buildings destroyed in the fire of 1924.

The appropriation also provided funds to erect a separate brick laundry building and to purchase a two-acre lot on Grove Street to be used for athletic fields. The laundry was built on a corner of the land, and the athletic complex came to be designated South Field. The removal of the laundry from the basement of Normal Hall, the original 1869 dormitory, allowed the expansion of the cooking department and the dining room as well as the conversion of six rooms and the corridor on the first floor of the east wing into a large reception room. Since the field stood across the street from the new model school addition, it not only became the site of football and baseball games, but also served as a playground for the model school students. To enhance good relations with the town and understanding that Bridgewater was an institution supported by state funds, both of the Boydens allowed town teams to use the fields.

In 1924, when the classroom building including the model school was destroyed in the fire, the new training school (eventually called the Martha M. Burnell Campus School) was constructed on South Field, bringing an end to its use as a sports facility. Historian Benjamin Spence writes that, today, very few of those who walk by this building – now called Harrington Hall and housing the College of Business – have any idea that the area was once the site of hotly contested baseball and football games. The same statement would apply to the faculty and staff who park in the tarred lot behind Harrington Hall.
The period 1880-1890 was another dynamic one in Bridgewater’s history, particularly with respect to the growth of the student body and the expansion of the campus. Starting with a one and a quarter acre campus with one building in 1846, Bridgewater now had a state-of-the-art classroom building, three dormitories and a separate laundry building, all on 16 acres of land. The model school was an important means of providing future teachers with experience, and its popularity with the townspeople and the influx of students from as far away as Jamaica and Mexico demonstrates that the institution was known far beyond the borders of the commonwealth. As the 19th century gave way to the 20th, Principal Boyden entered the last six years of his tenure dreaming of one additional building project he hoped to complete before he turned the reigns over to his son, Arthur.

1900-1906

In 1900, Albert Boyden commenced his fifth and last decade as head of the Bridgewater State Normal School. However, while he retired as principal in 1906, he actually remained in the classroom and taught new generations of students until a few months before his death in 1915. To mark 60 years of service, an Alumni Record was prepared from answers to questionnaires sent to graduates. The results provided a record of about 95 percent of all the students who had attended the school since its beginning. During Tillinghast’s tenure, 226 men had graduated and taught an average of 11 years each; the 568 women graduates had taught an average of eight-and-one-half years each. For Conant’s administration, the figures were 135 men who taught an average of 11 years each, and 337 women, who taught an average of nine years each. During Boyden’s tenure as principal, 471 men and 1,616 women went on to teach for an average of 10 and eight years, respectively. The average years of teaching remained remarkably stable over the first 60 years of the normal school’s existence. The school had also graduated 45 foreign students.

At this time, Bridgewater offered five courses of study: the two-year course that included English studies; the four-year course, incorporating the curriculum of the two-year course but adding advanced English and classical studies; the three-year course, including the two-year course and electives from the advanced studies; the kindergarten course, which was two or three years depending on the needs of the student; and the special course for college and normal school graduates and teachers who had five years of experience. A course titled, “The Educational Study of Man,” taught by the principal, was required for the advanced course, while other studies were electives depending on a student’s background. Forty students were enrolled in the advanced course in 1900, which was why the board had allowed this course to continue at Bridgewater. They had restricted such courses in the other normal schools unless approved by the board, since they were not willing to commit resources if there was not sufficient student demand.

The board instructed the secretary to survey the principals as to whether the two-year course should be lengthened to three years. Secretary Hill reported that the school administrators agreed that, ideally, a three-year course was desirable, since it would strengthen scholarship and allow for more practice teaching. However, after examining the change realistically, administrators realized that very few two-year students remained voluntarily for a third year, which meant that lengthening the course might lead to a severe reduction in applicants. After analyzing this input, Hill recommended that any changes should be voluntary and not lead to additional expense. This would leave in place the
board’s previous policy of granting approval for three- or four-year courses on an individual basis.297

The board also addressed the need for a new gymnasium at Bridgewater.298 The normal schools had always exhibited an interest in physical education. At the beginning of Boyden’s tenure in 1860, Dr. Dio Lewis of Boston had created an interest in gymnastics and developed a series of exercises that he demonstrated to the normal schools. A period of 20 to 30 minutes a day was devoted to Lewis’ exercises under the supervision of male faculty members, and some of the graduates introduced the techniques into the public schools.299

The new brick school building of 1891 contained a small gymnasium in the basement, and before Frank Murdock left to become the principal at North Adams, he instructed students in Swedish gymnastics. In 1893, Bessie Barnes was hired to teach physical education to female students. The rapidly increasing enrollment at both the normal and model schools, however, rendered the small gymnasium facility obsolete, particularly since the building also lacked proper bathing and locker facilities.300

Additional land would be required for a new building. Fortunately, at the time when a new gymnasium was being proposed, the Unitarian Church was contemplating the sale of a piece of property. Located at the corner of School and Summer streets, it stood adjacent to the church cemetery. Not all townspeople favored the transaction. The Bridgewater Independent called the spot “one of the most beautiful corners of Bridgewater” and lamented that it would be spoiled by the construction of a building. The newspaper hoped the town might purchase the land, and the normal school could be induced to erect the gymnasium elsewhere. Early in 1902, some citizens attempted to raise funds for the purchase. However, there were reports that the principal might back away from the enterprise if it proved to be too controversial. Nevertheless, on February 3, after some spirited debate, the parishioners agreed to sell the land to the state.301

The asking price was $3,500, and the Legislature had no difficulty in appropriating that rather modest sum.302 However, receiving an appropriation to construct the new facility proved to be a much more contentious issue, although in the beginning chances appeared favorable. The Independent reported that Representative George A. Turner had submitted a request for $58,700 to fund the gymnasium and other improvements, which included an electrical generating plant and a coal storage facility. The committee on education visited Bridgewater with the paper noting, “It has been many years since a committee from the general court has made a visit to this town.” The Independent added that the Legislature was usually generous in its treatment of the normal school, and that the sum requested would probably be granted.303

As early as January, Boyden had received some inkling of trouble ahead when George Hedrick had written that at the board’s meeting on the eighth, the Bridgewater visitors had been authorized to request $1,200 for the coal yard, $2,500 for the electric lighting and $60,000 for the gymnasium. However, in Brookline a brick school building with 10 classrooms, a cooking room, a sewing room, a gymnastic area and gymnasium with baths and lockers, and a large auditorium was being built for less than $125,000. Taking this into account, he asked the principal to give some thought to reducing the gymnasium’s cost.304

The Legislature’s Ways and Means Committee apparently shared Hedrick’s concern, since it refused to provide a favorable recommendation to the House. Turner was quoted as saying, however,
that physical exercise was an important part of any education, and since the education committee was unanimously in favor of the bill, “I believe the appropriation is needed, and will try to get it.”

On April 24, the Independent reported, “TURNER WINS OUT.” One means of gaining support was to spread the payment of the almost $60,000 over a two-year period. The freshman representative also gave a rousing maiden speech in which he told his colleagues he was not asking for the money for Principal Boyden, the board of education or himself. Rather, he spoke on behalf of the young men and women of the state. His speech carried the day, and Governor Bates signed the bill into law on May 13. The newspaper added, “Mr. Turner has been generally congratulated on his victory.”

By June, surveyors were at work taking measurements with construction expected to begin by the summer. At the end of July, several large shade trees were removed, and it was anticipated that work on the cellar would commence in a few weeks.

Actual construction did not begin until November, and while some of the previous large construction projects at the school had been completed in a remarkably short period of time, the gymnasium was not finished until spring 1905. Professor Spence writes that part of the delay was because the construction proved to be such a popular source of entertainment many onlookers were drawn to the site, and there was not much pressure to complete the project.

When the building was finished, members of the faculty and their wives, along with the model school teachers and selected townspeople, were given an opportunity to inspect the facility. The event began with what was called a web party, during which threads were woven around the apparatus and required some dexterity on the part of the male faculty to unravel. This revealed the “Fountain of Life,” a platform surrounded by palms and a mirror placed to resemble a lake. Surrounding the mirror were 35 figurines, one for each of the invited guests, and each accompanied by a verse or joke about what the recipient would be like at the end of a year. After this, ices and cakes were served. Again, this informal ceremony highlights the more casual social atmosphere developing on campus at the beginning of the 20th century.

The public had the opportunity to view the new gymnasium a few days later; the building was turned over to the state on June 24. Made of brick, the structure was trimmed with marble and copper in the Romanesque style. Measuring 48- by 90-feet, the facility not only contained baths and lockers for men and women, but also a running track around the gallery that overlooked the gymnasium floor. It was described as a “first-class modern gymnasium” and was said to be one of the finest such facilities in the commonwealth.

The gymnasium was dedicated in an impressive ceremony. George Aldrich, chair of the visitors, presided. The interior was decorated with flags and bunting, and musical selections were provided by Ferguson’s orchestra. Aldrich was effusive in his praise of the principal and his building program:

Mr. Boyden first began his enterprise career in 1861 and there has been something doing ever since. The success of his enterprises are due to good people of the legislature. No enterprise of his has ever met with utter defeat. I believe that the secret of his success is because the money given to him has always been judiciously spent, and he never asked for anything that was not needed.

Judge Frank Milliken of New Bedford added that the “Whaling City” was currently struggling with building a $500,000 high school, and he “would like to have Mr. Boyden come down and see the thing through.” Other speakers included
Henry Hartwell, architect; Lawrence L. Doggett, president of the YMCA Training School at Springfield, who gave the keynote address; and Representative George Turner. The event concluded with the singing of the recently composed Alma Mater.

While the new buildings were made of brick and, therefore, presumably were safer than the old wooden structures, there was an increasing attention to fire safety. In 1902, Alice Palmer wrote to Boyden, “I hope you will proceed at once and get the fire-escapes which you need to comply with state law.” She reported to the board the following day that arrangements had been made for fire-escapes for the boarding hall at a cost not exceeding $200, which she was happy to note was within the school’s budget. George Hedrick had also written that once the fire-escapes were installed, it might be wise to hold a drill to see what would happen in case of a fire.

The gymnasium became the center for various activities beyond sporting events, although basketball proved quite popular with both men and women students. A women’s contest between the seniors and the section teams christened the facility, with the sections winning 8 to 3. A week earlier, students and faculty passed a pleasant evening engaged in races captured by some faculty members as well as games of all kinds. Two students dressed up as a trick elephant were a particular hit; one of them, Allen Boyden, was the principal’s grandson. In 1907, a rather typical event was held at which the junior class gave a reception for the seniors, and the school orchestra furnished the music.

The faculty petitioned the board to name the facility the Albert Gardner Boyden Memorial Gymnasium, and the board agreed to this designation. The building still stands as the oldest building on the Bridgewater campus, although it has undergone several changes over the course of its existence. When a new gymnasium and pool were constructed in 1958, the building was converted to a library at a cost of $191,000. The college library was at that time housed in Boyden Hall, the administrative and classroom building that had been constructed to replace buildings destroyed by the 1924 fire. In January 1958, 900 Bridgewater students formed a human chain to transfer the collection some 400 yards to its new home. The male students passed the cartons of books along, while the female students retrieved the empties to be refilled. Thirty thousand volumes were moved in five hours with music piped over a loud speaker to keep up worker morale. In 1963, the library was renamed the Clement C. Maxwell Library in honor of Bridgewater’s then retiring president. When a modern library was built, Maxwell’s name was transferred to that facility; today, the old gymnasium houses the Department of Art.

By 1900, the board once more turned its efforts to bringing a more systematic organization to the normal schools, although members expressed a desire not to lose the unique personality of each campus. One manifestation of this approach was the appointment of a standing committee to consider the general workings of the normal schools. The board also employed Ellis Peterson as a special agent to conduct a study.

Peterson addressed a number of questions, the first being whether the schools had accomplished their mission. Although he discovered that only slightly more than 50 percent of the 25,391 students who had attended a normal school since 1839 had graduated, he concluded, nonetheless, that the institutions had been effective in preparing teachers. This ignored the fact that the numbers of teachers produced never kept up with the demand.

He also examined how the schools might be more effectively administered and organized. One
suggestion was to develop a closer relationship with the high schools. Despite its recent rejection by the principals, Peterson also recommended a three-year course, although such a mandatory three-year elementary course would not be adopted until 1929-1930.321

The agent also recommended that every new normal or model school teacher should undergo a one-year probation, at the end of which he or she would be evaluated for permanent hire. Also, a supervisor of practice teaching should be appointed, at least in the larger schools. This had already been done at Bridgewater. Lillian Hicks was assigned to that position when Brenelle Hunt replaced her as principal of the model school. In addition, Peterson recommended that some of the normal school faculty should go regularly into the model school to acquaint themselves with what was being taught and to teach some of the classes. Again, this was already happening at Bridgewater. While numbers of these recommendations were carried out over a period of time, others were ignored. In any event, Peterson died before he was able to recommend to the board the details for implementing his recommendations.322

This period also witnessed a change in education secretaries due to the death of Frank Hill on September 12, 1903. Caleb Tillinghast served as acting secretary until George H. Martin was appointed to the position in 1904.323 Martin's appointment greatly pleased the Boydens, since he was a close personal and professional friend as well as a Bridgewater graduate, former faculty member and agent of the board, although his service had been interrupted several times due to ill health. Martin would continue as secretary until he was ousted during a major reorganization that led to converting the position of secretary into a commissioner of education. He did, however, continue as treasurer and agent for medical inspection until his resignation in 1911.324

Given Martin's long association with the normal schools and the board, he undoubtedly hoped to implement many policies. However, his short tenure (1904-1909) hampered him from implementing long-range changes. Nevertheless, he did manage to conduct a survey of education in Massachusetts. In it, he highlighted the fact that control was at the local rather than the state level, although, as noted, there had been an increasing tendency toward more centralization. His study foresaw the 1909 reorganization that led to more central control. However, he became a victim of the new policy when David Sneden replaced him to become the first commissioner of education.323

Martin also attempted to address the ongoing issues of inadequate salaries, faculty quality and the lack of pensions that often reduced former faculty to poverty in their retirement. A committee of the board was established to consider salary issues, and a new salary schedule was established. Maximum salaries were set at the time of appointment: principals, $3,000; male assistants, $2,200; and female assistants, $1,200, although, after some discussion, that figure was raised to $1,500. No change in salary could occur without a recommendation from the principal, who was required to confer with the secretary. The recommendation would then be forwarded through the visitors to the board. The board, apparently fearing they would be inundated by requests for salary adjustments, made it clear they had no intention of bringing salaries below the scale up to the minimum.326 Martin also recommended a strategy for attracting more college graduates to teach in the elementary grades by supplementing a college degree with a year of normal school training as well as in-service programs and the establishment of a separate professional school to train high school teachers.327
Parenthetically, Boyden had also been thinking about the need for a normal college, which might train both men and women to teach in the high schools. What caused him to revisit the subject was a proposal to convert the Boston Normal School, where his son Wallace was the principal, into a normal college. This change would not eliminate the two-year elementary course but would provide the means for four years of study leading to an appropriate degree.

The *Independent* conducted a lengthy interview with the principal to discover his views about such a change. Boyden explained that while the question was not new, it had become moot in the 1890s when the state built four new normal schools. The proponents of a college understood that the Legislature was not willing at that time to make any additional large investment. Since the salaries in the primary schools were so low, there was no incentive for students to attend school for more than a couple of years in order to obtain teaching positions.

However, if a normal college were established, women in particular could better prepare themselves to teach in the grade schools as well as the high schools. Boyden concluded that the action taken by the Boston School Committee was a step in the right direction and stated, "If it leads to a state Normal College, so much the better." Although he was not arguing that all the normal schools should be converted to colleges – and the board did not adopt Martin’s proposal – the idea that there might be normal colleges eventually led the commonwealth, in 1932, to designate all of its normal schools as state teachers colleges, headed by a president rather than a principal.
The new secretary also emphasized a number of additional areas. While the older curriculum with its prepared outlines viewed most children as being alike, the new outlook recognized differences in mental capacities and prepared courses accordingly. Such differences ultimately caused education to be organized along vocational lines, where a classical education was reserved for students going on to college and other programs concentrated on business or commercial subjects, mechanical arts, arts and crafts and domestic sciences.\[329\]

Martin also stressed the importance of studying music and attempted to raise that subject to the same level previously achieved by art. The normal schools already emphasized music before it became common in the public schools, and Arthur Boyden claimed that the development of choruses and glee clubs in the normal schools at the turn of the century was a logical outgrowth of this emphasis.\[330\]

Similarly, an 1885 statute had made physiology and hygiene mandatory subjects, and the normal schools had added them to the curriculum. At the board’s request, the public schools established a system of physical exams for students. A 1906 school law provided for the appointment of school physicians to work with school nurses.\[331\] The board also instituted physical exams for normal school candidates to ensure they were free from disease or infirmity. Students also could be made to undergo an exam at any time during their course of attendance, but just how thorough the exams were or exactly what they entailed is not indicated.\[332\]

Two other curriculum areas receiving emphasis were history and science with continued attention to the nature study movement. Secretary Martin had an important influence on the teaching of history. As a faculty member at Bridgewater, he published a book, *The Civil Government of Massachusetts*, which became the standard textbook on the subject. According to Arthur Boyden, studying history took on an equal interest to nature study. Course outlines were prepared in American history, and the subject was taught at teacher institutes with the younger Boyden in great demand as an instructor.\[333\]

The younger Boyden was also very involved with teaching science for, as noted, he was a leading figure in the nature study movement. In 1901, he was chosen as president of an association connected with the Teachers School of Science, which was affiliated with the Boston Society of Natural History. The association included nearly 2,000 people who had studied at the school under Professor Alpheus Hyatt. A. Lawrence Lowell of Harvard was vice president and two Bridgewater graduates, Frederick Swan, Class of 1894, and Seth Sears, Class of 1891, served as secretary/treasurer and auditor, respectively. The school was partially financed by the Lowell Fund, which also supported Lowell Institute lectures in Boston. As part of its outreach, teachers from Eastern Massachusetts attended weekly lectures in botany, zoology and geology. During the summer, faculty and students traveled to places such as Nova Scotia to study geology, collecting many mineral specimens to be studied back at the normal school.\[334\]

In 1904, Arthur Boyden was chosen to prepare a Massachusetts nature study exhibit for the St. Louis Exposition. The exhibit, which featured lesson plans, papers, drawings, paintings and copies of blackboard illustrations, highlighted work done in the elementary grades and was prepared under the supervision of the practice teachers. George Gay, who had traveled with the exhibit to St. Louis, wrote to Caleb Tillinghast, "We are all right here, exhibit fine, installation excellent …"\[335\] The display won a grand prize and a copyrighted diploma, and Boyden was awarded a gold medal as collaborator in charge. The *New York Instructor and Teacher’s World* called the Bridgewater effort, "... the fullest and richest
and the most carefully prepared nature work in the whole educational exhibit.” In 1906, the exhibit also received a gold medal at the Oregon Exposition.336

Given the acknowledgment that some of the normal schools were receiving in the scientific area, it is perhaps not altogether surprising – although modern students, again, undoubtedly would be surprised – that in 1906, Harvard opened full privileges to normal school graduates. This was in addition to the limited number of scholarship students already being admitted to the Lawrence Scientific School. Those accepted were given full credit for their normal school course work. In years to come, a number of male graduates used the normal school as a stepping stone to receive a Harvard degree. Such graduates, however, were usually lost to the teaching profession, since a college degree opened up more lucrative professional careers.337

The principals had always worked closely with each other and the secretary, although not without rivalries and jealousies about the distribution of limited resources. Since each was faced with similar problems, the principals began to meet on a more regular basis. At a minimum, they met in the winter and spring, usually in Caleb Tillinghast’s office at the Statehouse.338 These meetings not only provided a forum for discussion, but also seemed to convince the normal school heads that they should have more say in the decision making process. Frank Murdock wrote to Tillinghast after George Martin became secretary, “I wish it could be brought about that Mr. Martin should be required by the board to hold regular meetings of the principals for the consideration of professional questions, and be given authority that their conclusions on his advice be effectively applied.”339

On the Bridgewater campus, the early 1900s also witnessed a much richer and more extensive social life that continued to grow and expand. The local newspaper was filled with notices of concerts and other musical presentations as well as plays and lectures, which were attended by townspeople as well as students. One musical program in 1905 featured soprano Lucie Blake, accompanied by William L. Bates who, the previous year, had composed Bridgewater’s Alma Mater. At the end of the concert, the audience serenaded him with his composition. In February 1906, a valentine party was held where attendees prepared a valentine card depicting some aspect of life at the normal school.340

The Normal Club actually sponsored an annual entertainment series, published a schedule and sold tickets at Cole’s Drugstore in the center of town. General admission cost $1.25; reserved seats, $1.50; and an individual ticket, $.35. Arthur Boyden served as president of the club.341

Fraternity life also came to Bridgewater. In May 1906, Kappa Delta Phi held its annual banquet in Boston with Arthur Boyden as the speaker. Other faculty attending included Charles Sinnott and William D. Jackson. Among the attendees at the banquet in Normal Hall in 1907 was Allen Boyden, the principal’s son.342

There is little direct evidence as to how Albert Boyden reacted to these changing times and the involvement of his son and grandson in this social activity, although he seems to have made concessions to these new developments. In fact, although the exact details of the incident are a bit obscure, an alleged incident of hazing in 1904 brought a much milder response from the principal than it would have previously. While in the past such incidents would have led to expulsions, Boyden wrote simply to visitor, George Aldrich, “Mr. Hubbard’s remark about others being involved in the hazing, I am satisfied, from inquiries made is not true, we have the whole story.”343
Perhaps sensing that his long career might be reaching an end, alumni and students commemorated Boyden’s many years of service. In 1905, during its annual meeting in Boston, the normal association honored his 50th year as a teacher at Bridgewater. George Martin surprised the principal by presenting him with a mahogany box on top of which was a gold plate that read, “Albert Gardner Boyden, from the alumni and a testimonial of his fifty years faithful service as a teacher in the school.” Inside the box was $700 in gold. The following year, the students commemorated his 79th birthday with a loving cup. He responded that their esteem was all he wished for, and the students serenaded him with the *Alma Mater*. 

By the time he received this tribute, the students were aware that their principal had submitted his resignation. The completion of the gymnasium, his last great building project, and his long service and increasing age seemed to convince him that his work as principal was done. While he was still fairly vigorous at 79, he also had faced a variety of health problems in recent years. For example, when longtime friend John Dickinson died, he was not able to serve as a pallbearer or even attend the funeral. Nonetheless, Boyden and his second wife visited Europe from July 13 to September 10, 1905, which indicates it was not simply age and health that precipitated the decision, but more likely the sense that he had completed his mission.

Although he had apparently consulted with the visitors in fall 1905, he conveyed his official decision to George Aldrich and Caroline Hazard on New Year’s Day and asked that his resignation take effect August 1, 1906: “In accord with what I have said to you I hereby resign the trust committed to my keeping by my appointment as principal of this school in August, 1860.” One factor that made his stepping down more palatable was that his son, Arthur, would succeed him. On January 6, Tillinghast notified Arthur Boyden that he had been selected at a salary of $3,000.

Albert Boyden’s resignation did not end his association with Bridgewater. He was designated principal emeritus and continued to teach courses on “The Educational History of Man” and “The Massachusetts School Laws” until shortly before his death in 1915. Praise poured in for his continued service with the visitors writing, “To him in large measure is due the high place which the school occupies in the public estimation, and it is a source of congratulation that the institution is still to have the benefit of his valuable experience.” This effusive praise, however, did not prevent the board from slashing the retired principal’s salary by $500 and paying him the $2,500 salary his son had previously earned.

Representing the faculty, William D. Jackson also expressed regret at the resignation. However, Jackson wrote that his colleagues were thankful Boyden’s resignation had been so long in coming, and since they knew how much he loved teaching, they hoped he would enjoy it even more once relieved of his administrative burdens.

Shortly after his retirement, Boyden received one additional honor when his hometown of South Walpole celebrated his 80th birthday. Among the numerous speakers was George Martin who said that if it is true we live in deeds and not years, then Mr. Boyden was particularly blessed since he had lived in both. Several invited guests, including President Theodore Roosevelt; Governor Curtis Guild, a Bridgewater alumnus; and Charles Eliot, president of Harvard, could not attend but sent letters to be read. The governor thanked both the Boydens for hammering mathematics into his head, and thus providing him honors in mathematics and admission to Harvard. A Walpole school was named
in Boyden’s honor, and when it was replaced in December 1930, Arthur Boyden gave the dedication address.350

After gallstone surgery in 1911, Boyden’s health became precarious, and a serious illness in the winter of 1914 prevented him from resuming his teaching duties in the spring of 1915. The celebration of the 75th anniversary of the Bridgewater Normal School was scheduled for June 1915, but Albert Boyden did not live to witness the event, as he died at the age of 88 on May 30. Commissioner David Snedden attended the services along with many other dignitaries; faculty members Charles Sinnott and William D. Jackson served as two of the pallbearers. Many town organizations sent flowers, and both the town schools and the normal school were closed in tribute. Stores were closed during the service.351

The Bridgewater Independent summed up his legacy to the citizens of Bridgewater who had known him so well:

Few men have passed from life in Bridgewater who will be remembered with the love and veneration of Mr. Boyden, and few have been as active and influential in promoting the educational and religious institutions of the town as he. His wide experience as a teacher; his standing and influence among educational authorities; his keen knowledge and perception of the needs of the town, and his exceptional ability were ever ready at the call of local needs and his advice was freely given and as freely followed.35

STUDENT LIFE

As discussed in a previous chapter, it is difficult to develop a full picture of student life during the first 30 years of Bridgewater’s existence. Surviving records are spotty and incomplete and provide only a fleeting glimpse of the student experience, particularly outside of the classroom. Questions that historians might have about what boarding in the town was like before the first dormitory was built in 1869, for example, seem destined to go unanswered, barring the finding of some new repository of student letters or diaries.

Fortunately, this is not the case for the period when Albert Boyden was principal. Thanks to Dr. Jordan D. Fiore – a member of the centennial class that graduated in 1940 and who was commissioned by the alumni association to produce a brief commemorative history – questionnaires were distributed to as many alumni as possible to inquire about their normal school experiences. Representative responses were published in a work titled As We Were, and all of the questionnaires were stored in Bridgewater’s archives.353 The earliest recollections come from students of the late 1860s, and though these reminiscences were written long after the individuals had graduated, they, nonetheless, provide a window into student life between the late 1860s and 1906.

Common shared experiences were the opening and closing exercises. Principal Boyden sat at a raised platform in the front of the assembly hall with the women faculty arranged to his right and the men on his left. The day began with scripture reading, hymn singing and prayer. Edward Fitts, Class of 1872, described the impact, “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.”354 At the end of the day, students reassembled to close the school day with a hymn. One wonders about the reactions of students who were not religious or who were not followers of the Christian religion, although as late as the 1960s, Massachusetts required scripture reading to open the public schools until the courts began to rule such devotions unconstitutional.
“General exercises” followed the religious opening. During this time, Boyden either lectured on some subject or asked penetrating questions to test a student’s powers of observation. This question period has sometimes been romanticized. Some graduates did record that it made them much more careful observers as a result. However, for others it was a more terrifying experience. Mary White, who described herself as painfully shy, wrote, “I was always in terror during Assembly, for fear of questions being sprung.” When the principal asked her what trees she had encountered walking up from the station, she wrote, “I was unable to tell of a single one and well remember the pained expression of Mr. Boyden as he told me I should be more observing.”

One technique to try to avoid the questions was to slouch down in one’s seat. Mabel Wetherbee, who eventually married the principal’s son, Wallace, was a practitioner of this method:

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.”

The principal was known for asking trick questions. On one occasion, he inquired how many pillars stood in front of the town hall. A number of answers were given, and Mr. Boyden instructed the students to research their answers. To their surprise, the answer was “none.”

When he was not asking penetrating questions, the principal lectured students on proper behavior. More than one female student recalled that when cold weather approached, Boyden told them it was time to put on their winter flannels. Lottie Graves
CHAPTER 3
THE BOYDENS, FATHER AND SON: Albert Gardner Boyden 1860-1906

commented, "'Winter flannels’ would have no particular meaning to present day students, I imagine." In the late 1860s, women in gymnastics classes sewed their own suits to wear. They were greatly disappointed when the principal denounced these immodest garments, which were long bloomer skirts that covered their legs along with blouses with long-sleeved shirts. Annie Shirley recounted a time when the women adopted a very high pompadour hairstyle, which was made even larger by wearing what were called "rats" under their hair. The morning after Boyden criticized them for wearing that style, every woman appeared at assembly with her hair combed flat. On another occasion, he scolded the students for walking across the campus on a cold day with their coats unbuttoned. The next morning they marched in with coats reversed and buttoned up the back.

About the only students who managed to avoid the opening exercises were the train students. The trains did not always run on time, and the one from Brockton did not arrive at the Bridgewater station until 9 AM. Even some of the teachers lived in Boston, took the train to Bridgewater and stayed for the week. Clara Wing recorded the arrival of Isabell Horne by train to commence her week’s work.

A few students recounted life as commuters. Hennetta Hill remembered that the train line ran from South Braintree to Fall River, while a branch line connected to Plymouth. Hill indicated that the farthest south from which students commuted in her day was Hyannis on Cape Cod, and many students traveled from Quincy to the north. Students had to leave home at 6:30 AM to make the Braintree connection and arrive in Bridgewater around 9:15 AM. In 1892, the Independent commented that the normal school students were not pleased with the schedule changes on the railroad, since "Some of them have to get to town at 7:30 in the morning and they do not like the extra time before school.” Most commuters brought their lunch; in good weather, male students often sat on the wall near the Unitarian cemetery to eat and feed the squirrels, but women had to eat indoors. Commuting made for a long day, and Hill added, “It was two years of long hard grind and after fifty years one wonders how we stood up under it.”

Many students did not commute but had to board in town because of the waiting list for the boarding hall. Lottie Graves and her roommate obtained lodging in the attic of a house near the Prospect Street Cemetery. They studied by a kerosene lamp shielded by a paper shade and shared a hall closet with the driver of a bakery cart. A wooden stove provided heat, but the landlady cautioned them about burning too much wood. She also furnished one book of matches at a time, and since they did not know how to light the stove, they soon depleted the supply. This brought spirited debate as to whose turn it was to approach the landlady and risk her wrath by asking for more matches. About the only treat they allowed themselves was an occasional purchase of a nickel’s worth of candy at Cole’s drugstore. This also resulted in a dispute over whose turn it was to put in three cents, as this luxury was a strain on the budget.

Students living in the dormitory were subject to many additional rules, including mandatory evening study hours when silence must be observed even between roommates. The principal and his wife lived with the students before the construction of Groveside, and a firm footstep in the hall and a knock on the door indicated that someone was too noisy, and Mr. Boyden had come to tell her so. A number of students remembered “smashing” – a term students had coined to indicate violation of the rules, such as entering someone else’s room after the 7 o’clock study hour had commenced.
This seems to indicate that breaches of the rules were not uncommon. Looking back in 1940, Charles Janvrin, who entered the school in 1889, marveled that young men, some as old as 30, meekly returned to Normal Hall at 7 pm "to begin study hour without making any objection."  

Lights had to be extinguished at 10 pm, and Avis Kemp recalled that the night watchman would sometimes throw pebbles at the windows of those who did not comply. The watchman could also enter the building and rap on doors, which occasionally led to some interesting encounters. One fourth floor occupant had violated the curfew for several nights in a row, and when a knock came at her door, believing it to be the watchman, she yelled out, "Come in you old fool." To her surprise, there stood Albert Boyden, who proceeded to suspend her. She was finally reinstated when her two sisters, who were graduates of the four-year course, appealed on her behalf. The student who recorded the incident said in an understatement, "Mr. Boyden was not used to being called such names."  

Stringent rules also applied to dining in the boarding hall. Faculty who lived on campus sat at the head of the table, or else a senior student served the same function. A document titled "Suggestions for Table Etiquette" spelled out the regulations. These ranged from how to handle a knife, fork and spoon to which side of the chair one used to sit down, the left side being preferred. Tardiness was not tolerated, and latecomers were not seated until the head of the table granted permission. No food could be removed from the dining room, and students were encouraged to "dress for dinner." Each table seated 12; when the meal was finished the plates were passed to the young man seated at the end of the table, which was called "The Garbage End."  

Student complaints about the quality of food at education institutions are nothing new, although some remembered that when certain meals, such as oyster stew, were served, there was a clamor for seconds. However, others recalled the so-called "junk stew" made of leftovers and served on Tuesdays as particularly inedible. Amy Glidden wrote that her classmates often filed from the dining room chanting:

> 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.

Surprisingly, there is no indication that the principal took disciplinary action against the offenders.  

While any male or female student who dared to cross from one wing of Normal Hall to the other would have faced immediate suspension, some limited interaction between the sexes did occur. Harriet Beale recalled lively conversations with the male residents in the dining room, and after eating, they congregated in the hallway and continued the discussions, sometimes talking about the latest books they had read. "Others," she added, "played innocently the eternal game of youth." Claude West also recounted that after supper, men and women could mingle and talk in the sitting room until the study hour commenced.  

Students also talked about their classroom experiences. Textbooks were free, but not much used and loaned for the term for the modest sum of two dollars. Students were expected to cover the books to protect them so they could be reissued. Much more common, however, was to hand out printed sheets, which were put into blank books with notes or kept for binding when the set was complete.
These proved particularly helpful in teaching one's own classes.\textsuperscript{369}

One of the significant aspects of normal life was practice teaching, since students were preparing themselves to teach. Before the reintroduction of the model school, students taught lessons to each other as they had done since the time of Marshall Conant. Clara Wing described what an ordeal this could be and how, under pressure, the best planned lessons could unravel. Students were then critiqued by classmates and teachers, an exercise which included such questions as: did the presenter know the subject? Was the material presented in the right sequence? Did the presentation hold attention and interest? Was there an adequate review? She added, “This was stiff training. If once in a term there came from Mr. Martin, ‘That was a very good exercise,’ all other comments were forgotten in the joy of approval by a great teacher.”\textsuperscript{370}

Mattie Healey, who came from the town of Bridgewater, recorded her experience in the model school. When Lillian Hicks, the principal who taught the two upper grades, contracted laryngitis, Healey was pressed into service without any preparation. Miss Hicks sat on the platform the entire time, which was a bit unnerving, but even more distracting was the fact that “A younger sister was in the 8th grade. She did her best to confuse me.”\textsuperscript{371}

By modern standards, social life was very limited. Opportunities did exist, although they were bound by restrictive rules, many of which tried to limit contact between the sexes. Some of these rules became more stringent over time. Mabel Handy wrote that when she entered Bridgewater in 1904, each student, whether living on campus or at home, had to sign a printed booklet of rules, including: “’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.’” A decade earlier, men and women might go skating together but not boating, and a buggy ride required a chaperone.\textsuperscript{372}

One entertainment allowed was the biweekly Friday evening lyceum, which conducted programs and held debates between the male students; female students and the townspeople made up the audience. The lyceum began in the Tillinghast administration but, in 1895, was succeeded by the Congress with each member representing a state and introducing and promoting bills. Women were soon allowed to participate, and Louise Fisher backed bills to make osteopathy legal, give the president a six-year term and keep the American flag off of advertising.\textsuperscript{373}

On some special occasions, such as Washington’s Birthday, students dressed in costume. One time, they went to the nearby Unitarian Church to dance the \textit{Virginia Reel} as part of a program. Otherwise, dancing was generally prohibited. However, at receptions students were allowed to promenade to music. The first school orchestra was founded in 1892, and minstrel shows were presented as early as the 1880s. Pageants were also popular.\textsuperscript{374}

Sports also became increasingly popular. Skating on Carver’s pond was enjoyed by many, including some commuters if they could find time before taking the train home. At one time, both men and women could skate together. More organized sports such as football, baseball and basketball also attracted participants, although football was limited because of the small number of male students available for the team.

One particularly memorable contest was played between the normal school team and Bridgewater High School in 1900. Edward Curran, who after graduation served as registrar and professor at Fordham, recalled that football was pretty primitive, since the team “had but one nose mask and we were obliged to nail temporary cleats to the only shoes
we possessed. Substitutes in street clothes were selected from among a maximum number of twenty sideline spectators.” The high school won 4-0, and in the evening, the victorious high school students led by their band paraded by Normal Hall with what Handy called “disastrous results to the drum.” During the slight melee that ensued, Brady, the school’s night watchman, was said to have sat on a Bridgewater police officer who attempted to restore order.375

Such boisterous behavior was becoming a bit more common in the early 1900s. On one occasion, the Independent noted that the normal school boys had celebrated the close of the term with a large bonfire on South Field. Another incident saw five students fined five dollars each by the Brockton court for throwing eggs, although charges against three others were dismissed.376

Curran also confessed that athletics weren’t always totally pure. As manager of the 1900 baseball team, he hired a pitcher who was not a student for one dollar. The unnamed player went on to captain the Yale team.377

Another sport engaged in by men was boxing, with bouts held on Saturday afternoons. Herman Gammons said of the matches, “Not much science shown but much action.” William G. Vinal had his eye blackened by Arthur Gould, who became the superintendent in Boston: “…when I in ignorance put on boxing gloves with him. More than a reminiscence – a blackout.” It is not clear whether school authorities sanctioned such matches.378

One other diversion for the male students in the 1880s was the introduction of military drill. Alexander Frye, who apparently did not graduate, was the instructor, and some of his classmates wondered where he had received his military training. With the help of a state representative and Principal Boyden, Bridgewater received a supply of military rifles, and marksmanship training was added. On at least two occasions, the military students marched to the cemetery on Memorial Day and fired a rifle volley at the closing exercises. Frank Speare, Class of 1888, who founded Northeastern University, participated in the drill, writing, “We had military drill for two years, but that proved to be very unpopular and was discontinued, much to my regret.”379

Students appeared to take the rules seriously, particularly those involving an hour of exercise per day and attending church on Sunday. However, students both then and since occasionally flaunted the rules when they thought they could get away with it. Mabel Handy, who had signed the pledge against fraternizing, also recounted the way students subverted the restrictions: “The ways which students found to evade the rules were laughable and numerous! A favorite was for the young man to take two girls!” Eileen MacDonald admitted that she walked with her beau in the evenings from the school to the cemetery, although she believed she was the only one in her class to do so. Fred Smith left this amusing reminiscence:

I now confess in all contriteness of spirit, that occasionally I was guilty of the heinous sin of walking up from the railroad station with one of the girls. In extenuation of that confession I would plead that I never transgressed to the extreme of taking a young woman to a place of public resort even to so praiseworthy a place as church. I suppose such abstinence is no longer called for in these degenerate days.

There is even an unsigned note setting up an illicit meeting at a location past “Pa” Boyden’s house and across the railroad tracks, a rather precarious undertaking since it entailed passing by the principal’s home and risking detection. There is no indication that the meeting took place, but at the bottom of the note is an annotation: “What a freak.”380
Of course, most students probably abided by the rules, one incentive being to avoid a one-on-one meeting with the principal. On one warm spring afternoon, an organ grinder with a monkey appeared next to Normal Hall. Caught up in the moment, many students began to dance. Maureen Shumway recorded the consequences: “Those who dared to do such a thing were invited to call on Mr. A.G. in his parlor. Never again!”

Despite his vaunted reputation, Boyden could display a softer side that seemed more apparent toward the end of his tenure. Edgar Webster, an older student who was paying his own way, asked if he could be exempt from going to bed so early. Boyden smiled seeming to imply that if he didn’t push the matter, in this case, he might be willing to look the other way. Mary O’Connor recorded this rather playful incident between the principal and student Herbert Howes:

Mr. A.G. I understand you had a young lady out on Carvers Pond last night. Is that right?

Mr. Howes (“Herbie”) (all prepared.) Yes, but Mr. Boyden – I’m engaged to Miss Luther and you can’t expect a fellow to keep away from a girl he’s engaged to!

Pa Boyden (with a merry twinkle in his eye) …Well just remember – this is no place to start housekeeping.

Anson Handy remembered the incident described by Annie Shirley when Boyden criticized the women with the pompadour hairstyle and told them that the “top-knots” must come down. When confronted in assembly the next day by the women wearing combed-out hair, the principal said they must have misunderstood, and that he was quoting scripture, “Let those on the housetop not come down.”

In the classroom, he was apparently quite open to discussion and admired students who were not afraid to argue with him. One student used to say, “Mr. Boyden did you say so and so? Yes what of it? … Well I don’t agree with you.” Boyden would invite the young man to state his reasons and a spirited discussion would begin: “At the close Mr. Boyden would shake hands with the young man and say ‘You argued well.’” While his grandson, Allen, might have been expected to take a bit more license, Leila Broughton wrote that the class used to enjoy the arguments between them.

Even the students realized what a change had occurred when Arthur Boyden succeeded his father as principal. Mabel Handy, who enrolled in 1904 and graduated in 1907, was almost overwhelmed by the difference:

The years I attended Bridgewater saw the change from the very rigid discipline of our beloved “Pa” Boyden to the less formal control of Mr. A.C. Well do I remember the first time I left the assembly hall during a study hour and went downtown to mail a letter! Nothing happened! I had the right to spend my time that way if I chose, but the change from Mr. A.G.’s rigid surveillance of study hour to Mr. A.C.’s ways were so great that I felt like a culprit to be out-of-doors in the morning sunshine!

Mary Oleson told of an incident that illustrated the younger Boyden’s approach to discipline even before he took over. One of the rather innocent pleasures of the young men and women living in Normal Hall, since they couldn’t visit each other, was the passing of fudge and lemonade between the men’s and women’s wings. As she was passing an empty fudge plate to Robert Pellisier, a student who would later die at Verdun in World War I, the two became startled and dropped the pan: “When he went down to rescue it Mr. Arthur passed it to
him with a mild rebuke for each of us! If that had been Pa!"385

While the opening exercises introduced students to normal life, attendance at graduation closed their formal education. By the turn of the century, students graduated on a Tuesday, but rather than a single day of celebration, several days of ritual that paralleled most college graduations took place. A reception for seniors, hosted by the principal and his wife, was one highlight. This practice was so well established that one year when Boyden was ill, the reception was held at his son’s home on Mount Prospect Street.386

In June 1903, Bridgewater reinstituted a Sunday baccalaureate service. Participants assembled in front of Normal Hall and then marched to the Central Square Congregational Church to hear Charles Stowe, the son of Harriet Beecher Stowe, preach the sermon. The church choir sang specially prepared music. Many faculty, including Boyden, were prominent members of the congregation, which probably accounts for the use of the church, but both the Trinity and Unitarian churches also hosted the event at one time or another. Eventually, the ceremony was held in the assembly hall of the normal school.387

Graduation exercises followed a fairly standard format; the 1901 graduation provided a typical example. The Independent noted that although there had been some empty seats just before the ceremony commenced, last minute arrivals were so numerous more chairs had to be added, filling every space on the assembly hall floor. The principal opened graduation with a few remarks followed by scripture reading and prayer from the Reverend N.C. Alger. The graduating class sang a hymn and the Lord’s Prayer set to music, and then the entire school sang a musical number led by Clara Prince, who was accompanied on the piano by the principal’s granddaughter, Ethel.388

The commencement address was delivered by Professor George Herbert Palmer, chair of the Harvard philosophy department; his wife was a member of the board of education and one of the Bridgewater visitors. Afterwards, members of the graduating class presented gifts to the school, including a statue called Marble Faun.

A commencement dinner was held either in the Normal Hall dining room or, after 1905, the new gymnasium. In the evening, the annual “prom” commenced, with music provided by Ferguson’s orchestra. This was not a dance, which was still not allowed, but a promenade around the hall. The Independent noted, “Different members of the graduation class led the marches and everything went off well.”389

The year 1901 began a tradition that lasted until the 1960s − the ivy planting. Albert Boyden described the symbolism:

At the appointed time, the members of the Junior Class are seen forming on either side of the walk that leads to the school and with oak bows in hand they form an arch which represents the living strength of the school. As the bugle sounds the call to life’s duty, the graduating class marching two by two, pass to the campus … the field of life … the graduates, garlands in hand, encircle the Campus Pond … The march is then resumed, that the sons and daughters of our beloved school may make their bequest to those left behind. The ivy is planted, a symbol of love and affection for Alma Mater.390

During the presidency of Adrian Rondileau, a renovation of Boyden Hall brought about the removal of the ivy from the walls, so there is no longer any visible evidence of this tradition.

By 1906, student life had changed considerably. Albert Boyden saw himself as a kindly but firm parent who was tasked to ensure the welfare of
his students, but by the early 20th century, parents were beginning to have difficulty controlling all aspects of their children’s lives. Under Boyden’s son, Arthur, a loosening of the social constraints gradually continued.

**FACULTY AND ALUMNI**

The reader may wonder why faculty and alumni would be discussed together rather than separately, but since the normal schools often hired their most promising graduates as assistants, a large percentage of successful and prominent faculty were also graduates. Similar to the Tillinghast and Conant periods, Boyden’s 46 years as principal produced too many significant faculty members or alumni to list them all. Nonetheless, a number of people deserve specific mention.

One of the most outstanding teachers during the Boyden years was Eliza B. Woodward, who was born in Haverhill, New Hampshire, in 1827. Woodward entered Bridgewater in 1856 during Marshall Conant’s tenure as principal, and since she demonstrated much promise, he invited her to become his assistant after her graduation. Assuming her duties in September 1857, she taught for the next 30 years and never missed a day because of illness.

For most of her career, Woodward instructed in reading, but during her last dozen years, she taught drawing. While the majority of reminiscences collected in 1940 come from the period after Woodward retired, a few student recollections from the Woodward era remain. Clara Wing recalled the opening exercises: “On Mr. Boyden’s right sat Eliza B. Woodward whose calm dignity and encouraging sympathy lent aid to student's attempts to solve geometric and perspective problems in Walter Smith’s drawing books …” Lillian Roberts also remembered her fondly: “Was any teacher more beloved than Miss Eliza B. Woodward? Her moth-
Woodward was so respected by her former students that in honor of 25 years of service, they presented her with a gift of $500 and, also, an additional monetary gift when she retired. This was the type of recognition generally reserved for Principal Boyden.

Like many of her colleagues, she was also involved in town activities. Woodward was a member of the Central Square Congregational Church where she taught both Sunday school and a very popular Bible class. When the public library was established and needed funds, she donated one of her paintings to be sold to raise money.

Unfortunately, Woodward developed cancer in the 1880s, and although she continued to teach and struggle with the disease, failing health caused her to resign her position in July 1887. In October, she left for Harrisburg, Pennsylvania, to live with her sister, but she died on November 2. One former student who wrote expressing his condolences was Shuji Isawa to whom Boyden had sent a copy of the Normal Offering: “I deeply regret the loss of such a venerable teacher as she whose kind instruction is still afresh in my mind.”

Her funeral was held at the Central Square Congregational Church in Bridgewater on November 5. Her classmates Samuel P. Gates and George Hooper as well as several of her former students served as pallbearers. The Reverend Albert E. Winship, both a student and colleague, was among those delivering tributes. Winship, contemplating the usual rapid faculty turnover, called her one of the longest serving female normal school faculty members in the country, which allowed her to wield an enormous influence over the nearly 2,000 students she had taught during her career. The first class she taught, for example, graduated Alfred Bunker, master of the Quincy School in Boston; John Chadwick, well-known Unitarian minister of Brooklyn; A. Sumner Dean, a Taunton physician; Colonel Isaac Kingsbury, the assistant adjutant general of Massachusetts; and Virgil Stockbridge, the examiner in chief of the United States Patent Office.

Letters also poured in, including one from Dr. Edwin C. Hewett, president of Normal University, in Normal, Illinois. In his last letter to her before her death, Albert Boyden had been effusive in his praise of her work as he contemplated the beginning of a school year without one of his most trusted assistants:

“I cannot tell you how much I shall miss your genial presence at my right on the platform, your words of kindly cheer and wise counsel, the strong healthy, uplifting influence of your life and teaching in the school and at the Hall, and your loyal support through all these thirty years in which we have lived and wrought together.”

She was buried in the Mount Prospect Cemetery in the plot of Marshall Conant.

While it is inevitable that many faculty members who were well known and admired in their own day will eventually be forgotten, Woodward’s name is still familiar to Bridgewater students, even if they don’t know the specifics of her career. As previously noted, when the science annex was moved and converted to the cottage dormitory, it was named Woodward Hall in her honor. A new, large brick dormitory was built in 1911, and in 1917, her name was transferred to that building. Woodward Hall survived the 1924 fire and still stands as the oldest dormitory on the Bridgewater campus.

Albert E. Winship, who delivered the alumni eulogy for Eliza Woodward, was yet another very prominent alumnus. Winship was born in 1845 in
the Cochesett section of West Bridgewater and entered Bridgewater in 1863. In preparation for his entrance exams, he studied Latin three times a week with Artemas Hale. Toward the end of his time at the normal school, Winship and some of his friends responded to a call for volunteers to relieve more experienced soldiers for combat duty in the Civil War. The volunteers served five months at Camp Morton in Indianapolis and guarded Confederate prisoners. Winship claimed his one distinction as a student was that he was the only person in the school to graduate in uniform.401

Winship first taught in Gorham, Maine, but in September 1865, Boyden recommended him to teach in Newton, Massachusetts, for four months at a salary of $50 per month. When he received a check for $125 at the end of two months, his father insisted he return it since no young man of 20 could possibly be worth so much money. Eventually, Winship was hired full-time, with a starting salary of $1,000, which was eventually raised to $1,700. While his father never made any more comments to him directly, he did tell the neighbors that he did not understand the Newton School Committee’s idea of money.402

In 1868, Winship was walking up School Street in Boston when Albert Boyden tapped him on the shoulder and asked him about his plans. When he replied that he might save money and go to college, Boyden told him he might find it more profitable to teach at his alma mater. They went to see John D. Philbrick, the superintendent of the Boston public schools and the chair of the Bridgewater visitors, who agreed he should be hired. From 1868-1872, he taught mathematics and science.403

In August 1870, Winship married Ella Parker, a Bridgewater student with whom he was previously acquainted. When a son was born the following year, he decided he needed to seek a position with a higher salary. At the same time, he received an offer to work for William Wilde, agent for Iveson, Blakeman, and Taylor, one of the largest New York book publishing firms. He was so successful that he began to think of acquiring his own publishing company, but two disastrous fires wiped out the publisher’s stock, causing him temporarily to abandon his plans.404

In 1875, Winship entered Andover Theological Seminary. After graduating, he served as the minister of the Prospect Hill Congregational Church in Somerville from 1876-1883. However, he still kept his hand in education by serving on the school committees in Bridgewater, Reading and Somerville. He had not lived long enough in Reading to be legally eligible to serve, but since no one complained, he took his seat anyway. From 1883-1886, he was district secretary of the New West Educational Commission of the Congregational Church, which established a number of schools in the west.405

His career took a dramatic turn when Thomas Bicknell approached him about buying his interest in the Journal of Education, a seemingly perfect fit for a person interested in both education and publishing. What has not been known previously is the extent of Albert Boyden’s involvement in financing this venture. Winship wrote to his friend about the offer, indicating that the Journal was on a sound financial footing with both a substantial number of subscriptions and advertising as well as printing presses that were worth far more than the money he would have to commit. Winship inquired if Boyden would like to invest in the company’s stock.406

Winship wrote again after he had examined the books and reported that the business had made a profit of $12,000 the previous year. He also sought advice from education secretary, John Dickinson. By March 3, he had decided to proceed, writing...
Boyden that he needed at least $1,000 and perhaps $2,000, which is the amount he requested two days later.407

Winship was already planning to revitalize the Journal and asked Boyden for a series of four or five articles. He indicated they had cut expenses by $1,200, and the savings would be used to pay authors with a bonus for the lead article. He also inquired if Arthur Boyden could prepare a series on “Chemistry for High Schools,” and Frank Murdock, a series on “General Exercises.”408

A promissory note for the $2,000 was sent to Boyden but signed by Mrs. Winship. The publisher explained that this was to make the investment even more secure, since he had taken out a life insurance policy on himself. If he died, the proceeds would go to his wife to make good on the stock. The Journal was a success, and Boyden received periodic dividends on his investment.409

Winship is probably one of the most underappreciated graduates from this period. His friendships included such outstanding figures as Charles Sumner and Wendell Phillips as well as presidents Grant, Hayes, Harrison, Cleveland, McKinley and Theodore Roosevelt. Primarily through Winship’s influence, President Benjamin Harrison appointed William T. Harris as commissioner of education. Other prominent acquaintances included Henry Wadsworth Longfellow, Oliver Wendell Holmes, John B. Gough, Mary A. Livermore, Julia Ward Howe and Edward Everett Hale.410

Winship also served on the Massachusetts Board of Education from 1903-1909 and lectured extensively throughout the United States. In 1924 alone, he traveled to 22 states, spoke at 54 colleges and universities and addressed numerous education conventions. He also wrote more than a dozen books, the most famous being The Life of Horace Mann (1896), which is still in print. The Winship Elementary School in Boston is named in his honor. He died in 1933.

Another graduate and faculty member who had an enormous impact not only on Bridgewater, but also on Massachusetts and national education was George H. Martin. Born in Lynn, Massachusetts, in 1841, his father was a shoemaker; his mother had been a teacher before her marriage. Martin showed a great deal of promise as a student, graduating from Lynn High School in 1855 as the valedictorian of his class. He had plans to attend Amherst College and study for the ministry but lack of funds prevented this, and he was forced to seek employment. The young man clerked in both a grocery and dry goods store and was a driver for a bakery. He spent his evenings reading literature, and in March 1862, William H. Ladd, who was a Bridgewater graduate and principal of the Chauncey Hall School in Boston, recommended he attend the normal school; Ladd offered to lend him the money for tuition.411

After graduation, he taught in both Peabody and Quincy and then returned to Bridgewater in 1864 where he remained for the next 18 years. His impact on the development of teaching history has already been noted. He was the author of a number of books, including Civil Government, a Manual of the English Language and Evolution of the Massachusetts Public School System as well as several works on the history of Lynn.412

During his residence in Bridgewater, he was also very active in the town. Among numerous positions, he was a member of the school committee, a library trustee, deacon of the Central Square Congregational Church for 20 years and superintendent of the Sunday school for nine years.

He also pursued his religious interests, obtaining a preaching license from the Norfolk County Congregational Association and appearing regularly in the pulpits of a number of surrounding
towns. By 1879, he was well enough known that Amherst College conferred on him an honorary AM [today’s equivalent of a master’s degree].

Martin left Bridgewater in 1883 to become an agent for the board of education, although ongoing health problems caused him from time to time to curtail his schedule or to take a leave of absence. In 1889, he moved back to Lynn with the Independent noting that his duties caused him to travel frequently and the lack of adequate railroad facilities in Bridgewater necessitated the change.

In 1892, he was elected to the Boston Board of Supervisors and, as discussed earlier, became secretary of the board of education in 1905. That same year, Tufts College awarded him a DLitt. As secretary, he advocated for industrial education and medical inspections in the public schools. He also represented the board at a Congress of School Hygiene in London in 1907. Martin resigned as secretary in 1909 but continued as treasurer until he left the board permanently in 1911.

He was as active in civic affairs in Lynn as he had been in Bridgewater. He served on the Lynn School Committee, and as a charter member and president of the Lynn Historical Society, he presented a number of papers at meetings. Martin was also a visitor at Boston University and belonged to the Schoolmasters’ Club, the Twentieth Century Club and the Sons of the American Revolution.

Toward the end of his life and career, many honors came to the former secretary. In October 1911, a group of Massachusetts educators gathered at the Boston City Club to recognize Martin’s service to the board. Albert Boyden provided high praise for his friend and colleague: “As a man, as a scholar, as a teacher, as an instructor, as an educator, as a speaker upon educational themes before the State and the Nation, he has taken his place in the front rank, and has exerted influence upon the life of the Commonwealth which will be felt through all succeeding generations.” One of Martin’s last public services was to prepare a historical address for the 1915 celebration of the 75th anniversary of Bridgewater’s founding, although he was too ill to attend the ceremony.

When he died in 1917, numerous tributes poured in. The Schoolmasters’ Club published these without attribution, but among the most glowing was one that said simply, “After Henry Barnard, no other American educator has done so much as Mr. Martin to give a just perspective of the beginnings and development of educational movements in the New World.”

Another much beloved instructor was Franz Kirmayer, who was born in Bavaria in 1840. Educated at the universities of Munich and Giessen, he came to the United States in 1863 and settled in Lima, Ohio, where he worked as a decorative painter and paperhanger.

During the height of the Civil War, Lincoln’s call for additional volunteers caused Kirmayer and some of his friends to enlist in the 54th Ohio Volunteers, a unit that was assigned to General Sherman’s army. Seeing action in several battles and rising quickly to the rank of sergeant, he was severely wounded and lost his left leg at Nickajack Creek near Kennesaw Mountain in Georgia on July 3, 1864. He was so badly wounded that erroneous reports indicated he had been killed. The government supplied him with a new artificial leg every three years, which he preferred to receive rather than his option of a $75 payment in lieu of a new prosthesis.

After his discharge, he became a bookkeeper until he returned to Europe in 1867. Kirmayer also took courses to prepare for a teaching career with an emphasis on language instruction. In 1868, he was appointed vice consul for the United States at
Munich, and since the position only required two hours of work a day, he could continue his studies and earn an income. One of the visitors to Munich was future secretary of education, John Dickinson, who was, at that time, the principal at Westfield. Dickinson appeared at the consulate seeking a letter of introduction to the minister of foreign affairs in order to receive permission to visit the Munich schools. Kirmayer obtained the letter and accompanied Dickinson on his visits.

The principal was so impressed that he convinced Kirmayer to return to the United States and teach in the normal schools where a four-year course involving language study had just been organized for the fall 1870. However, the outbreak of the Franco-Prussian War precluded Kirmayer’s travel plans, and he was forced to remain in Munich until he finally obtained passage for himself, his wife and his sons through Holland. The delay caused him to miss the opening of the term, and he informed Dickinson he was planning to go to Cincinnati. Upon his arrival in the United States, however, he was introduced to Albert Boyden and John D. Philbrick and commenced teaching at Bridgewater.

In a period when most normal school faculty lacked a college degree, Kirmayer held a PhD, albeit one obtained in a unique fashion. He applied to the University of Munich to be examined, but since he could not be present in June or October when the exams were held, the faculty suggested he contact the University of Washington. That school referred him to Boston College, where he was examined and had the degree conferred in June 1895.

Given his military service, Kirmayer was an active member of the Bridgewater Grand Army of the Republic post and often lead the Memorial Day exercises. He retired in 1919 but became ill after participating in that year’s parade and died on June 18.

A number of other assistants also deserve mention. Isabell S. Horne’s career spanned much of Boyden’s tenure, since she taught from 1875-1905. Horne was born in New Hampshire in 1838 and was related on her mother’s side to Dr. Joseph Warren,
who was killed at the battle of Bunker Hill. At age 15, she left the Dover High School in New Hampshire to begin a teaching career in the Dover schools. After seven years, she was appointed a master’s assistant in the East Somerville, Massachusetts, grammar school where she taught for 15 years.

In 1873, she enrolled at the Boston University School of Oratory under the mentorship of Professor Lewis Monroe. After graduation, she was hired at Bridgewater, where for 30 years she was in charge of the Department of Vocal Culture and Reading. Ill health forced her to resign in 1906.419

Frank E. Gurney was born in Brockton in 1867 and attended the public schools in that city. After graduation, he enrolled at Amherst College, but ill health forced him to withdraw, although he received a certificate for excellence in Latin. He taught at the Cathedral School of St. Paul in Garden City, Long Island, New York. He entered the four-year course at Bridgewater and became an instructor after his graduation in 1891, teaching astronomy, bookkeeping, algebra and geometry until his sudden death in 1914.420

Gurney was another faculty member who was strongly involved in town affairs. After his marriage to Cornelia Churchill of Brockton, the couple moved to Bridgewater, where he served as secretary and treasurer of the Bridgewater Cooperative Bank. He was also treasurer of the Central Square Congregational Church, a trustee of the academy and an active member of the Bridgewater Improvement Association. He was instrumental in the erection of the granite drinking fountain that was placed at one end of the town square. In addition, he was a library trustee. During his term, he was active in establishing the children’s room.

Gurney also built a home on Summer Street, which still stands, modeled after Mount Vernon. Students and faculty pass by this house daily without realizing that it was built by a Bridgewater faculty member.

The room where he taught was closed on the day of his funeral as a silent tribute demonstrating the respect that students and colleagues had for him. The Independent called this mark of respect “most impressive.”421

Frank Fuller Murdock was well known not only for his Bridgewater career, but also as the first principal of the North Adams Normal School. An 1879 graduate, his first recollection of the school was entering two weeks late after taking a special examination where he misspelled the word “marriage”; he was admitted anyway. After graduation, he taught in Quincy under Colonel Francis Parker, who interested him in the study of psychology. Murdock praised the practice of students instructing each other, since observation alone was not sufficient and grammar school students could not stimulate adequate thinking on the part of the instructor.422

Returning to Bridgewater from 1884-1896, he taught geography and developed modern courses in physical geography based on pioneering work being done at Harvard. In 1896, he left Bridgewater to serve as the first principal of the newly opened North Adams Normal School. Albert Boyden spoke at the dedication of the new school building in 1897:

I have a peculiar interest in this school, for the man chosen to be its principal is my personal friend. He was my pupil for four years and a hearty co-worker with me as an honored member of the faculty at Bridgewater. He comes in the full vigor of his manhood to give himself to the planting of an institution for the training of teachers on this hill top, which shall be a light that cannot be hid, and which shall be a blessing to the children of this section of the state. I know that all which energy, ability, fidelity and enthusiasm can do for this purpose, he will accomplish. I come especially to bid him Godspeed in the great work that he has committed to his hands.425
William D. Jackson, an 1880 graduate, went to England, where he taught in the Royal Normal Institute for the Blind in London. On his return to the United States, he was employed at his alma mater and taught mathematics and physics from 1883-1926. In his early years, he also taught advanced English literature. He was remembered for setting a high standard of scholarship, and it was said of him that he could teach almost any subject if he had the time to prepare.424

Also very active outside the classroom, he served as head of the library trustees, treasurer of the Central Square Congregational Church, director of the Bridgewater Cooperative Bank and a member of the executive committee of the Village Improvement Society, later known as the Bridgewater Improvement Association. He was also moderator of town meeting and a member of the school committee.

Another long-serving faculty member was Harlan Page Shaw, a native of Waterville, Nova Scotia, who graduated in 1890 and immediately began a teaching career that lasted until his retirement in 1935. Even more remarkable, his wife, Mabel Young, was a Bridgewater graduate, and eight of their ten children also attended the institution.

Shaw avidly pursued education throughout his career, taking classes at MIT and also geology courses at Harvard, which involved field work in New England, Quebec, Ontario and Nova Scotia. He was admitted to the Harvard graduate school and completed 150 credit hours of work in quantitative chemical analysis.

Shaw taught summer school, both at Hyannis and Harvard, and held memberships in numerous organizations, including the National Geographic Society, American Forestry Association, New England Chemistry Teachers Association, General Science Club, Schoolmasters’ Club and Harvard Teachers Association.425

Shaw was also a prolific scholar. He published original outlines for grammar schools and grammar school chemistry on woodworking, industrial laboratory, chemical theory, qualitative analysis, minerals and rocks. He also published numerous articles, including those in the Journal of Education and the Saturday Evening Post.

Interestingly, Shaw’s hobby was building houses. He was a member of a Bridgewater syndicate that bought a 72-acre estate in West Bridgewater in order to build homes for hundreds of Brockton factory workers. He also constructed 23 houses in Bridgewater. In fact, many of the older homes near the normal school were built by him. He was once quoted in the Brockton Daily Enterprise as saying that his three main occupations “are calculated for the benefit of mind, soul and pocketbook.”426

Unlike many of his colleagues, Shaw was active in the Baptist Church, of which both he and his wife were founding members. He served as both Sunday school superintendent and deacon as well as president of the Old Colony Baptist Association and the Old Colony Baptist Sunday School Association.427

Charles P. Sinnott was born in Duxbury, Massachusetts, in 1859. He began teaching in that town at the age of 16 and then attended Worcester Academy, where he completed his preparation to enter the normal school. After graduating from the four-year course in 1881, he taught in the town of Dennis on Cape Cod.

Sinnott’s first normal school teaching position began the following year when he became head of the normal department of Atlanta University. He remained there until 1887, teaching science and also acting as superintendent of the grade schools.

In 1887, he returned to Massachusetts. In 1889, he received the degree of Bachelor of Science from
Harvard. He majored in geology and served as an assistant on the Geological Survey of Eastern Massachusetts. He was offered the chair of the physics department at the Pratt Institute, but preferring normal school work, he accepted a position to teach mathematics and science at the Milwaukee Normal School. While there, he did a great deal of institute teaching, averaging a month per year in that activity. A prolific scholar, he furnished almost 30 articles on elementary science to the *Western Teacher*. He also served on the executive board of the Wisconsin State Teachers Association and as a member of the Wisconsin Academy of Science.

In 1897, he returned to Bridgewater as an instructor of geology, geography and physiology. One innovation introduced by Sinnott was increasing the amount of field work in his courses. He authored a textbook, *First Lessons in Elementary Science*, for use in the ninth grade as well as books on chemistry, physics and the geography of Massachusetts. For 20 years, he taught in the Hyannis summer school and also, occasionally, at the Hampton Institute in Virginia.

Sinnott was not quite as active in town affairs as some of his colleagues, although he did serve on the executive committee of the Bridgewater Improvement Association and was associated with Frank Gurney in the purchase of land in West Bridgewater to build houses for workers. Sinnott seemed to put more of his energies into educational activities as president of the Plymouth County Teachers Association and the Normal Club, where he aided students in securing musical and social entertainment and in publishing the *Normal Offering*.

Barrett B. Russell began his teaching career in a district school, but hampered by his lack of formal training, he entered Bridgewater in 1864, remaining only one term. In 1867, he returned to complete his studies and graduated in 1869. One faculty member with a strong influence on him was Eliza Woodward, whose class in reading he had visited before enrolling: "The method was so much above anything I had ever known, that I decided, at once, to enroll at the beginning of the next term."

Russell returned to Bridgewater in 1871 to teach arithmetic and chemistry. He left to be superintendent of the Brockton public schools, where he was known for innovations in various curriculum areas including music, nature study, high school laboratories, the kindergarten program, sewing, manual training, shorthand and typing. Given his friendship with the Boydens, a very close relationship between the normal school and the Brockton schools existed during his tenure, which ended in 1907.

Two other longtime instructors, about whom less is known, were Fanny Comstock and Clara Prince. Comstock, an 1877 graduate, first taught in the Castine Maine Normal School and then at Bridgewater as a teacher of literature from 1888-1913. Prince, an 1874 graduate, taught mathematics and music from 1879-1916. She initiated a permanent Glee Club.

A few general points about the faculty in this period should be highlighted. Unlike in the early period when turnover was relatively rapid, many of the above assistants began to teach under Albert Gardner Boyden and continued their careers throughout most of the tenure of his son, Arthur. As the younger Boyden noted in *The History of Bridgewater Normal School* (1933), William Jackson, who retired in 1926, was the first to break the ranks of the older teachers, followed by Charles Sinnott in 1929. Harlan Shaw actually continued until the presidency of Zenos Scott; Shaw retired in 1935. This stability provided a remarkable continuity between the Boyden administrations and occurred despite the fact that salaries still lagged far behind other institutions, particularly for female faculty.
The extent to which faculty were engaged in town affairs is also obvious. Their involvement in Bridgewater’s civic life—whether through town government, the library, the churches, numerous clubs and associations, or even in building houses—meant that many faculty were town leaders and well known to their fellow citizens. This was particularly true since Bridgewater was still a relatively small town with a population in the early 1900s of between 7,000 and 8,000. Today, many faculty members do not live in Bridgewater, and while some who do may be involved in town affairs, the intensity of faculty involvement during the Boyden period will probably never be duplicated.

However, one very clear distinction was in the opportunity for service available to male versus female faculty members. While no restrictions applied to men—as Professor Benjamin Spence, who has done extensive research on town history in the early 20th century, points out—women generally could not even vote in town elections, and the only elective offices open to them were school committee member and library trustee.

Some organizations founded at the turn of the century were open to women. One, the Ousamequin Women’s Club founded in 1901, was the leading women’s group in promoting Bridgewater cultural life. Anne Wells, who headed the kindergarten-primary department, was the club’s treasurer; Clara Prince, who taught music and mathematics, was one of the vice presidents. Other women faculty presented lectures on various topics. The Bridgewater Improvement Association (1901) and the Visiting Nurse Association (1902) also included female faculty. Surprisingly, given the general role of women in all of these organizations, the Bridgewater women faculty had a limited presence in the improvement association. The one exception was Flora Little, who supervised art and drawing in both the town and model school.432

Some noteworthy teachers in the model school deserve mention. Louise Dickinson Rich, the famous novelist who attended the model school and eventually the normal school, recalled the Bennett sisters, Jennie and Nellie, who had graduated in 1886 and 1888, respectively. Students had to refer to them as Miss Jennie Bennett and Miss Nellie Bennett to differentiate between the two.433

Two other well-known model school faculty members and administrators were Brenelle Hunt and Martha Burnell. Hunt graduated from Bridgewater in 1896 and then took courses at Harvard. From 1896-1897, he was principal of a grammar school in Abington, and from 1897-1899, he served in the same capacity at Westfield Normal School. Given the choice of serving as principal of the model school at Westfield or Bridgewater, he chose his alma mater, to which he returned in 1899.434

Hunt could be a somewhat intimidating figure. S. Elizabeth Pope, who was hired in 1914 and eventually became dean of women in 1919—and who herself had a rather formidable reputation—recounted a visit by Hunt to her classroom when she had just told the students it was time for recess. Hunt said, “You spoke incorrectly. You said RECESS. The correct pronunciation is Re-CESS.” Pope added, “I was momentarily humbled but I never made the mistake again.”435

Eventually, Hunt began to teach more and more psychology courses in the normal school. Martha Burnell, who succeeded Hunt as principal, wrote of this transition, “… when the town’s Junior High School opened [1918] Dr. Arthur Boyden asked me to become principal of the Training School, for we had steadily been losing Mr. Brenelle Hunt, then principal, to the rarer, upper air of the psychology classes at the college.” Hunt was designated head of psychology teaching in the normal school.436
CHAPTER 3
THE BOYDENS, FATHER AND SON: Albert Gardner Boyden 1860-1906

Having a man as principal of a grammar school consisting primarily of female faculty was very common in this period and continued well into the 20th century. The elevation of Martha Burnell to head the model school, therefore, indicates the strong confidence that Boyden had in her abilities. This was particularly true, since Burnell was not initially a Bridgewater graduate but had attended the Gorham Normal School in Maine. She began her teaching career in Gorham and then moved to a rural school in New Hampshire and, ultimately, to the state capital at Concord.

Of the Bridgewater graduates during this period who did not teach at the institution, two deserve particular mention: Frank Palmer Speare and Robert Lincoln O’Brien. Speare was founder and first president of Northeastern University, while O’Brien was the personal secretary to Grover Cleveland and a newspaper man who edited several papers, including the Boston Herald.

Frank Palmer Speare was born in Dorchester, Massachusetts, in 1869. His father was a builder and operator of steamships, and his mother came from a distinguished Maine family. As a child, he lived for several years in Florida, New York and Pennsylvania, while his father restored his business that had been damaged during the Civil War. Returning to Massachusetts, Speare attended Chauncey Hall School and Sandwich High School and also studied privately with his sister, Ida, who was a teacher.

Very few members of his family had been teachers, but Ida convinced him that many successful men had begun their careers in the teaching profession; this brought about his decision to enroll at Bridgewater. doubting his preparation, he arrived at the school without luggage. When asked about this by the principal, he replied that he was unsure about passing the entrance exam. Boyden smiled, patted him on the back and said, “Go telegraph for the trunk, never mind about the exams.”437 The principal’s actions once again undercut his stern reputation. As luck would have it, Speare had just done extensive reading about Ulysses Grant, and his essay about the general and president earned him a commendation; he was admitted.

He enrolled in the two-year course and hoped at the end of that time to go on to Harvard. While he aspired to higher education, Speare was very complimentary about his Bridgewater training. He commented that it stressed not only knowledge of subject matter, but also the ability to teach the material. He called his years at Bridgewater “one sweet song.” He participated fully in normal school activities, and having developed a lifelong interest in music and songwriting, he co-wrote the long forgotten Lyceum Song of the Normals with S.P. Smith.438

Speare also confirmed that in spite of the rigid rules at Bridgewater, an underground social life flourished. He wrote of the rule limiting the mingling of the sexes:

The effect of this rule, as is always the case, was to inspire an abnormal desire of the sexes to mingle and every man had a sweetheart to whom he paid attention in season and out and everyone was engaged in devising ingenious methods of getting together without being found out. A volume could be written of the methods used to bring these meetings to pass, of the skating parties on Carver’s Pond, of the picnics in a woodland spot known as “Horse Hotel,” of roamings in the gloaming, rides into the country, dances in the vestry of the Congregational Church with all the windows closed and draped in black and countless other functions. It really developed a series of male and female Sherlock Holmes of a high order and many of the graduates have attributed their mental acuteness, sense of hearing and sight and intuitive anticipation to the “submarine social program” at Bridgewater.439
He ultimately decided to stay on for two additional years of work, but since most of his classmates had graduated, he left after a year to take a teaching job in the town of Avon, Massachusetts. He is sometimes referred to as an 1889 graduate (probably because of the additional year), but his diploma is actually dated 1888. Since he wore glasses and weighed 115 pounds, some of his Bridgewater classmates doubted he could handle the discipline required in teaching.

His experience in Avon opens a window as to how rigorous teaching could be, and despite the reforms of Horace Mann, how corporal punishment was still freely administered. Arriving by train in Avon, he was taken aside by the baggage master who told him that he had overheard a number of the toughest boys in the “high grammar school” plotting to run the new teacher out of town within a week, something they had already done to two other recent instructors.440

However, the new instructor beat them to the punch. Armed with this information, he summoned the janitor and three teachers as witnesses and proceeded to flog the ringleaders. This brought the students under control except for the toughest student in the school, Jimmy Dolan. Speare waited for a serious infraction, and when the young man kicked a female teacher in the shins, he administered the same treatment to Dolan in front of each class.

Of course, today such punishment would bring dismissal and legal action, and even in the 1880s, the principal summoned board agent Dr. John T. Prince to investigate. Prince, who was himself a Bridgewater graduate, asked the boy if Mr. Speare had impressed upon him the punishment associated with unacceptable behavior, and when Jimmy replied he had, Prince concluded that Dolan got what he deserved. While no educator today would condone such methods, Speare faced no more disciplinary problems, and he eventually made Jimmy Dolan an officer in the military association he founded and the enforcer of playground discipline.

Frank Speare eventually enrolled in Harvard’s Lawrence Scientific School, and from 1894-1896, he took education courses at Harvard. In 1896, he found his life’s calling when he was asked to teach English in the evening classes at the Boston YMCA. The beginning of what eventually would be Northeastern University came in October 1898 with the opening of an evening law school. This was followed by an automobile school, the Huntington School for Boys, the cooperative engineering school in 1909, and the School of Commerce and Finance in 1911. Eventually, the schools of law, commerce and finance, engineering, and a School of Liberal Arts were separated into a college division, which, in 1917, was organized under the designation Northeastern College. Speare became the first president.441

Northeastern pioneered the concept of cooperative education and offered a hands-on experience to complement the course work and to provide a source for tuition money. Speare became so well known for his efforts that he received many honorary degrees, including doctorates in law from the University of New Hampshire in 1934 and Harvard in 1941.442

He retired in 1940 and was appointed president emeritus. Speare continued to serve as a trustee and member of the Northeastern Corporation until his death on May 29, 1954.

Robert Lincoln O’Brien graduated from Bridgewater in 1884 and went on to study at Harvard. He served as the personal secretary to President Grover Cleveland from the time of Cleveland’s nomination in 1894 until November 1895. O’Brien then became the Washington correspondent for the Boston
Transcript, until he assumed the position of editor in 1906. Four years later, he left to take the job of publisher and editor of the Boston Herald.443

In March 1905, he wrote a letter to Boyden reminiscing about his first visit to Bridgewater 23 years earlier, when he walked back and forth in front of the building several times before summoning the courage to enter and inquire if he might be admitted. The reason he was so timid was that he had left school at the age of 14 and wasn’t sure he could handle academic work. The principal provided a tour of the facility and treated him very cordially. He enrolled and, as noted in his correspondence, “… the great fundamental lessons which you taught there have stayed with me ever since. I regard the emphasis which you placed on solid work – on learning to do things by doing them as the preeminent lesson of the Bridgewater Normal School.”444

Although he was a very successful editor, he left the Herald in 1928 to broaden his knowledge by traveling. He then undertook an additional career as a popular lecturer and author.

While most people are interested in the individual biographies of outstanding faculty and alumni, Bridgewater’s contributions to the field of education can probably best be gauged in a wider and more statistical manner. While it is true that the normal schools in the 19th and early 20th centuries never met the demand for elementary classroom teachers, Bridgewater prepared numerous graduates, who assumed leadership positions in a variety of education areas. Arthur Clarke Boyden prepared a summary of these graduates:

- 195 teachers in normal and training schools in 26 states and countries
- 240 principals and teachers in high schools
- 295 principals of large grammar schools
- 18 principals of large private schools
- state superintendents in Massachusetts, Illinois and the Philippine Islands
- 7 agents of the board of education
- president of Northeastern University
- 36 professors in colleges
- 21 authors of well-known textbooks
- 33 principals of junior high schools
- 205 departmental teachers in junior high schools

Based on these statistics it is no wonder that Bridgewater was so well known not only locally, but nationally and even internationally during the Boyden years.

LEGACY

Albert Gardner Boyden inevitably looms large in any study of the Bridgewater Normal School. At the time of this writing, Boyden’s time as principal encompasses over 27 percent of the institution’s existence. If one adds his six years as an assistant to Tillinghast and Conant along with his nine years of teaching after retirement, then the figure rises to well over 33 percent. (This does not even take into account his time as a student.) Had he simply managed to survive for that length of time, he would undoubtedly have left a significant imprint on Bridgewater.
Of course, he did far more than just survive; he shaped the school in a variety of ways. One permanent legacy was the building program he launched. When he assumed office, the school was still housed in a building situated on one and a quarter acres, and the students all had to either commute or board in town. By the time he retired, his vision, drive and political skill with the board of education and the Legislature had produced a multi-acre campus dotted with new brick facilities, including an academic building, dormitories and a state-of-the-art gymnasium. Visitors noted how attractive the campus was, highlighted by Boyden Park at its center, with its pond and tennis courts.

The principal had also established Bridgewater’s reputation not only in the commonwealth, but also nationally and internationally. The curriculum expanded to include three- and four-year courses as well as the special course that allowed college graduates to prepare for a teaching career. Graduates were spread out across the United States, and Bridgewater’s place as a teacher training institution was well established in a manner that made it well known in teacher education circles.

By the time of his retirement, however, not only had a new century dawned, but new trends in education were developing. Many students chafed under the rigid discipline, and Boyden had some difficulties in adjusting to the changing times. New developments in junior high school education and many more students entering the high schools meant that the normal school would move to provide instruction in those directions. The principal had anticipated some of these new trends when he had speculated about the need for a normal school dedicated to turning out high school teachers. As history has shown, a movement in 1932 converted the normal schools into teachers colleges.
By 1906, Boyden's work was done and his place in the history of teacher education was firmly secured. He would continue to teach and be referred to affectionately as "Pa," but it was Arthur Boyden who would lead Bridgewater into the new century. While the son would serve for 27 years and also record a number of significant accomplishments, in some ways he would always stand in the shadow of his more famous father.
“In foreign countries it is customary to hand the father’s title down to the son, in America the cash of the father is handed to the son but an instance of handing the toga of principalship of an institution with the standing and usefulness of the Bridgewater Normal School from father to son is very much out of the ordinary.”

BRIDGEWATER INDEPENDENT
AUGUST 31, 1906
Throughout the course of history, sons have often eclipsed the fame of their fathers. Very few people, apart from historians of the ancient world, would immediately recognize the names of Phillip II of Macedon or Hamilcar Barca of Carthage; however, most would know their sons, Alexander the Great and Hannibal. Both fathers actually commenced the work that made the sons famous, but the fathers’ own achievements have been forgotten in the light of their more charismatic and illustrious offspring.

Sometimes, though, the reverse can happen, and the son may labor in the shadow of a famous father. Such is the case with Arthur Clarke Boyden. Although he was well respected during his lifetime and an important figure in education in his own right, he never quite gained the reputation his father had. In a very real sense, he became the forgotten Boyden.

While his father holds the record along with S. Elizabeth Pope for serving the school for 61 years, Arthur Boyden literally spent most of his life on the campus. He was born on September 22, 1852, when his father was an assistant to Nicholas Tillinghast. Outside of a brief period when his father, Albert Boyden, was employed in Salem and taught in Medway and Boston – a total of about eight years – most of Arthur’s 81 years were spent in some capacity at the normal school.1

Arthur Boyden attended Bridgewater Academy, graduated in 1869 and then enrolled at Bridgewater, from which he graduated in 1871. He then attended Amherst College, receiving a degree with honors in 1876. Four years later, he earned his MA from his alma mater.2

From 1871-1872, he was principal of the Medway High School, and from 1876-1879, he taught mathematics at Chauncey Hall School in Boston. He returned to Bridgewater in 1879, became vice principal in 1896 and then succeeded his father upon the elder Boyden’s retirement in 1906.

By all accounts, he was a master teacher; student reminiscences speak very favorably of his abilities in the classroom. Charles DuBois wrote, “I regarded Mr. Arthur C. Boyden as a great teacher. Time and experience in other schools strengthened that opinion to the point where I can say that he was the greatest teacher I ever knew.” Bessie Watt added, “Dr. Boyden’s talks to the students at Chapel Services were a real challenge to the best in us …”3

He was also well enough known as an administrator that even prior to assuming the position of principal of Bridgewater, he had a number of opportunities for other employment. One of these occurred in 1887 when Secretary of Education John Dickinson approached Arthur’s father, Albert Boyden, to ask his son if he would be interested in working as an agent for the board of education. Arthur Boyden thanked the secretary and was obviously pleased by this vote of confidence but responded, “I am so attached to my work in Natural Science which I have begun here, and so many plans are yet unfulfilled that I should not be happy or even
content I fear, away from this work." He had a similar reaction to an offer to chair the departments of geology and zoology in Beloit, Wisconsin. As late as 1904, he was offered the position of superintendent of schools in Newton at a much higher salary, but as the Independent reported, "Mr. Boyden has declined the offer and will remain at the school here, under his father, Mr. Albert G. Boyden."4

As Arthur Boyden prepared to assume his duties as principal, a number of issues were on his mind, some of which he addressed in a 1906 article in the Normal Offering. Recent curriculum changes involved new courses in analytical chemistry and advanced biology, with special emphasis on fieldwork to study life in its natural environment. Plans were already underway for a natural science garden to be situated on land donated by his father.5

In addition, a course in the history of art was added to the electives for the third- and fourth-year students, while the manual arts course was revised to coordinate work in industry with design and drawing. Reading courses had been established in economics, the history of education and general literature. The library now housed 10,000 volumes, and a card catalog had been prepared to aid students in selecting current literature.6

While the lyceum had always involved debates among the men, competitive debates were new; students eagerly awaited the selection of the members of the school's debate team. Frank Gurney provided prize money, and, eventually, the Gurney Debate became a tradition of graduation week. While not part of the debate team, women students were involved in oratory and contributed to the opening exercises by giving readings on current events.7

The principal also addressed school discipline and indicated his intention not to rely on a long list of rules but to place more emphasis on self-govern-
Board might be admitted without an examination in any subject in which they received a B or a score of 80 percent. The board could also approve high schools that were not already certified. Eighty members of the entering class in 1906 were received by certification in at least one subject. The visitors praised this plan for raising admissions standards. In part, this was because high schools took this mandate seriously and were directing students who were not qualified for the normal schools toward other vocations.  

The board also continued to investigate normal school practices across the country in an effort to ensure that Massachusetts maintained its reputation as a leader in teacher education. Shortly after his appointment as principal, Boyden was granted a leave of absence to study normal school training in the Midwest. The *Independent*, which kept careful track of the comings and goings of the faculty, noted, “Prof. A.C. Boyden, who in company with Secretary George Martin of the Board of Education, has been touring the west during the past month returned home the last of the week.” His report to the board made a number of suggestions, including more electives for cultural work, more course differentiation in the preparation of teachers for elementary and secondary schools, closer relations between the normal schools and colleges, the opening of college degrees to normal school graduates, and the expansion of courses in manual arts, domestic science and agriculture.  

In a similar manner, North Adams principal, Frank Murdock, was dispatched by the board to the Midwest and Ontario. Upon returning, Murdock submitted a lengthy report on industrial, agricultural and domestic education.  

The board also continued to wrestle with salary issues. Although they declared that salaries in Massachusetts had always led the way up until the
previous decade – which was a rather dubious statement given the salary structure – comparison with the Midwestern schools revealed that assistants in the west were paid what principals received in Massachusetts. In 1907, teachers at Salem and Fitchburg petitioned for a general salary increase and the matter was referred to the committee on finance.\(^{15}\)

The question of providing teacher pensions was also becoming an issue, but in spite of two reports and an effort to bring the matter before the Legislature, no action had been taken. To dramatize the plight of teachers without pensions, the case of one teacher was cited: “In November last a sheriff was called upon to escort a woman teacher ‘over the hill to the poor house’ after fifty years of service in the schoolroom.” To add insult to injury, the sheriff was one of her former pupils.\(^ {16}\)

The public attitude toward pensions seemed to be that teachers should be thrifty and provide for their old age. As the board noted, however, this was virtually impossible given the low salaries. One town within 20 miles of Boston paid its grade school teachers $1.30 to $1.60 per day. Assuming that a woman could save 10 percent of her salary – an unlikely proposition on such meager wages – total savings plus interest at the end of 30 years would provide $.35 a day on which to live.\(^ {17}\)

Historian Robert Brown records that when the board made a report on “The Status of the Massachusetts Teacher,” the average American family income was $1,000 a year. Of some 4,000 Massachusetts teachers, one-third made less than $600 and 10 percent less than $450. While male wages were somewhat higher, only 10 percent of the workforce consisted of men, most of whom secured administrative positions with salaries ranging from $1,000 to $5,000. Brown adds, “Teachers were expected to sacrifice themselves for their pupils.”\(^ {18}\)

In an effort to develop male teachers, Bridgewater introduced a special course in the training school taught by Brenelle Hunt. However, this course highlighted the different opportunities for male and female students as it was designed to prepare principals and superintendents; it also allowed graduates to go on to obtain a college degree. At the time, more than 50 of the recent male graduates availed themselves of this course.\(^ {19}\)

One Bridgewater innovation was the development of a student loan fund. As noted, despite opening several new schools, the board had never increased the initial $4,000 it set aside for student aid, so the money had to be divided among double the number of candidates. Through the efforts of alumni and friends of the institution, nearly $1,000 was raised to establish a student loan fund. A faculty committee supervised the fund, which was divided into $100 lots and loaned to students, who would pay back the money when they were financially established.\(^ {20}\)

While Arthur Boyden did not see himself as a builder in the way his father had, he did see the necessity to replace the old wooden Normal Hall that had been constructed in 1869. Also, records show that additional discussions called for a separate administration building to provide space for offices, reception rooms, a dining room and a kitchen.\(^ {21}\) By 1910, there was mention of a new building to house the manual arts department. Then, young men who would become principals could be separately trained, so they might introduce the subject into the grammar schools.\(^ {22}\)

One major change occurred in 1909 when the board of education, founded in 1837, was merged with the Commission on Industrial Education, founded in 1906. The new board had complete control over education policy with power in the hands of a commissioner and two deputies.
On July 9, the board met pursuant to the revised legislation and decided that the term of the commissioner would be for a period of five years. After what was described as a national search, David Snedden was appointed the first commissioner on November 12. In effect, George Martin, then secretary of the board of education, was demoted, although he stayed on in the position of treasurer until 1911.23

Apparently one factor in Snedden’s selection was the influence of Frederick P. Fish, a corporation lawyer who had put together AT&T and who was the chair of the newly organized board. The board consisted of four members from the old board, one from the Commission on Industrial Education and four new members. William Orr, principal of Springfield Classical High School, was made deputy commissioner for general education, and Charles Prosser, a graduate of DePauw with a law degree from the University of Louisville, was appointed deputy for technical education. The commissioner would personally supervise the normal schools.24

David Snedden held degrees from both Stanford and Columbia and was a well-known figure in the field of education, although many of his views would prove to be controversial. As a disciple of Herbert Spencer, he opposed the concept of a liberal arts curriculum in the normal schools. Rather, Snedden emphasized efficiency and promoted teaching the knowledge, attitude and skills necessary to shape the individual to predetermined social characteristics. Subjects such as sewing, gardening and a wide range of vocational skills should make up the bulk of the curriculum.25 He believed such a program would make the rank and file of the population vocationally useful and socially responsible.26

As a result of this practical emphasis, Fitchburg, Framingham, North Adams, Salem and Hyannis were instructed to introduce courses in household
arts, manual training, gardening, basket making, chicken raising and commercial arts. Bridgewater was directed to expand the technical courses it had always offered. As his biographer Drost writes, “Snedden saw the Normal School student as a person of 'distinct social limitations' and of 'only average capacity for original work and abstract thinking.” Brown also notes a degree of gender bias, since most normal school students were female, and there was a belief that women lacked the biological or mental basis for some subjects such as math.27

As part of his plan, Snedden pushed for an increase in the number of vocational schools. While in 1908 there were six, by 1912 that number had grown to 40.28

Snedden also is remembered for some even more drastic proposals – including his idea to sterilize the masses and allow large families only to the upper classes. However, this proposal came about after he had left Massachusetts. Ultimately, his education policies drew a reaction from critics such as Frederick Jackson Turner, historian; William Bagley of Columbia, educator and editor; and John Dewey, an influential education reformer.29

Given his views, it might be assumed Snedden would have engaged in numerous battles with the normal school principals, yet surviving evidence indicates that he worked more closely with the principals than might have been anticipated. Of course, Boyden’s involvement with the nature study movement was similar to Snedden’s emphasis on gardening. The commissioner and his wife went out of their way to socialize with the administrators. On one occasion, Geneva Snedden invited Boyden and his wife to lunch at the Hotel Bellevue. Mrs. Snedden indicated that she and her husband were hoping to have the privilege of getting to know the principals and their wives better, and if Mrs. Boyden could attend, she invited her to come out to their Brookline home in the afternoon.20
Snedden also held a series of Saturday conferences with the principals and all faculty of one of the school’s departments. The meetings took place in Boston at the Ford Building where the board of education was then housed. Geneva Snedden, her oldest daughter and one of the principal’s wives served refreshments. These meetings served as an opportunity to open lines of communication and for the commissioner to push for his reforms, but similar meetings became a permanent fixture even after Snedden left office.31

One of the new commissioner’s goals appears to have been an attempt to bring a more centralized approach to normal school administration, something that the original board had occasionally attempted but with mixed results. As part of this effort, E.C. Baldwin was appointed a special agent to direct business operations. His duties were to oversee the physical plant, to superintend expenditures and to ensure that each school’s accounts were properly maintained. The state auditor and business agent installed a uniform system of accounting whereby all receipts for tuition, sale of supplies and board were paid into the state treasury.32

One immediate impact of these changes was to lessen the authority of the visitors and then to eliminate the institution altogether, an enormous change given the visitors’ previous degree of control. In March 1910, all of the visitors’ previous powers were conferred on the commissioner: “All official communications from the principals of the normal schools or from others relating to normal school matters should be addressed to the Commissioner.” A visiting committee was retained for each school, but between 1910 and 1919, the commissioner possessed all executive authority. In 1919, a Department of Education was established with a Division of Elementary and Secondary Education and Normal Schools.33
One negative impact of these changes for the historian is – since there were no visitors – the data provided about each school became much less detailed. The principals provided information to the commissioner who, under state law, still had to present his report to the Legislature. However, since he selected the material he wished to highlight, the reports paint a much sketchier picture of each campus. This problem increased over time as the reports became almost entirely statistical with very little narrative.34

Although details remain murky, the state had maintained an education museum, which might have preserved more historical documentation had it not been disbanded in May 1909. Furthermore, on motion of Albert Winship, Secretary George Martin was instructed to return as much of the material as possible to the normal schools. Additionally, the secretary was authorized to destroy such board correspondence as had no permanent value. While the board’s minutes are intact, the fact that the state archives contain little correspondence seems to indicate that this latter instruction was implemented very liberally.35

Paradoxically, while the commissioner was committed to centralization in some areas, he often solicited faculty input in policy development. In fact, another reason for holding conferences with principals and their staffs was his belief that they possessed a large amount of knowledge and experience that could be made available to their colleagues in other normal schools.36 One such initiative was the framing of a course of study for rural and village schools, where Snedden believed most teachers would still begin their careers. In March 1911, Boyden received a list of the committee members and their areas of responsibility.37

A number of Bridgewater faculty members were tasked to serve, including Anna Brown, Charles Sinnott, Brenelle Hunt, Fanny Comstock, Elizabeth Gordon and Clara Prince. Despite his reputation as a zealous reformer, the commissioner made it clear he was sensitive to the burden this might create: “I trust that your teachers will not feel that this committee work is an excessive tax on their energy or time. I hope that they will not feel hurried inasmuch as I am chiefly concerned that in a year or two we shall be able to show some results.”38

The commissioner and principals also drew up standard guidelines for faculty workload, which was quite high by modern standards. The standard teaching period was defined as between 40 and 45 minutes with departures from the norm allowed in such areas as manual arts, physical training and laboratory work. Teachers were limited to 30 recitation periods, which amounted to 22.5 hours of teaching per week. Supervision, consultation and preparation for laboratory work could be counted toward teaching hours, and principals were given discretion to make adjustments for library work, excessive correction of papers and outside supervision. Sections should not exceed 30 students, although exceptions could be made for subjects such as gymnastics and chorus singing. At Bridgewater, 11 faculty members taught 20 to 22 periods a week, while six taught between 14 and 19.39

Snedden was also sensitive to the salary inequities that existed in the normal schools. He noted that the salaries paid the principals were a uniform $3,000, and that the amount had not been raised in the previous 20 years. Male faculty members, with one exception, were paid a maximum salary of $2,300, while female faculty salaries, also with one exception, were set at a maximum of $1,500. In actuality, nearly half of the men received less than $2,000 per year and women less than $1,100. Massachusetts principals’ salaries were generally far below those of other states, particularly since the common-
wealth’s principals had to assume additional duties such as managing the dormitories and training schools, duties that were generally not required elsewhere.

To effect a remedy, the commissioner recommended setting salaries according to the size of the schools and the principal’s responsibilities and adopting a system whereby principals could look forward to gradual increases in compensation. A certain proportion of the faculty should also look forward to higher salaries if their work was satisfactory. Based on these recommendations, a proposal was made to raise principals’ salaries at Bridgewater, Fitchburg and Salem by $500 and at Hyannis and North Adams by $250. In April 1912, the board raised Boyden’s salary to $3,500 retroactive to December of the previous year.

Another proposal to compensate teachers called for paid sabbatical leaves in emulation of the system in effect in colleges and universities. Such a system was eventually adopted, granting sabbaticals every seven years.

A number of curriculum changes took place during Snedden’s tenure. It was decided that after March 13, 1914, no additional students would be admitted to the four-year course at Bridgewater unless they could finish by June 30, 1917, at which time the program would be discontinued. The board made this decision without a public hearing.

In conjunction with this decision, the two-year course was designated solely to prepare students to teach in the first six grades. This limited students at Hyannis, Westfield, North Adams and Lowell to elementary school preparation, while the larger schools retained their three-year course to prepare their graduates to teach in the upper grades. The smaller schools saw not only a decline in enrollment, but also diminished prestige. Eventually, the elementary course was expanded to three years.
but by that time, the disparity between large and small schools had widened even further.\\textsuperscript{44}

The board also examined Bridgewater’s three-year kindergarten-primary course. They determined to retain the current course, since it was functioning in the vocational manner favored by the commissioner without any additional cost to the school.\\textsuperscript{45}

Also, an effort was made to have each school specialize. This did not mean that other schools had to abandon all of these areas, but Worcester would specialize in kindergarten education; Salem, commercial subjects; Framingham, household arts; Fitchburg, practical arts; Lowell, music; North Adams, correspondence courses; Hyannis, summer school; Westfield, elementary programs; and Bridgewater, Worcester, Fitchburg and Salem, the upper grades (junior high).\\textsuperscript{46}

The idea of a normal school strictly for men was also revived. The board believed that while the current institutions had been fairly successful in training women to enter elementary teaching, the same could not be said for men. Many foreign countries had separate schools for the sexes, and the board recommended establishing such a school in Massachusetts. The intent was to train more men for elementary education and also to lay the foundation for their future service as supervisors and administrators.\\textsuperscript{47} The commissioner strongly favored the idea, and some preliminary steps were taken to acquire land in Worcester. However, the concept was not pursued any further and was eventually abandoned.\\textsuperscript{48}

On the Bridgewater campus during Snedden’s time as commissioner, two building projects were underway: a new dormitory and a greenhouse. In December 1909, the board instructed that immediate steps should be taken to replace the antiquated Normal Hall. The commissioner was told to investigate and report the exact form a new facility might take as well as to ascertain what additional fire protection was required. As noted, fear of fire was a constant theme both for the old wooden buildings as well as the new brick structures.\\textsuperscript{49} Snedden informed Boyden of the board’s actions and added that he hoped to visit Bridgewater as soon as he could.\\textsuperscript{50}

At the next month’s meeting, the chair of the visitors (they were not disbanded until the following year) was tasked with forwarding estimates for fire-escapes as well as any other safety items that might be required. By May, contracts were signed for fire-escapes on the Bridgewater dormitory.\\textsuperscript{51}

One complication in building the new dormitory was that Normal Hall would have to remain open during construction, since it would not be possible to provide adequate lodging if large numbers of students had to be displaced. The new facility would contain 75 double and 12 single rooms and cost just under $145,000, including heat and furnishings. The board ultimately requested $175,000, since a new power plant was added to the request.\\textsuperscript{52}

Once again, the Joint Legislative Committee on Education visited Bridgewater and, in April, reported favorably on the project. However, as had happened in 1890, the Legislature engaged in its usual wrangling over such a large expenditure. In this latest battle, Representative Norman White, the chair of Ways and Means, opposed the construction, while Representative Kinney of West Bridgewater made an impassioned plea about the possible loss of life in a fire. After a spirited debate on the House floor, the measure passed by a vote of 54-39. The governor signed the bill in June.\\textsuperscript{53}

As had been done previously to make the project more palatable, the board spread the expenditure over a two-year period. The \textit{Independent} praised the decision and cited the jobs that would be created over the next couple of years.\\textsuperscript{54} In July, the executive committee was given full powers to purchase land,
sell the old buildings, clear grade and excavate the site, employ architects, dispose of the old boilers and machinery and execute contracts.55

The board also authorized the principal to remove the old Woodward dormitory and the former science annex and cottage to a convenient site on state-owned land at a cost not to exceed $250. This task was completed by early September, although an additional sum of $340 was eventually provided to broaden and strengthen the foundation.56

The new facility, known as the New Dormitory for Women, was immediately filled to capacity when it opened in December 1911. The commissioner noted in his 1912 report that the time had arrived when the board should place a limit on the numbers of students in each school and also in any one department. Periodically, these limits might have to be raised, but this should only be done if there were buildings and faculty to accommodate any increase.57

Normal Hall was not immediately torn down upon the opening of the new Woodward Hall, even though it was in such a dilapidated condition that the third and fourth floors were condemned. The bottom floors were utilized on a limited basis for housing and administrative purposes, and a committee was established to investigate the building of a refectory and dormitory on the site.58 By January 1915, a request for $237,000 was prepared for submission to the auditor’s office and the Legislature. As usual, to make the amount more palatable to the Legislature, Bridgewater planned to expend $80,000 in 1915 and $149,000 in 1916. An architect and engineer were employed, and a committee was appointed to approve plans and specifications.59

Once the plans were approved – and with the New Dormitory for Women fully operational – it was possible to quickly demolish Normal Hall so construction could commence. J.W. Bishop of
Worcester was awarded the contract, and the work was set to begin as soon as he could get his crew on site; he also planned to hire a number of local workers. Site preparation actually began in January with the Independent reporting that dynamite was used to tear up the frozen ground.60

The new building opened in 1917 and was the last structure added to the campus before the 1924 fire necessitated a major rebuilding effort. Only a Herculean effort saved it from destruction during that disaster, which consumed three nearby structures including old Tillinghast Hall. New Tillinghast Hall still houses faculty offices and one of the campus’ major dining halls, which was newly renovated in 2009.61

The board not only built new facilities, but also turned its attention to which expenses were the responsibility of the state and which should be borne by students. The board developed a policy requiring the state to pay for supplies consumed within the school. In the future, the cost for any supplies useful to students would be the responsibility of the students. Any damage to books, supplies or glassware was declared a student expense.62

The state also established a fee schedule for both students and faculty who resided in the dorms. By 1913, students were paying $160 per year for board, lodging and laundry, while non-residents could eat in the dining hall and have their laundry done for $120. Faculty members were charged $190 for a single room and $220 for a double and were charged $120, the same as students, for dining privileges. These fees gradually rose over time.63

As noted previously, Albert Boyden had given the state one and five-eighths acres of land situated on the easterly side of Park Avenue to be used for a
natural science garden. If, at any time, the state did not maintain the garden for a two-year period, then the land would revert to his heirs. The former principal pointed out that the best normal schools in the West had such gardens. Indeed, above and beyond providing a natural lab for outdoor biological study, the gardens would provide opportunities for students to learn landscape design for school grounds’ beautification and for the development of home and school gardens. Additionally, students could study the birds and insects living on plants. The board accepted his generous offer, and in 1911, he added an additional half acre around which the garden’s fence could be extended.64

In 1910, Mrs. Elizabeth Richmond Case Stevens, Class of 1872, donated $4,000 to the school.65 The money was to be used for the construction of an 84-foot greenhouse. To make full use of the new facility, the school organized courses in practical botany and horticulture under the direction of Flora L. Davis and Louis C. Stearns. The two also offered courses in nature study, school gardens and agriculture. Seedlings were started in the greenhouse and then utilized to beautify the grounds. The students received these courses so enthusiastically that they organized a garden club.66

One of the major highlights during this period was the celebration of the 75th anniversary of Bridgewater’s founding. Festivities kicked off on the evening of June 18, 1915, with faculty and students providing a reception for the normal association officers. Ironically, Albert Gardner Boyden did not live to witness this landmark event, having died a few weeks earlier on May 30. As part of the festivities, the glee club presented musical selections, and the dormitories held open houses. Later, school songs were sung and musical presentations were provided as guests gathered around the illuminated quadrangle.67

Bridgewater unveils paintings on walls of Horace Mann Auditorium during graduation ceremony

In his commencement speech, Boyden notes that Bridgewater had provided 200 normal school teachers as well as 35 normal school principals working in 17 states and 5 foreign countries

Frill Beckwith leads students on a European art tour through France, Germany, Holland, Belgium and England

BOE mandates a three-year elementary course

First meeting of dormitory councils takes place in Woodward Hall

MA normal school students are required to enroll in a 3-year course (as recommended by the BOE in 1920)

MA Legislature agrees to college status for normal schools and designates all normal schools as state teachers colleges, each headed by a president rather than a principal

Bridgewater becomes Bridgewater State Teachers College; Principal Arthur Clarke Boyden becomes President Arthur Clarke Boyden
The next day, Albert Winship presided over the formal ceremony. Former Secretary George Martin, given his experience dealing with the problems and achievements of teacher training, spoke on “Bridgewater’s Spirit and Influence.” Dr. David Felmley, president of Illinois Normal University, also gave an address on “Bridgewater and the Normal Schools of the West,” which demonstrated Bridgewater’s influence not only on the normal university, but also on other western normal schools.68

Historian Brown notes that the previous year Commissioner Snedden – wishing to emphasize his own vocational changes rather than a glorious past – had ordered Westfield to downplay its 75th anniversary celebrations; clearly, his position had changed. The commissioner not only attended Bridgewater’s festivities, but also addressed those gathered.

The faculty had organized a series of exhibits demonstrating the latest work in both the normal and training departments. The exhibitions were accompanied by a historical pageant composed of five scenes tracing the major developments in Bridgewater’s history.69 The commissioner was effusive in his praise and wrote to the principal, “I am not an expert with regard to pageants, but as an observer I want to say that what was done last Saturday at the Bridgewater Normal School far surpassed, in general conception and in smoothness of rendition, any pageant that I have ever before seen.”70

Congratulations also poured in from every state superintendent of education and from normal school presidents from Maine to California. Many prominent educators, including William Bagley and Ellwood Cubberley, sent their congratulations. Frank Murdock wrote, “Just a line to congratulate you on a complete, beautiful, and truthful representation of the past and present activities of our Great School.” Bridgewater’s standing in the world of teacher education remained high.71

In 1916, David Snedden resigned as commissioner and was replaced by Payson Smith, who was the state superintendent in Maine.72 Smith was given a salary of $6,500. Boyden sent a letter to Snedden to which the commissioner replied, “I feel exceedingly grateful to all the educators and others in Massachusetts who have cooperated so willingly during my work here.” This correspondence once again undercuts the idea that Snedden’s policies caused bitter enmity with the normal school principals.73

In any case, the education establishment was well acquainted with Snedden’s replacement. Boyden was quick to congratulate Smith on his appointment, and the newly appointed commissioner responded:

> I cannot tell you how much I am helped in the facing of new responsibilities by letters like yours of May 1. You make me feel that I am passing into new associations that are to be pleasurable and inspiring. I foresee I shall stand often in need of your wise advice and sympathetic cooperation.

Albert Winship wrote to Boyden, “The brightest day in many a year was that in which the board elected Payson Smith.”74

To assist him, the new commissioner chose Frank W. Wright, superintendent of schools in Uniontown, Pennsylvania, as deputy commissioner; Burr F. Jones, the Amesbury superintendent, as agent for elementary schools; George Varney as business agent; and Robert Bramhall as head of the Teachers Registration Bureau. A new budget system, which standardized estimates for maintenance and any new projects, was set in place. Smith became the conduit through which the principals channeled budget requests to the finance commission and legislative committees.75

The 1918 Constitutional Convention laid the groundwork for further centralization of the
commonwealth’s education functions. Legislation authorized the governor to appoint both the commissioner and an education advisory board that he chaired. Deputy Wright was made director of the normal schools, which, in effect, gave full control of the schools to the commissioner. The much less centralized system begun in 1840 had undergone a rather radical change during the decade from 1909-1919.

In connection with this change, the board established a standard set of rules and regulations for the normal schools. The principals were required to make recommendations to the director, who would then transmit them to the commissioner for final action. The commissioner, with the advice of the advisory board, was tasked with appointing the principals to carry out the policies and govern the institutions.

Principals were given authority to recommend instructors, teachers and other employees, each of whom would be appointed by the commissioner subject to the civil service laws. The commissioner reported to the advisory board the names, qualifications and salaries of those hired. Subject to civil service regulations, the commissioner could remove a principal or teacher, but such dismissal would not take effect until the case was presented to the advisory board and the individual was allowed to present his or her defense.

The commissioner even had a role in curriculum development, due to the fact that detailed courses of study were to be prepared under his general direction and printed in the annual catalogues. New classes would be admitted only at the beginning of the fall term, and by October 15, the principal had to submit a complete list of students along with duplicate scholarship record blanks. Students completing the course were awarded a diploma, while those finishing a partial course were awarded a certificate. If a student’s work was unsatisfactory, the principal notified the parent or guardian and the student could be dismissed with approval of the commissioner. Students could be dismissed for misconduct, but within three days, any case must be transmitted through the director to the commissioner for final action.

Fiscal matters were also addressed. The principal was placed in charge of the dormitories and could appoint a matron for general oversight of the facilities as well as the kitchens, dining facilities and laundry. The principal was also authorized to provide a lunch room and appoint a person to oversee its operation. Estimates for the fiscal year beginning in December must be in the hands of the director by the previous July. Any plans for summer sessions, special conferences and lectures must be submitted through the director for the commissioner’s approval.

The board also set policy in other areas. The school year was defined at 38 weeks and could not commence before September 1 or end later than July 1. Sessions were set at no less than five hours per day, five days per week. Vacations were to coincide with the local school vacations in order to better accommodate practice teaching. This vacation schedule continued at Bridgewater well into the 20th century. A cap was set on the number of first-year students admitted. At Bridgewater, no more than six freshman sections with a maximum enrollment of 30 students each were allowed. Two sections of junior high students were also authorized for a total of 60 students.

Grades and class rankings were also established, beginning a process still in use today. The grade scale was A, with honor; B, with credit; C, acceptable; D, unsatisfactory; and F, failure. The criteria for grading was also established and included professional attitude, teaching ability, methods
of work, initiative, attitude toward tasks, cooperation, written tests at least once per semester, special assignments and notebooks. Numerical values were assigned to each grade, which was divided by the number of hours of work to come up with what would today be called grade point average.

The board required that scholarship and rank be recorded at the end of every semester. Deficiencies might be made up by repeating a course, by attending summer school or by achieving subsequent success in teaching. Students lacking in the abilities needed to teach should be advised by faculty to withdraw, and if they did not take the advice, they could be dismissed. Absences were strictly regulated, and students were warned that the only excusable absences were those they might ask for while employed as teachers and for which they would be willing to forfeit wages for the absence in question. No diploma would be awarded until all work was completed, and a C or better must be achieved in at least 60 hours of completed work.79

The board also revisited admissions requirements. They reaffirmed the long-standing policy that men must be at least 17 years old and women at least 16. Applicants must be high school graduates in good physical condition and must have solicited a letter from their high school principal, who was to provide their academic record and a rating of several personal characteristics. Fifteen units of high school work were required (a unit being defined as a full year study of a subject). Three units in English were mandatory; other units could be selected from a list of subjects in social studies, science, foreign languages, mathematics and commercial studies. After 1923, American history and government were also mandatory. Students with an A or B in a subject could submit the unit by certification. Students with less than 10 units had to take either exams in individual subjects or four comprehensive exams. The entrance exams were administered in June and September.80

Some major curriculum changes took place as well. Although the four-year course had been eliminated, there was an almost immediate effort to revive it in conjunction with the new junior high school movement. A study by the Massachusetts High School Master’s Club found that 24 towns, between 1895-1918, had either organized or were organizing some sort of junior high school. The masters admitted some objections to the spread of junior highs, including increased distance for student travel, higher costs to the taxpayers and concerns that significant differentiation of courses should not be made at such an early age. Nonetheless, they concluded that the advantages far outweighed any possible disadvantages.81

Payson Smith directed four schools, including Bridgewater, to develop training courses for junior high school teachers. Chester Stacy, a Bridgewater faculty member, conducted a study of how Bridgewater might adapt its curriculum to the new program. In 1918, a three-year junior high curriculum was finalized. The first year established a professional foundation in the curriculum and required direct observation in the training school. The second year branched out into junior high school subjects and methods as well as certain electives accompanied by more practice teaching. In the third year, students were divided into departmental groups and provided opportunities for apprentice teaching as well as the study of the psychology and pedagogies judged effective with adolescent youth.82

In 1920, the state’s junior high principals also held a three-day convention in Bridgewater to discuss mutual challenges. These conferences continued annually and, eventually, added senior high principals, since the issues they faced were so interrelated.83
The following year, a committee, appointed by the department of education, prepared a booklet titled *Organization and Administration of Junior High Schools*. Principal Boyden represented the normal schools on the committee. The pamphlet became a standard for the principles and procedures of junior high school education and was widely used not only in Massachusetts, but also in other states.84

Along with calls to lengthen the course to four years, a movement to award a professional degree was afoot. In 1918, the Legislature appointed a special commission on education to survey the commonwealth’s education system. One means of achieving this was a recommendation to establish a state normal college to offer a four-year program and to award a degree to its graduates. Since Bridgewater was the largest school, it probably would have been designated the four-year college if the state had chosen to move in that direction at that time.85

The biennial convention of the alumni association also favored a four-year college as did the Schoolmasters’ Club. The two groups appointed committees to work together and to assist the Legislature in any manner that might prove feasible. The department of education appointed a committee to look into lengthening the course; Arthur Boyden and William Aspinwall, the principal of Worcester, served as committee members.

The committee issued a report in April 1920 recommending that all students entering the state’s normal schools in September 1921 be required to enroll in a three-year course, a proposal that was not implemented until 1930. They also recommended that this new course contain collegiate level offerings, particularly in history, English, literature, science, sociology, modern languages and mathematics. Most of these suggestions were incorporated into the four-year course.86

The committee urged these changes on the grounds that they would attract a higher caliber of student and give the normal schools the same prestige colleges enjoyed. Attached to the report were statistics from normal schools across the country, each of which had offered the four-year course and most of which had seen enrollments hold steady or even increase. All but six of the institutions listed granted the bachelor’s degree. In Missouri, the schools had all been converted to state teachers colleges. While Massachusetts had once been a pioneer, the state was now scrambling to keep up with current trends nationwide.87

The superintendents of schools were also polled at their annual meeting, and they almost unanimously supported the recommendations. The process to convert the normal schools to colleges began when a law – passed and signed by Governor Cox – mandated that beginning in September 1921, the state would offer a four-year course leading to a Bachelor of Education. The board made the degree effective as of June 1923.88 The legislation provided that graduates of the two- or three-year courses could be admitted to Bridgewater and Worcester to complete their degrees. Graduates holding a diploma might receive credit for work at a collegiate level, but at least one year in residence would be required for a degree to be awarded. A circular spelled out a list of tentative courses leading to the degree.

In spite of the changes, only one faculty member was added at Bridgewater in the new department of history and sociology. As was often the case in Massachusetts, the state was not willing to increase spending to fund a new program and was even attempting to cut overall education funding in the 1920s. In 1922, two degree candidates enrolled, but by 1933 that number had grown to 109, demonstrating that the degree course was quite attractive to students.89
Another new program was the teacher-librarian course that commenced in September 1917. At the time, many high schools were developing their own libraries, but very few employed trained librarians. The program focused on children’s literature, methods of selecting children’s reading, proper books for children, the use of reference books and magazines for professional reading, library organization and library lessons for different grades.

With the reintroduction of the four-year course, library instruction became a separate division, preparing students to organize and oversee libraries in junior and senior high schools. In 1922, the course was reorganized and developed along the lines suggested by the Massachusetts Division of Libraries. The course material focused on the organization and use of a school library according to modern classification; teaching students the use of a library; development of reference material; study of children’s literature; and teaching children in the upper grades to use a library in history, literature and other subjects.90

By this time, the Bridgewater library housed over 12,000 volumes, which were mostly scattered throughout the departmental libraries. A number of representative books were gathered into a curriculum library used for teaching purposes, and a specially trained normal school librarian was hired. In 1928, when the librarian course became one of the four-year offerings, added emphasis was placed on school administration. One problem that always plagued normal school libraries was less than adequate monetary support, a problem which was partially alleviated by gifts from alumni.91

Art also continued to be an important subject for elementary school teachers, but with the appointment of Royal B. Farnum as principal of the Normal Art School, more centralized direction was given to art education. Regular conferences were held in an effort to standardize curriculum, and exhibits of normal school art were frequently held in the Boyden gymnasium. While much of the work still focused on practical art, courses were added in art appreciation and the history of art.92

Physical education, which had long played an important role in the curriculum, also gained increased prominence, particularly after a 1921 law made indoor and outdoor games and athletics mandatory in all of the public schools. Also, physical education was centralized with the hiring of Carl Schrader, who had taught at the Sargent School of Physical Education as supervisor and Louise French as his assistant.93

This renewed emphasis on physical activity resulted in a flourishing of athletic teams at Bridgewater. Baseball, basketball and football were available to male students. Teams posed for photographs in the Normal Offering in the same way they do for modern yearbooks. A photo of the 1908 baseball team featured Lester Lane, a Hingham High School graduate. Lane served on the advisory board of the Normal Athletic Association from 1909-1910; captained the baseball team and served as class president from 1910-1911; and served as auditor of the Normal Club and chaired the social committee from 1910-1911. After teaching in Newton, Hull and Hingham, he returned to the town of Bridgewater where he served as athletic director from 1929-1945 and also coached baseball, basketball, football and track. In 1972, he was inducted into the Massachusetts Football Coaches Association Hall of Fame. One of the fields at the town’s athletic complex is named in his honor.94

The baseball team played a variety of opponents from both colleges and high schools. In 1916, the schedule included games with Wentworth Institute, the Boston YMCA’s Engineering School, the Providence “School Stars” and the Rockland Collegians.
The Bridgewater Independent faithfully reported game highlights. A reporter described a 1912 game with Boston University as dull and uninteresting, because of the many errors committed. BU won, although Lester Lane and Harold Blake played an outstanding game in the field for Bridgewater.95

Basketball was also a popular sport reported in the local paper. One of the significant members of the 1923-1924 team was Harold “Hap” Goodnough. During his time at Bridgewater, Goodnough was an outstanding athlete who continued his career as a teacher and coach. He later served as a scout and member of the front office staff for the New York Mets and received a World Series ring when the Mets won the championship in 1969. A “goodwill ambassador” for the Mets, he traveled the country delivering inspirational talks about baseball and his own career. In 1976, he was the convocation speaker at his alma mater.

Football was always a more problematic sport because of the number of players it took to field a team. However, since most players played on both offense and defense, it was not necessary to carry as many players as in the modern age of specialization. The game dates back to the 19th century, and photographs of early teams have survived, the 1892 team being an example. Football was played with very little equipment and few rules, the object being to push and shove your opponent; the days of the forward pass and a sophisticated running offense were yet to come. While weight obviously was important, most of the Bridgewater players were of rather modest height and weight.

Edward Curran, Class of 1901 – who later witnessed games played in front of 50,000 fans by New York City schools with their players outfitted with thousands of dollars worth of equipment –
recalled his Bridgewater experience “when the team had but one face 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.”

While Bridgewater normally had enough men to field a team, such was not the case in 1910 when the season had to be canceled. In 1911, a notice appeared for all men to report at noon to room 11. Sixteen men answered the call, and a team was formed. They actually won all five games they played with Plymouth, Weymouth and Brockton high schools, Durfee Textile and Salem State Normal School. The rivalry with Brockton, always a football powerhouse, and the local high school could be quite spirited.

In 1922, concern again surfaced that a team could not be formed, but the Independent reported that the new four-year degree program had brought more men to campus. Twenty-two men, including three players from the previous year’s Bridgewater High School team, were available for the team. The rather informal nature of the program is apparent, as the paper added, “A coach will be selected soon.”

In 1927, the football program was terminated, giving way to soccer. Football was not reintroduced until 1960 when Ed Swenson, who also served as athletic director, assumed the position of coach. Coach Swenson had great success in reviving the sport, and the university’s football field is named after him.

Female students played basketball, tennis and field hockey. The basketball games were largely intramural but, nonetheless, spirited. Teams wore distinctive colors, which were also worn by supporters. In 1902, Albert Boyden impartially donned the colors of three or four different teams. Historian David Wilson notes that athletic contests allowed more informal mingling of men and women students than was usually permitted under the stringent nonfraternization policy. There is even a tantalizing reference to a women’s team, the Defenders, playing a men’s team called the Section. The women apparently won. Before the building of the Boydens, Father and Son: Arthur Clarke Boyden 1906-1933

The women apparently won. Before the building of the Boydens, Father and Son: Arthur Clarke Boyden 1906-1933 new gymnasium, the games took place in the basement of the normal school building, but the building of the new gymnasium provided a state-of-the-art facility.

Tennis was quite popular, and an 1895 photo of the women’s tennis team shows the young women dressed in white blouses and long skirts and wearing black berets that were apparently part of the standard uniform. This was another sport in which males and females could compete together. An announcement calling for payment of dues to compete in a tournament listed singles, doubles and mixed doubles as among the options available.

Women also played field hockey, and in the 1920s, the Women’s Athletic Association was formed. Clara Armstead, president of the association from 1927-1928, led the members at every meeting in reciting a poem that praised women’s athletics:

At B.N.S. there is a club,  
That’s known as W.A.A.  
It takes in all the Normal girls  
And helps them every way.  
In Scholarship and Sportsmanship,  
She sets them standards high,  
She does not scorn who fall behind,  
But urges them to try.

In keeping with a growing scientific trend in education and in conjunction with new methods in psychology, standardized tests became a tool to try to assess potential academic success. E.A. Kirkpatrick of the Fitchburg Normal School directed a study aimed at determining whether high IQ scores
correlated with academic achievement. All students entering a normal school were administered the test in 1920-1921. However, after several years of testing, the conclusion was reached that while high scores might hint at academic achievement, there was no absolute connection between the two. These findings echo a similar modern debate about the value of SAT scores in predicting academic success. In addition, achievement tests were administered in mathematics, language, history and geography. In these cases, high scores did seem to be more predictive as to how students fared in those subjects, and the results allowed the grouping of students by ability.  

At a training school conference held in 1922, Brenelle Hunt, the principal of Bridgewater’s model training school and an instructor in psychology, reported on the use of standardized tests in the elementary grades. Tests in reading and arithmetic were administered at the beginning and end of the school year, providing a much clearer picture of student abilities and facilitating the placement of students with similar abilities together in the first grade. Hunt also reported to the normal school pupils on the results and interpretations of the IQ scores.

One change the board made – which probably seemed minor at the time but had long-term ramifications – was the decision to introduce an incidental fee of $10, effective September 1, 1925. The board had previously reiterated its policy of free tuition for residents who became teachers and tried to make it clear that this fee was not to be considered tuition. However, this charge eventually opened the door in the 1940s to introducing tuition, although not without litigation that questioned whether the state was reneging on a contract. By 1932, the fee had risen to $25 per semester, and in 1933, the policy of providing free textbooks and supplies was discontinued.

Arthur Boyden's time as head of Bridgewater was marked, as his father’s era had been, by a major war, in this case World War I. Europe was plunged into this conflict in 1914, although the United States did not enter the war until 1917. While the war’s overall impact on the normal school was probably not as severe as that of the Civil War, its presence was felt. According to the principal, 57 Bridgewater graduates saw service, and four were killed. Among the dead was Armenag Chamichian, who graduated in 1909 and then received his MA from Harvard before returning to Armenia, where he became the principal of the Cicilian School in 1912. He hired two Bridgewater graduates, who had studied at Harvard and Columbia respectively, but the education innovations he anticipated were cut short by the war's outbreak. Chamichian was eventually taken as a prisoner of war and sent to a deportation camp in Mesopotamia where he perished.

Another Bridgewater casualty included Robert Pellisier, Class of 1903, who went on to earn an MA and PhD from Harvard. Hired as an instructor of romance languages at Stanford University, he enlisted in the French army and was killed at the Somme in 1916. His classmate Jesse Matosian, Class of 1903, and Harold Blake, Class of 1913, also died.

Student reminiscences from this period often reference the war. Elizabeth Whelan vividly remembered the speech given to her Spanish class by Professor Franz Kirmayer on the day the United States declared war on Germany. Zita Foley recounted the cancellation of the graduation "prom," since very few young men remained in the school. Only two students attended graduation, and Boyden had to mail the diplomas to the rest.

Students were encouraged to do their part. In 1918, the dormitory students organized into a normal school section of the Red Cross, combining both war relief and Red Cross work. Classroom
instruction placed additional emphasis on current events, and school organizations that charged for programs channeled their profits to the war effort. Female students were allowed to knit items for the war effort during class, and extracurricular activities were greatly curtailed.107 Bridgewater collected over $1,900, a huge sum of money in that period, toward Relief Funds for America. Mary Kirkton remembered serving as chair of a committee for "Near East Relief." Students did chores for each other to raise money and even gave up going downtown for ice cream at Casey’s Drugstore.108

Bridgewater also contributed to the war effort by growing fruits and vegetables in its greenhouses. A list of the produce was sent to the director of the normal schools, Frank Wright, who thanked Boyden for these efforts. In that same vein, the school held meatless Tuesdays and altered the menu, substituting chicken for beef.109

Students reacted joyously on November 5 when the blowing of a steam whistle supposedly announced the war’s end. The announcement proved to be premature, but when the conflict ended on November 11, a holiday was declared; students joined civic organizations in a parade through the town.110 On April 18, 1920, Principal Boyden delivered a major address, “War is the time of testing of a nation and people,” at a memorial meeting held at the town hall. Boyden noted how appropriate it was to hold such a memorial in the month of April, since war had been declared on April 6, 1917, and many other prominent events such as Paul Revere’s ride, the firing on Fort Sumter, the Confederate surrender at Appomattox and Lincoln’s assassination had also occurred in that month. He then presented certificates issued by the French government to relatives of those Bridgewater citizens who had died in the war.111

The normal school was also hit by the 1918 flu epidemic that occurred in the fall. The stream of patients to the school nurse was so great and was so taxing to the hospital ward that all who were ambulatory and lived within easy commuting distance were sent home. After three weeks of classes, Boyden closed the school, which was not reopened until October 28.112

With the war over and the male student population once again increasing, Bridgewater’s future appeared bright. The transition from father to son as principal had proceeded smoothly. The school was the largest of the state institutions and seemed to be moving toward a designation as a state teachers college. However, this was all about to change when, on December 10, 1924, the campus suffered a devastating fire that destroyed a number of buildings and precipitated what was probably the most severe crisis in its long history. The fire also threatened a number of nearby houses. The Unitarian Church that stood on the opposite side of School Street was saved only by an enormous effort by parishioners and firefighters.

Fire was hardly an unanticipated threat in the late 19th- and early 20th-century America. In February 1916, a potentially significant fire at the school, which started when an iron that was left on in the laundry burned its way through a table and ignited flammable materials in the basement, was rather quickly extinguished. The incident led to a new alarm system, which allowed the firemen on duty to blow an alarm and to start the pumps in an emergency. A new ladder truck was also stationed in the basement of Normal Hall.113

Other changes were made. The Bridgewater Independent interviewed chief engineer Thomas Annis and praised him as a strong proponent of fire safety. The methods to protect against and warn of fire included an alarm system with a number of call
boxes on each floor of the buildings. The system, in turn, was linked to the municipal fire system and to Annis’ home. A watchman was stationed at all times in the laundry, where a new state-of-the-art pump truck was kept ready in the basement in addition to the apparatus in Normal Hall. After identifying where the alarm was triggered, the firefighters could rush equipment to the nearest hydrant. Each building also contained a chute to dispose of trash into a lower room lined with zinc and backed by asbestos. Fire doors could be closed, and sprinkler systems were located in each of the waste rooms.114

Various municipal authorities conducted frequent inspections, which included the fire-escapes. After one of these inspections, Frederick Merriam of the inspection department of the district police, wrote to Boyden, “I have this day inspected the fire escapes recently erected on Normal Hall, and will say they meet the requirements of this department.”115

Three years earlier, a great fire had also threatened the town’s buildings. In December 1921, a major fire destroyed part of the Masonic building located adjacent to the town common, not too far from the site of the school. Significant damage occurred to the Bridgewater Club, the Masonic meeting rooms, and Luce and Company dry goods store. The blaze was believed to have been started by a cigarette or cigar stub and produced $3,000 in damages.116

One of the most interesting reminiscences of the normal school fire was written by Lucille Benson who, at the time, was a high school student in the Bridgewater Academy; she later enrolled in the normal school. Benson recalled being awakened by the loud blowing of the fire alarm and an ominous red glow in the sky accompanied by the sound of flying particles landing against her family’s house. As a young woman, she normally was not allowed to go anywhere near a fire, but since everyone from her home rushed to view the blaze, no one remained to prevent her from going as well.117

As townspeople approached the normal school, the smoke was so intense they had to walk backwards to prevent embers from further irritating their eyes. At one point, Benson glimpsed a prominent citizen on his roof attempting to keep his home from igniting with a bucket of water. The wind was blowing so vigorously that it carried smoldering debris as far as a half-mile away.118

The fire began in the main academic building behind the ceiling of the old gymnasium on the basement floor of the structure. The night watchman immediately gave the alarm, but the fire was difficult to reach with hoses and quickly spread up the open stairways to the roof. When the Bridgewater fire chief arrived, he quickly determined that the blaze was beyond the capacity of his department to contain and aid was summoned from Middleboro, West Bridgewater, East Bridgewater, Whitman and Brockton.119 Despite this help, a lack of water pressure rendering the pumps less than fully effective hindered the firefighting efforts. Firefighters then attempted to take water from Boyden Pond, which, to Benson’s surprise, was not the bottomless pit that legend made it out to be. While it was apparently not completely drained, firefighters also had difficulty in utilizing its water.

Benson watched in fascination and horror as the destruction unfolded. The rabbits and flowers pasted in the windows of the kindergarten rooms disappeared, and when the flames reached the chemical labs, they produced quite an explosion. It was quickly apparent that the academic building was a total loss, and efforts turned to saving Tillinghast dormitory. A fellow student, Helen Hulsman, wrote that the Tillinghast students, while aware of the destruction of the academic building, could not
believe their dormitory was also doomed: “We
dodged flaming coals as we returned for more
possessions, still thinking all would go well with
Tillinghast.”

However, the heat was so intense that it broke
windows and caused the building to ignite. At one
point, students were allowed back into the dormi-
tory to retrieve their belongings just before the
roof caught on fire, making Tillinghast a complete
loss as well. The Cottage (known also as the Science
Annex or Old Woodward Hall) was a wooden build-
ing, and there was no chance of saving it. Having
served primarily as a residence for female faculty,
it was consumed along with music instructor Frieda
Rand’s piano.

Three buildings – the new Woodward Hall, the
1917 administration building and the gymnasium
were spared. While the windows of Woodward
were warm to the touch, the dormitory and the
gymnasium were far enough away from the flames
to avoid the fate of Tillinghast; firemen blanketed
the administration building in sheets of water.
Arthur Boyden wrote, “Three powerful streams
were directed on this building, and the fact that the
building is now standing is a monument to the cour-
age and valor of the firemen.”

As often happens in the midst of such disasters,
rumors spread through the crowd. At one point, it
was believed that the principal had jeopardized his
safety by going back into the main building to save
the school records, and, occasionally, spectators
reacted with dismay to reports that a person was
trapped in one of the buildings. All of these rumors
proved to be untrue, and one fortunate aftermath of
the disaster was that there were no student fatalities.
Indeed, Boyden was struck by the manner in which
the students evacuated the dorms: “There was not
the slightest trace of excitement; everyone attended
to her own business as calmly as though it were a
daily occurrence.”122

Another interesting aftermath of the fire,
according to Benson, was the arrival of photogra-
phers eager to record the scene for posterity and get
the reaction of some of the students. Since many of
the women students were too traumatized by the loss
of their dormitories and, in some cases, possessions,
many of the female high school spectators willingly
obliged the reporters and photographers. They
played whatever roles were needed, and no one
ever knew the difference.

Numerous expressions of support and sympathy
were received. Commissioner Payson Smith tele-
graphed, “You have my sympathy this anxious day.
Am keeping in touch with situation. Hope to see
you Thursday.”123 Other normal school principals
and faculty, including James Chalmers of Framing-
ham and F.A. Bagnall of Hyannis, also pledged to
help in any manner they could. A letter signed by
Cora Newton, Frieda Rand, Martha Burnell and
S. Elizabeth Pope assured Boyden of their heartiest
cooperation and readiness to resume work in any
way that the principal deemed best.124

One event widely noted was the broken leg
suffered by Chief William Daley of Brockton. Daley
was injured when he opened a door and an unex-
pected blast of fire and smoke struck him in the
face. To escape, the chief vaulted over a railing and
expected a three-foot drop to the ground. Unfortu-
nately, he sustained his injury when he fell down
a set of concrete steps leading to the cellar.

Praise poured in for all the firefighters, with
Daley becoming a symbol of the men who had
fought the fire. Brenelle Hunt sent flowers to the
chief on behalf of the faculty and expressed appreci-
cation for his courage. When Goddard Hospital
sent a bill of $75 to the town for Daley’s hospital
stay, Roland Keith, a member of the selectmen and
a state representative, convinced the board that
while they had no legal responsibility to pay the
bill, they had a moral obligation to do so.125

On April 29, the town held a banquet for the
firefighters who had come to Bridgewater’s aid.
Among the dignitaries attending were officials
from Boston, including Deputy Chief Harry Powers.
Chief Daley was given a huge ovation when he arose
to give his remarks, and Arthur Boyden thanked the
firemen for their heroic efforts. The principal
surprised his listeners when he revealed that he had
once been a member of the volunteer firemen at a
time when the town owned only one piece of fire-
fighting equipment.126

One question that has never been fully answered
is how the fire started. Principal Boyden, along with
some newspaper reporters, immediately speculated
that rats and mice might have played a role. A lunch
room adjoined the gymnasium where the fire began,
and food left out apparently attracted rodents to
that area. They then carried food and other debris,
possibly including matches, into the warm heating
ducts. The theory arose that this material might
have ignited because of the heat, rats gnawing on
the matches or some type of spontaneous combus-
tion.127 While this may sound strange to the modern
reader, the Factory Mutual Record, a trade pub-
lication for the insurance industry, as well as an investi-
gation by the state fire marshal’s office concluded
that this was the most likely explanation, although
the exact cause will probably never be known.128
Although this was a severe disaster, previous claims that the fire generated serious discussion about moving the Bridgewater Normal School to another town are not supported by the actual sequence of events. This is not to say that a few cities and towns did not make an attempt to stake their claim if the school were to be relocated. Governor-elect Alvan T. Fuller also spurred speculation during a speech in Malden when he said that all factors would have to be considered in deciding whether or not to rebuild in Bridgewater. After his remarks generated some controversy, he quickly was forced to explain his comment and added that he was speaking as a private citizen. Taunton, Brockton, New Bedford and Plymouth all would have been happy to host the institution. However, the Bridgewater Independent reprinted an editorial from the Middleboro Gazette touting that Bridgewater was a better location, adding, “... Bridgewater Normal has won its name and fame in the quiet little town, and until a rose is actually as sweet by another name, the school will find the name Bridgewater a very solid part of its ‘good will and fixtures.’” One reason a move was unlikely was that the surviving buildings and land were valued at $750,000 dollars, almost doubling the cost of any proposed relocation.

One problem the state faced in rebuilding was the fact that the commonwealth did not carry insurance on any of its buildings. A conscious decision had been made by the Legislature and governor to cancel the school’s insurance. They gambled that it was cheaper for the state to assume the costs of rebuilding in case of a fire or other disaster rather than to spend large sums of money every year on fire insurance. With an estimated valuation for all state property at $100,000,000, insurance costs were estimated at $250,000 annually, a large amount to be absorbed by the state budget. A newspaper article tallied total state loss by fire over a 10-year period at $1,141,235.90 with insurance savings of $2,500,000, a figure which demonstrated the wisdom of the policy. However, the pay-as-you-go policy had not anticipated such an enormous loss in any one year, and Fuller called for the creation of a rotating fund to cushion any future disasters. Despite urgings that he spread the rebuilding costs over at least a couple of years, the governor added $1,000,000 to the next fiscal year’s budget.

What is remarkable is not that other towns saw a potential opening to gain the benefits of housing a state institution but the rapid manner in which the governor, commissioner and board of education decided not only to keep the school in Bridgewater, but also to resume operations on January 5, a mere three weeks after the tragedy. Great credit goes to George Varney, the business agent of the board of education, who authorized the purchase of a new smokestack to get the heating plant up and running. Once this was accomplished, heat could be restored to the administration building and Woodward Hall. Students who had envisioned missing the entire spring term were pleasantly surprised to be notified by letter that they would not miss any time at all. In an effort to facilitate reopening, the remains of the damaged buildings were quickly torn down, since they posed a hazard to the workers. Work, however, was hampered, since the campus proved to be a magnet for out-of-town spectators. One account indicated over 15,000 people had visited Bridgewater to view the disaster site. By January 2, cleanup had proceeded to the point where Grove and Maple streets could be reopened to traffic.

One dispute about the attempt to reopen the school centered on the use of prisoners from the state farm, also located in the town, in order to provide a source of cheap labor. Sanford Bates, the commissioner of corrections, authorized the prison labor and indicated he was merely helping out a
CHAPTER 4
THE BOYDENS, FATHER AND SON: Arthur Clarke Boyden 1906-1933

sister institution. In addition, the work was unskilled, which state law allowed; otherwise, no money was available to remove the debris. However, James Gould, secretary of the Building Trades Council, and Walter Pratt, representing the Old Colony district of organized labor, complained that the work required skilled labor, and was thus adversely affecting employment for union members as well as violating state law. Boyden responded that he had no control over the matter since Bates was in charge, but he did express amusement that anyone might classify prisoners as skilled laborers. The state apparently ignored the unions and continued to utilize prisoners.

Since accepted pedagogies still placed a primary emphasis on object teaching, alumni, faculty and concerned citizens rallied around to replace the losses sustained in the fire. Many paintings and statues were destroyed, and only 3,000 of the 12,000 books in the library were saved. As early as December 19, the Bridgewater Independent ran an article soliciting such items as minerals, rocks, fossils and magazine pictures of mountains, hills, geysers, volcanoes, rivers, caves and other natural phenomena. Alumni in various cities and towns began organizing, with the Stoughton-Bridgewater group taking the lead. The Stoughton alumni planned to raise money through dances, movie nights, whist parties and bazaars.

The Independent catalogued the donations received and listed individual donors by name. They promised to continue the practice in the future. Among the items received were 1,000 minerals from the Boston Society of Natural History and books from Frank F. Murdock, alumnus and former principal of North Adams. The trustees of the public library also voted to loan their mineral collection, and Salem Normal School sent desks.

Since some of the female students had lost personal belongings, benefit movies were held at the Princess Theatre with tickets sold to classmates. However, the announcement of a benefit showing of the movie “America” on February 9 and 10 with ticket sales to the general public generated some controversy as to whether this was an appropriate means to replace personal property. The newspaper assured its readers that the rumor was not true, and proceeds were to be used for the school as a whole. The theater was crowded on both nights, and between tickets, donations and candy sales, $100.48 was raised. The students thanked the townspeople for their assistance.

When the school reopened on January 5, classes were held in the basement of the Woodward dormitory and in the gymnasium. John J. Kelly, who served as dean of men and eventually president, supervised the male students in building partitions that provided for 12 classrooms in the dormitory and five in the gymnasium. A reception room in Woodward served as a music room. The partitions in the gymnasium were portable and could be removed for basketball games and social events. To the extent possible, gym classes were held outdoors and involved activities such as hiking.

Those who attended the school after the fire invariably spoke of their time in the “basement college.” Some also remembered the noise outside as the prisoners cleaned the bricks, which were estimated to be worth as much as $50,000 in salvage. Dorothy Tower wrote of the “chain gang anvil choristers.” One public speaking class composed entirely of men was exiled outside the gymnasium, since they were so loud the other students complained they could not concentrate.

Students who survived the fire noted that it seemed to draw them more closely together. Dolores Murphy recalled, “Loyalty and school spirit were
intense.” Similarly, Florence Tucker wrote, “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.” With the passage of time, some events seemed almost comical, as Murphy added, “We always regretted that we saved Giddings’ History of Sociology in the fire. We never could comprehend the vocabulary used in it.”

Students also praised the faculty, who did their best to return to normal under trying circumstances. Mary O’Hearne wrote, “... I don’t think any of the students have forgotten the diligent efforts of the faculty and principally Mr. Arthur C. Boyden our beloved headmaster for the restoration of classes in such short fashion.” The faculty, too, were certainly affected by the experience. Brenelle Hunt praised his senior psychology class as one of the best he had taught, while Catherine Moore recalled Boyden saying “… that he felt our class was one of the finest ever graduated in spite of the handicaps under which we studied.” While these classes may have been the best these instructors ever taught, one can’t help but feel that this shared experience created a bond that linked students and faculty more closely together.

While campus life did not return to normal until the new buildings were constructed in 1926, one is struck not only simply by how quickly classes resumed, but also by the quick return to some semblance of social life. As soon as January 22, students were reported to be going on a hot dog roast and skating party to Carver’s Pond. On January 26, the Winter Campus Carnival took place, and students tried out for parts in the annual Shakespeare play, A Midsummer Night’s Dream. So many students wanted to go on a sleigh ride to West Bridgewater that a second sleigh had to be procured. At the end of the ride, everyone returned to the gymnasium for dancing and refreshments. These events were all rather extraordinary given the sense of loss produced by the fire.

The town also accommodated one segment of normal school students – those who were studying science and whose laboratories had been destroyed. These students were allowed to utilize the high school laboratories; this arrangement continued for some period of time. A year after the fire, the Bridgewater Independent noted that freshman George Noone, who had been attending a chemistry class, suffered a bad sprain on his way back to the normal school when he fell while climbing over a fence.

It was not only the normal school students who had to be resettled, but also the local school children who attended the model school. The town agreed that these pupils would be accommodated at the nearby McElwain School, which would have to go to double sessions to take care of the influx. The McElwain students were dismissed at noon and the training school session was held from 12:30-4:30 pm. The chief of police put an extra officer on duty out of concern for the safety of students crossing the street going to and from their new school. Churches also offered their facilities, and kindergarten classes were held in the basement of the Church of the New Jerusalem.

Due to the extent of the disaster, an inquiry was held in an effort to ascertain the details of the fire, to address corrective actions that might be taken and, also, to assess blame. Arthur Boyden received a summons issued by the Department of Public Safety, Division of Fire Protection, to be present at the town hall on December 17. The inquest was presided over by Chief Fire Commissioner John Murphy of Boston, assisted by the state fire inspector and a local fire inspector from Taunton. George Varney, the state appraiser, also served on the panel.
Since the initial investigation had not turned up a cause for the blaze, one purpose of the hearing was to rule out arson. In addition to Boyden, the panel took testimonies from night watchman Henry Dyer, engineer Thomas Annis, his assistant Charles Marshall, Bridgewater Fire Chief Frederick Waite, and the chiefs of Middleboro and West Bridgewater. The entire proceeding lasted about an hour and a half. As noted, on the issue of causation, the inquest determined that rats and matches were the likely explanation.

Another major issue at the hearing was the lack of water pressure, which many townspeople attributed to the loss of Tillinghast dormitory and the Cottage. For the prior three years, the town had been involved in a dispute with the private Bridgewater Water Company and the State Public Utilities Board about the need for repairs. The last meeting between the local water committee and the state had occurred in July. The day after the fire, the Independent noted that the selectmen had often complained to the state about the water pressure and the danger this posed in case of a major fire.142

The water company was owned by former Governor Eugene Foss, so the dispute took on political overtones. Roland Keith, chair of the selectmen and a state representative, criticized the state water commission for not forcing the water company to live up to its agreement to provide sufficient water at all times for firefighting purposes. Keith argued that the commission had the authority to take over the company if it did not fulfill its obligations. He emphasized that this issue must be addressed since the state had made it clear that while they wanted to rebuild in Bridgewater, reconstruction was contingent on adequate fire protection to avoid any recurrence of a similar disaster. One citizen said bitterly, “The commission … ought to have as great an interest in the protection of the State’s property as it has in the protection of a former governor in a business venture …” Another added, “We’ll get water now that State property has burned up!”145

Foss responded that he had not received a cent in his position as company president, and over a 50-year period, the company had only paid a total of $10,000 in dividends. He had offered to sell the company to the town, but they had rejected his terms. Because the company was not considered a good risk, he had not been able to get a loan from a local bank, and he added, “The Company is without sufficient funds and without credit.”144

The reason the town had not purchased the company was that they believed Foss’ asking price was too high, and that they would have to invest an additional sum of $400,000 for repairs. The utilities commission had allowed a rate increase for the company, which Foss had said he would use for improvements, but, at the same time, the commission had recommended the town purchase the company.

One possible solution was a proposal by the Brockton Chamber of Commerce to allow the town to tap into Brockton’s water supply originating from Silver Lake. Keith received a letter from the chamber on December 12, expressing sympathy and making the offer. However, it was quickly pointed out that the town had a legal agreement with the water company, which precluded any action without first reaching a settlement.145

The town acted rapidly. Twenty citizens signed a petition calling for a special town meeting on December 20. A committee was appointed to make recommendations, but not before some fireworks were generated when a motion was made to dismiss the old water commission with thanks and to appoint a new committee consisting of Chief Waite, one of the selectmen and four citizens. Former selectman Ernest Leach, a member of the commit-
tee, charged that a small group of leading citizens had gotten together to pack the town meeting, and that the makeup of the new committee was already determined: “Let us kick off such a board of selectmen and get some real blood on the board. This is the worst thing that ever happened in this town. I have got witnesses to this and I know what I am talking about.” Despite the acrimony, the motion passed 120-20, and the meeting appropriated $5,000 for the new committee to conduct its work.146

On January 30, town meeting reconvened with William D. Jackson, a member of the normal school faculty, as moderator. William Bassett, chair of the water committee, reported that town counsel had advised there was nothing in the agreement stating that the company was required to maintain adequate pressure in the event of a fire, and, therefore, no legal action could be taken. A plan to build an entirely new system would cost $525,000, while hooking into the Brockton system would run about $600,000, both plans being too expensive for the town to consider. The committee recommended spending $100,000 to purchase the company and $75,000 to acquire the company's outstanding bonds. An additional $215,000 was required to upgrade the present plant for a total expenditure of $390,000, which would add two dollars to the tax rate. The vote was 154-0 in favor. On February 24, another town meeting unanimously raised the expenditure to $475,000.

At the state level, Keith introduced the legislation needed to authorize the purchase. By April 3, bids were received and the construction job went to G. Ferrullo Company of Boston and the standpipe contract, to the Pittsburgh Desmoines Steel Company. A French company won the contract to supply the water pipes, and while there was some concern about not employing an American company, it was overcome by the need to keep costs as low as possible. Work was scheduled to begin in May, with a completion date in November before the ground could freeze. It took a major disaster, but the town had finally solved its water problem.147

Another major problem carrying financial implications for the town was the construction of a new training school. The use of the McElwain School was only a temporary measure, and the double sessions placed a strain on both teachers and pupils. The state had given Bridgewater very favorable terms for the previous model school, but the commonwealth clearly was inclined to make the town contribute a higher share for the rebuilding. The board of education had also established a policy against housing training schools within a normal school academic building, so any new school would have to be built separately.

The discussion about the training school once again raised the possibility that the normal school might be moved if the town would not support the reconstruction. Since rebuilding would require state approval, Roland Keith prepared legislation in January authorizing the town to expend money for the project and stipulating that the town could purchase the structure and sufficient land for a playground if the state ever abandoned the building for use as a training school. Bridgewater was authorized to borrow up to $75,000 (the total cost of the project was estimated at $150,000) and to issue bonds to raise the remainder of the money. At a hearing before the committee on municipal finance on February 2, there was no opposition to the measure.148

With legislation in place, it was up to town meeting to authorize the expenditure. Eventually, the town's share was raised to $86,000, after the plans were more carefully refined. The chamber of commerce called an informational meeting with Arthur Boyden and other dignitaries in attendance.
Boyden was asked whether the higher figure meant the town was contributing more than the state, but the principal assured those present that state and town would split the cost equally. Some speakers noted that Commissioner Payson Smith had developed a plan whereby a normal school could be opened in Boston. Since such a school would not need dormitories or a dining hall, the state would be able to move Bridgewater Normal School to Boston if the town refused to take action, because the cost of relocating would be minimal.

The contract presented at the meeting was similar to the agreement that had existed previously. The town agreed that the state, with the advice of the school committee, would have authority over the number, selection and appointment of teachers; courses of study and textbooks; supplies; methods of instruction; discipline; and general management of the school. The department of education would appoint all personnel other than teachers. The principal and teachers would be nominated by the principal of the normal school and appointed by the school committee. The teachers and principal would be paid the same salary as teachers in similar grades in the town. The school committee would enforce all laws relating to truants, attendance, incorrigible students and medical inspection.

Several people pointed out that the proposed agreement was the best the town could get. Superintendent of Schools C.C. Putney, who had been negotiating with the state, said the reason discussions were so difficult was that several other towns that wanted the school were able to promise more than Bridgewater could afford. Keith confirmed that 40 representatives and five or six senators had joined in a concerted effort to move the school, one of the most intensive lobbying efforts he had ever experienced. Walter Little then moved it was the sense of the meeting that those present favored signing the agreement. The motion passed with only one dissenting vote.149

The town meeting scheduled for April 30 to handle the water issue also convened to decide the model school contract. The Bridgewater Independent
wrote on April 24, “Bridgewater faces the greatest crisis in its history next Thursday evening when it takes action on the question of voting $86,000 toward rebuilding the Training School, for on that action will determine whether the Bridgewater State Normal School will continue.” The editorial went on to point out that the normal school was not just an important education institution, but also an intimate part of the religious and social life of the town. Also, without the school, the town would have far fewer businesses, and real estate values would plummet.

Although debate had swirled around the issue, the town’s support for the training school was never really in doubt. Two members of the school committee, including its chair Clarence B. Fuller, explained the agreement to voters, told them it was the best that could be obtained and reported that the school committee as a whole recommended passage. On a standing vote, with the selectmen as tellers, the motion passed 427-1. Coupled with the favorable vote to buy the water company – and only four months after the fire – the decision to keep the normal school in Bridgewater was made.

Arthur Clarke Boyden had not set out to be a builder in the manner of his father, but the fire propelled him into that role. The previous buildings constructed during his tenure had also been necessity driven. The aging and decrepit Normal Hall, which had been partially condemned, badly needed to be replaced, which is why Woodward Hall (1911) and the administration building (1917) had been constructed. With the funds approved, Boyden sought to rebuild the campus.

By June 6, bids were opened at the Statehouse with the low bid coming from George Howard and Sons of Brockton in the amounts of $288,240 for the academic building and $120,000 for the training school. The department of education accepted these bids, and several other companies were contracted for electric wiring, heating, ventilating and plumbing.

Interestingly, the rebuilding also involved the acquisition of the estate of alumnus Samuel Pearly Gates, Class of 1857. Gates was a prominent businessman, who was treasurer of the Bridgewater Savings Bank from 1872 until his death in 1914. His home, built in the 1880s, stood on a lot of land bordered by School, Cedar, Grove and Maple streets. The house faced School Street across from the Hunt building (formerly the town’s Albert F. Hunt School, named after a chairman of the school committee). The Queen Anne-style architecture was described by alumna Louise Dickinson Rich, who lived as a child on the opposite corner, as “of all sorts of odd-shaped windows and gables.”

Upon Gates’ death, the property passed to his sister, Mary Shaw, who lived in the town of Ashby. Gates stipulated that on her death, the property would go to the state. Fortunately for the normal school rebuilding plans, Shaw transferred the property to the commonwealth shortly before her death on April 2, 1925. This meant that the property would not have to pass through a lengthy probate and allowed the new academic building to be constructed in a timely fashion. The state also had to dispose of a barn and smaller building. In December 1925, the board voted to designate the remodeled dormitory the Samuel P. Gates dormitory and authorized the placing of a suitable plaque on the building.

Bridgewater was a busy place during 1925 with the water system and the new school buildings under construction simultaneously. Before work could begin on the new administration and classroom buildings, Gates House had to be moved from its School Street location to the Grove Street side of the lot. Moving houses was a common occurrence in
the late 19th and early 20th centuries. The move was accomplished in the usual manner by jacking up the building, placing it on log rollers and pulling the structure with horses. There was a rumor that the engineer had made the new foundation eight inches too big on two sides, but the Independent reported that this was untrue; there was, however, a three-inch discrepancy on one end. Thomas Annis, who served as clerk of the works, referred the matter to state authorities. The issue appears to have been resolved rapidly, and the contractor was able to make the building fit.153

As a result of the acquisition, the town closed Maple Street, a narrow thoroughfare that had run between the Gates property and the normal school, so that the state land was self-contained. Gates House was converted to a dormitory and later became the home of the college president. At the time of this writing, it houses the university's admissions office.

The new training school also encountered construction difficulties when excavation for the foundation uncovered water and mud. Tests revealed that the ground was more solid five feet farther down, a depth sufficient to support the building. However, the contractor balked at the extra expense; this dispute also ended up in the hands of state authorities. A hearing was held at the Statehouse between the builder and the agent of the board of education concerning the safest and most economical method of construction.154

When an agreement could not be reached, the issue was referred to the attorney general for an interpretation of the contract. He ruled that there could be no cutting corners, and only first-class work was acceptable. Ultimately, the foundation was moved 27 feet to the west, although the work was still hampered by the fact that pumps had to be in constant operation to keep the construction site water free.155

To help with the cost, a salvage operation continued. A steam shovel that had been used to dig the foundations was also used to pick up bricks, iron pipe, radiators and other debris. The metal could not be reused and was sold for scrap. Some of the bricks were utilized in the new buildings, while others were sold. With the coming of the warm weather, the prisoners, who had previously cleaned the bricks, returned to the state farm and were replaced by young men from the town who were paid four dollars per thousand bricks cleaned. The Independent noted that the work was a boon for fireworks dealers: “Fourth of July money for the youth of the town would have been scarce if it had not been for that windfall.”156

One major infrastructure project required in conjunction with the new construction was the building of a heating conduit to link the new buildings together with the old. Temporary lines had been the key to quickly reopening the school in January 1925, but a permanent system was now needed. This was a rather substantial undertaking carried out under the direction of Thomas Annis, using the labor of normal school employees. By November 13, the major remaining task was to cross Grove Street and connect with Woodward Hall. This was accomplished over Thanksgiving break when the building was vacant. A reporter marveled at the intricate engineering involved in heating so many buildings over such a large area.157

Reconstruction of the water system also progressed well. By September, 60 percent of the work had been completed. Most of the pipe had been laid with the exception of a few short streets, and an extra work crew had been employed for construction of the standpipe. Both projects prompted numerous favorable comments not only about the swift completion, but also about the number of local jobs generated.158
The 1925 Annual Report described the training school as “... a brick building of two stories and basement having twelve classrooms, recreation rooms, and lunch rooms.” It added that the normal school building was:

... of brick construction and of colonial design. It contains the regular classrooms, an auditorium seating eight hundred persons, music room for seventy persons, art rooms with north light, physics and chemistry laboratories with connecting lecture room between them, library and reading room, and a class demonstration room for one hundred twenty persons with a class unit for twenty children. In the basement are lockers, domestic science, manual training, printing rooms, and lunch rooms.159

The new buildings were opened in September 1926 and were officially dedicated on October 22. Leaders in both politics and education attended the ceremony at which Commissioner Payson Smith presided. After the invocation by the Reverend Egbert Prime, pastor of the First Baptist Church, and a musical selection by the Myrtle Jordan Trio, Governor Alvan T. Fuller brought greetings from the commonwealth. The governor lauded Bridgewater’s long history and noted that at its founding in 1840, the only institutions of higher learning in Massachusetts were Harvard, Williams, Amherst and Mount Holyoke. Of the 30,000 teachers trained in Massachusetts’ normal schools, 6,000 had attended Bridgewater, one-fifth of the total number. It was more than longevity for which the normal school was to be honored. For nearly a century, Bridgewater also had been “a fountainhead of high ideals.”160

Cora Barry, vice president of the normal association, and Clifton C. Putney, Bridgewater’s superintendent of schools, provided additional greetings; the main address was delivered by Arthur Boyden. The principal praised the gift of Samuel Gates:

“Through all the years he was a pronounced friend of the school, keenly interested in all of its activities, assisting needy students, and contributing by generous gifts to the prosperity of the institution.” He also spelled out the four objectives of a normal school education: a professional center, professional faculty, professional equipment and professional spirit. Boyden concluded, “For long years there has been on the walls of our buildings, as well as in the hearts of the faculty, students, and graduates the motto, which still remains an inspiration for the years to come – ‘Not to be ministered unto, but to minister.’”161

The people of Bridgewater were impressed with the new facility. The buildings had been opened for tours in the morning prior to the ceremony. Hundreds had availed themselves of the opportunity to see what one newspaper referred to as “the most modern Normal School building in New England if not in the entire country.”162

To decorate the walls of the Horace Mann Auditorium, which had seating for 800 people, an agreement was made with the Massachusetts Normal Art School for a series of murals to be painted. John F. Scully, superintendent of the Brockton schools and president of the alumni association, first proposed the idea and worked with the art school faculty and students to ensure successful completion of the project. Funds were raised by the alumni. Priscilla Nye, a graduate of the art school and a Bridgewater faculty member, assisted Scully.163

Richard Andrew, a Boston artist and instructor at the Massachusetts Normal Art School, supervised the art students who painted the murals. In fact, Andrew convinced the Bridgewater committee in charge of decorating the auditorium that senior art students were more than capable of painting the murals; he also guaranteed the successful completion of their work.
A Bridgewater studio was provided for the artists, and Bridgewater students made costumes and served as models. The main mural, painted by Charles Haun, depicted Horace Mann’s attendance at the first graduation held at Lexington in 1839. Four additional murals depicted important events in the history of education. Scenes ranged from the ancient Greeks through monastic schools in the Middle Ages, to the first public school session in Dedham as well as a synagogue school. Between the large panels were paintings of the Muses.

The paintings were unveiled during the 1928 graduation, which was held in the auditorium. Superintendent Scully spoke about the project, while the artists took their places under their paintings as they were revealed to those present. The audience gave Richard Andrew a prolonged ovation, and Scully presented him with a camera on behalf of the alumni association. Each artist received a case of paints and some art books. The board of education, which had supported this cooperation between normal schools, expressed its appreciation to Royal Farnum, the principal of the Massachusetts Normal Art School, and to the student artists.

BOYDEN’S PERSONAL AND PROFESSIONAL INTERESTS

Arthur Boyden had a very full and busy life as a teacher and principal. However, one thing that strikes the historian researching his life and career is the sheer number of outside interests he had and how busy he always appeared to be.

As noted, Arthur Boyden was a leading figure in the nature study movement, which emphasized the study of nature in both the elementary and normal schools. This interest expressed itself in his involvement with the Bridgewater Village Improvement Association. Such associations existed in numerous cities and towns throughout the state and focused on planting gardens and trees to make towns more attractive as well as on a variety of other civic projects. As Massachusetts became more industrialized, many of its citizens struggled not to lose their rural heritage.

The Bridgewater Village Improvement Association was founded in 1901 when a meeting was held in the Masonic Hall to organize such an effort. A committee was chosen to come up with a slate of officers, and Arthur Boyden – who was then as yet unencumbered with the challenges of normal school principalship – was chosen as president. Faculty members Charles Sinnott and Brenelle Hunt were on the executive committee. Among other activities, association members passed out seeds to children for home gardens and also sponsored a home garden contest with prizes awarded to the winners.

Prior to his appointment as principal of Bridgewater, Boyden invested a great deal of energy in the association’s activities. The executive committee met monthly. In 1903, they decided to send a circular to every household highlighting their activities. The committee put Boyden in charge of the project. Since he was so well known, he was also a very popular speaker. In May of the same year, he addressed the North Scituate Village Club at the invitation of his friend and colleague, Henry Turner Bailey, who was an agent for the board of education for the promotion of industrial drawing. In return, Bailey agreed to provide a reciprocal address to the Bridgewater group.

Three months later, he spoke to the Village Improvement Association of Somerset. What in the 21st century would be an automobile ride of less than an hour could be a bit of an adventure at the beginning of the 20th century. Boyden was required to take a trolley from Bridgewater to Taunton and to connect there for the hour ride to Somerset, “if they [the trolleys] are not late which they usually are.”
And, of course, even an expert had to prepare for his talk; his notes for his Somerset lecture survive in his scrapbooks. In addition, an evening presentation often meant he would have to stay over and return to Bridgewater the next day.

In October 1903, he spoke about Bridgewater’s activities to the Massachusetts Civic League, which had a subcommittee on town and village interests. Apparently as a result, he received a letter from Paris Farwell, committee chair, informing him that the civic league was planning a statewide organization of improvement associations and wished him to serve as one of the members of the executive board. Farwell assured him that there would be only two yearly meetings and the rest of the business could be conducted by subcommittees or correspondence. Boyden attended his first meeting in November.

The civic league attracted nationally known figures to its programs. For example, noted landscape architect Frederick Law Olmstead addressed the 1904 gathering on the topic, “Motives and Results in Village Improvement.”

In 1905, due to the pressure of other commitments, Boyden resigned the presidency of the renamed Bridgewater Improvement Association, although he still remained active. Secretary Myrtie Snow expressed the group’s regrets: “The committee are (sic) extremely sorry that you consider it necessary to withdraw from the Presidency, for they feel that the success of the movement, since its organization, has been due in large part to your foresight and enthusiasm.”

One reason for his resignation may have been his anticipation of assuming the principal’s position upon his father’s retirement. In addition, however, he was now the president of the Massachusetts Conference for Town and Village Betterment and, undoubtedly, required more time to devote to this broader responsibility. As part of his duties, he presided over the fall meeting of the society in Worcester in 1905 and, in 1907, over a session of the Massachusetts Horticultural Society Committee on Children’s Gardens at Horticultural Hall in Boston.

If this were his only involvement in civic affairs, most observers would have deemed it sufficient for any one individual, particularly a person as busy as Boyden was in his professional life. However, while a very important part of his life, civic improvement was only one of his many interests.

Like his father, Arthur Boyden was a very religious person. As principal, he still began the school day with chapel exercises, and many students fondly remembered their principal in this role. Ruth Forbes wrote, “The chapel programs were an inspiration. Mr. A.C. Boyden could say more in a few sentences than most ministers in a long sermon. We sat double desks in the old auditorium – and as I remember it he read short selections from the Bible, gave a good short talk, and we sang the Lord’s Prayer.” Helen Foye spoke of her most treasured memory, “Dr. Boyden singing most heartily at chapel with his hymn book bouncing.”

Boyden was also very active in the Congregational Church and served not only as its moderator, but also as chair of the Sunday school committee, of which his wife was also a member. As a well-known educator, he lent his expertise to other local congregations. Among his many addresses was one to the Sunday School Superintendents Union of Boston and Vicinity in February 1910. In October 1915, he conducted a teacher training class for the Brockton South Congregational Church on the topic, “Plan and method of teaching the life of Jesus.”

Boyden also participated in the wider activities of the Congregational denomination. In 1908, he was appointed by the General Association of the Congregational Church of Massachusetts to a one-year term on the committee on educational work.
Albert Winship was also a committee member. Boyden was also appointed to a committee of the Massachusetts State Conference of Congregational Churches to study and report on the organization of local churches with a view to promoting greater efficiency.171

Even his summers were not really periods of vacation as he often participated in religious activities, particularly on Cape Cod. One series of lectures at the Onset Institute for the Young People of the New Bedford District was titled, “We Would See Jesus.”172 In 1926, at the age of 73, he was an instructor at the Yarmouth Camp Meeting and Young People’s Institute. Clifton Chase of the institute wrote to the principal that he had attended a course, “Jesus the Master Teacher,” which Boyden had presented at a community school in Bridgewater. Chase asked Boyden to deliver three or four lectures and added, “We have a faculty house and Mrs. Boyden can come along.” Just before the event, Chase offered to send an auto for transportation and told Boyden he would find familiar faces as many of the young women had passed through Bridgewater in recent years.173 Boyden taught in Yarmouth in 1927 and 1928. Topics included Old Testament patriarchs, Abraham, Jacob and Moses, as well as issues such as “Solving the Problems of Life.”174

Boyden did not limit lectures to his own denomination. Between the years 1897 and 1907, his scrapbooks contain records of more than a dozen speaking engagements, including one at the Whitman YMCA on “The Manliness of Jesus” and one at the East Bridgewater Methodist Church, under the auspices of the town’s Fortnight Club, on “Makers of History.” In 1928, he addressed the First Baptist Church on the topic, “Young People and the Bible.”175

The principal was also a much sought-after speaker by alumni groups in various locales, not just the Boston area. In 1920, he journeyed to New York to address the New York Alumni Club at the Pennsylvania Hotel. The following year, he spoke at the Western Massachusetts Bridgewater Alumni Association in Springfield.

Boyden also traveled extensively, one of his most memorable trips occurring in 1929 when he visited the Tuskegee Institute in Alabama. Following his return, he received a plant and telegraphed greetings from both students and faculty on Christmas Day. He used his Tuskegee trip as the basis for some of his chapel programs. He was particularly impressed by the 40 offerings of the industrial department. In addition, there were strong architectural, business and military departments. The institute also brought its courses into the rural districts on a movable truck that carried faculty and education materials.

Tuskegee also had a strong religious grounding, which Boyden viewed very favorably. Chapel was held every evening, and on Sundays, spirituals were sung. The principal told his own students that education would transform the South by lifting its pupils to a higher level.176

He was also involved with many other civic groups. In 1918, he was notified of his election as vice president of the Boston Schoolmasters’ Club, and he was an active participant in its meetings. Boyden also served as president of the Trustees of Howard Seminary in West Bridgewater. In March of 1930, he was instrumental in organizing the Founder’s Day program, which celebrated the seminary, the Howard High School and the Massachusetts Tercentenary. In June, he delivered the Howard commencement address.

Boyden continued to be a prolific writer. He often published articles in the Journal of Education and, as a result, became known far beyond the confines of Massachusetts. H.A. Moran, principal
of the Main School in Mishiwaka, Indiana, was prompted to respond to a series Boyden had written titled, “Teaching as the Greatest Teacher Taught.” Moran noted, “Nothing finer have I read in my thirty-five years of teaching.” He urged that the articles be printed in booklet or pamphlet form to be given to teachers. In September 1902, Boyden published “The Evangeline Country: Nature Inspired by Poetry and History,” in the Perry Magazine. Boyden was also interested in national issues. In a letter to Senator Henry Cabot Lodge, Boyden expressed his support for arms control and received the following response: “I am in favor of general limitation of armaments and have been for a long time and you may depend upon it I shall do all I can in that direction.”

The increasingly active social life of the school also demanded more of his time. The 1921 acquaintance social, the first such gathering of the academic year, listed the principal and his wife as leaders of the grand march. Even Elizabeth Pope, the dean of women who sometimes had a stern reputation, was the leader of a game called “Blind Man’s Alphabet.” Students seem to have expected Boyden to attend both athletic events and social activities during his later years as principal.

All of these other activities were in addition to his administration of a growing normal school. In the 20th century, principals increasingly were required to attend meetings to discuss common problems. Boyden’s scrapbooks contain numerous invitations and reminders about these meetings. The normal schools also hosted conferences, and it fell to the principal to organize such events. Before the fire, Bridgewater played host annually to the Conference of State Normal Schools; these conferences lasted three to four days.

Festivities marking the 75th anniversary of Bridgewater’s founding kicked off on the evening of June 18, 1915. As part of the celebration, the glee club presented musical selections and dormitories held open houses. Later, school songs were sung and musical presentations were provided as guests gathered around the quadrangle.
In 1918, Commissioner Smith provided Boyden with a program for an institute of normal school principals, teachers and practice teaching supervisors to be held at Bridgewater. As public institutions, the normal schools also threw open their doors so that other public groups might meet. F.G. Wadsworth thanked the board of education for allowing the school committee conference to meet at Bridgewater: “I wish to thank you for your cordial cooperation in helping to make the school committee conference held at Bridgewater a success.” Since Bridgewater was a leader in the development of junior high curriculum, the school also hosted the annual Junior High Administrators Conference.

When the other schools held meetings, Boyden often spoke. In 1926, he addressed the annual Conference of High School Principals in Amherst. He also addressed the eighth annual Conference on Rural Education in Worcester and presented the topic, “Teacher Training is indispensable. Shall it be raised to Collegiate Rank?” In 1918, he traveled to Atlantic City and presented, “Needed Readjustment to the Present Crisis,” before the National Council of State Normal School Presidents and Principals. The crisis mentioned was the impact World War I was having on education, particularly by reducing the number of male students.

Many honors were bestowed on Boyden throughout his career. In 1920, Governor Calvin Coolidge appointed him as a delegate to represent the commonwealth at the National Education Association meeting in Cleveland, Ohio. Even more significant were his two honorary doctorate degrees, one awarded from his alma mater, Amherst College, and the second from Rhode Island College of Education.

In April 1927, Edward Esty, secretary of the Amherst board of trustees, wrote to the principal, “I have the honor to inform you that the Board of Trustees of Amherst College has voted to confer upon you the degree of L.H.D. [Doctor of Humane Letters] if you can be present to receive it in Amherst on Commencement day, June 20, 1927.” On April 19, Amherst president, George D. Olds, acknowledged receipt of his letter of acceptance. He also let the principal know that a luncheon for the honorary degree recipients was to be held following graduation, and he informed Boyden that if did not possess a cap and gown, he could provide his height and cap size and the college would order one for him. The citation for the degree read:

Arthur Clarke Boyden; Principal of the State Normal School at Bridgewater, Massachusetts; graduate of Amherst in the Class of 1876; with more than a half century of active service behind you; of a family of great teachers; head of an institution which has served as pattern and guide for all schools of its kind; training teachers for our Commonwealth and thus preparing young men and women for the greatest profession in the world; a man honored by the unstinted appreciation of your colleagues and recognized because of your words and acts as in the front rank of our educators; it gives me pleasure to confer upon you the degree of Doctor of Humane Letters.

Among those sending best wishes was Elizabeth Pope, who was doing graduate work at Columbia: “Congratulations! I saw the announcement of the honor which came to you today in The New York Times and I am so glad for you.”

The following year, Rhode Island College of Education president, John A. Alger, wrote to Boyden that he had long wanted to confer upon him the degree of Doctor of Education: “Your work is so outstanding in education that we hope nothing will stand in the way of your acceptance.” Commencement was set for Tuesday, June 26, and Boyden was
asked to provide an address on the history of normal school education. By June 1, he accepted, and Rhode Island’s commissioner of education, Walter Ranger, informed him that the trustees had voted to confer the degree.

SOCIAL AND CULTURAL LIFE BLOSSOMS UNDER ARTHUR BOYDEN

As noted, a much richer and fuller social and cultural life was available to students during the first three decades of the 20th century. On assuming office, the principal had made a conscious decision to loosen some of the more restrictive rules and regulations that his father had attempted to enforce. While modern students would still view normal school life as narrow, those who attended from 1906-1933 found the changes to be a breath of fresh air.

In reviewing his accomplishments, Boyden listed the glee club, founded by music instructor Clara Prince in 1907. Each year, the glee club was assigned to sing at graduation exercises. Frieda Rand eventually replaced Prince, and the club began to present yearly concerts. There was a separate glee club for men. An orchestra was formed to accompany the glee club. The Bridgewater Independent provided the same coverage to the music program that it did to the sports program and often notified townspeople of tickets on sale at Cole’s drugstore. The glee club greatly expanded student horizons. For example, in 1929, the group was accompanied by two members from the Boston Symphony Orchestra.

The following year saw the establishment of a drama club by Anna Brown, who worked with the senior class to produce Shakespeare’s *As You Like It*. The Shakespeare production also became an annual tradition, although the club introduced other plays as well. In 1919, they presented *The Man Who Married a Dumb Wife*, which the Independent promised would live up to the reputation of the club in past years and would not disappoint the audience.

Students also organized a number of other clubs. One program of the library club consisted of a reading by Mrs. James of John Drinkwater’s “Abraham Lincoln,” followed by a Van Dyke night where the answers to various questions consisted of Van Dyke quotes. The French club, “La Cercle Français,” held French evenings in the gymnasium and was particularly active in Mardi Gras celebrations. The Young People’s Union conducted religious services and discussions. There was even a Girl Scout troop on campus, which, surprisingly, held dances in the gymnasium. Cory Allard recalled that men from town were allowed to attend, which was quite exciting. The Girl Scout troop was involved with school curriculum, as there was also a Girl Scout course to train future teachers to be scout leaders in the schools where they taught.

Another popular activity with students was the student newspaper, the *Campus Comment*, which was started in 1927. Lucille Benson served as its first editor and suggested the name for the paper. Before modern technology, it was difficult to publish issues in a timely manner or even to find a reliable printer. Some students helped out by setting type in the practical arts room. The name *Campus* was ultimately dropped from the masthead in the 1960s, and the paper went from a monthly publication to biweekly. For a period in the 1970s, and perhaps reflecting a higher level of student activism, there was an additional paper called the *Hard Times*.

The chapel format, which under Albert Boyden had concentrated more on moral and religious instruction, was changed by his son. Short debates, selections by the faculty and students, talks on current events, musical numbers and occasional addresses by invited guests replaced the old
format. An example of a student presentation was a talk by Arthur Tafton, assistant editor of the *Campus Comment*, who reported on a journey to New York, where he represented Bridgewater at the Columbia Scholastic Press Convention. Among the outstanding chapel speakers was polar explorer Donald MacMillan, who presented an illustrated lecture on his arctic experiences. Students in the sixth grade of the training school were invited to attend and sent letters to the principal thanking him for allowing them to hear Mr. MacMillan’s lecture.

The students also enjoyed lectures sponsored through the Henry Todd Fund or the “Culture Fund Programs.” The Todd lectures had taken place for decades and continued to bring to the campus such nationally known educators as Dr. Charles Judd, the director of the University of Chicago’s School of Education. Miriam Snow heard Dr. William Lyon Phelps, whose name she knew, and was inspired to get some of his books from the library.

Numerous social events, such as the Snow Carnival in the winter and the Campus Carnival in spring, took place during Arthur Boyden’s tenure. The 1928 Snow Carnival was a memorable affair. The gymnasium was decorated with icicles, snow, figures of a snow king and queen, and snowballs. Lights around the balcony were decorated with icicles; music was provided by the Knights of Harmony. Elizabeth Pope, the Boydens and the Hunts all attended the event.

While it has been assumed that no couples danced during the Boyden years – and most of the time that was undoubtedly true, since the prom was just what the name implied, a promenade or march – the increasingly frequent appearance of the word “dancing” in newspaper accounts hints at a change. Possibly this dancing was simply young women trying out the latest dance steps with each other, which would probably have been socially acceptable on the normal school campus. However, Hazel Kenworthy, who graduated in 1922, recalled senior women giving themselves a farewell dance and inviting their boyfriends. John Doyle remembered students the next year rushing to dance in the gymnasium between lunch and the first afternoon class, an activity that thrilled everyone except the piano player.

However, even if they danced together, the chances of young men and women forming romantic attachments was slim, given the fact that several hundred young women and only a handful of men were enrolled at the school. Dorothy Norton provided the lyrics to one favorite song, sung to the tune of “My Bonnie Lies Over the Ocean,” which contained the lament of the female normal student, “I have to go walking alone.” Kenneth Murphy, who graduated in 1935, wrote, “I was probably the only man student who has lived at the school who went three years to Bridgewater without having a date with any of the girls there.”

During the Christmas season, dinners were held in the dining halls. The halls were festively decorated; the glee club performed; and dancing occurred in the gymnasium. Afterwards, students walked to the principal’s residence, Groveside, to serenade Boyden and his wife.

There were even minstrel shows, although there is no indication as to whether the participants wore traditional blackface. The show’s humor was directed at local targets, including the peculiarities of leading citizens, as well as faculty and fellow students. A reporter labeled the 1908 show “a great success.”

A column in the Bridgewater *Independent*, called “Normal Notes,” reviewed activities over a two-day period in October 1920; the list reveals just how much student life had changed. Monday was busy with community singing after daily chapel services.
Simultaneously, the drama club met and, after a short business session, continued to rehearse a play to be presented in December. In the evening, the senior class, chaperoned by Miss Damon, the library instructor, went to the sandpit for a hotdog roast. A meeting of the social activities committee was held, and dates for class socials were selected; an open house hosted by Mrs. Boyden was included. Many students also attended a meeting of the Ousamequin Women's Club, and many planned to join that organization.

It was common to recognize students on their birthdays, and on Tuesday evening, a table spread was prepared for Catherine Houth. The same evening, the glee club met to hold a reception for new members. After a short business meeting, the club’s 82 members, the most in its history, practiced singing.

All of these activities took place over a two-day period, and a similar schedule would have occurred during most weeks. In what was still a small school, many students would have been involved in one or more of these activities.198

By 1921, more authority had been placed in student hands with the development of a student government system. In that year, a mass student meeting was held in the Woodward recreation room. Records of the meeting include the startling annotation, “no teacher present.” A representative board was elected, and a spirited competition was held between dormitories to see which one had the least number of names reported for infractions.199

Dormitory councils were also established, complete with officers. At the first meeting in Woodward Hall in 1929, residents were warned to be more quiet, especially when returning from breakfast in the morning and when using typewriters or victrolas, so as not to disturb those who were trying to study. Also, dormitory rooms were periodically inspected, and many were found to be “too sporty or jazzy.”

Even the procedures for leaving campus were placed more in students’ hands. The previous system required signing in or out in a book kept by the dean. The new procedure still required the dean’s signature on a slip of paper, but the sheets were then returned to the dormitory presidents to verify a student’s timely return.

Many students took advantage of the opportunity to enjoy off-campus activities. The town’s Princess Theatre was a very popular spot and often showed benefit movies. Dorothy Tower recalled how students looked forward to attending:

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 at being allowed out for an evening.200

Students also became more daring in breaking the rules. Virginia Leland described how on one occasion when Dean Pope was away, “We saw ‘The Merry Widow’ at the Princess Theater on the grounds that for our education’s sake we needed to see it.”201

Other students went to Boston, sometimes accompanied by faculty members, but also on their own. Ruth Mitchell enjoyed attending the opera, while Ella Hastings Lewis visited the Museum of Fine Arts and heard the Boston Symphony Orchestra when it played a concert in nearby Brockton. Pupils, who often came from small rural towns, appreciated this broadening of their cultural horizons. Ruth Forbes wrote, “Miss Prince took some
of us to Boston to hear symphonies and oratorios – my first introduction to the greatest music.” Elizabeth Tolman, who kept a scrapbook, heard both Fritz Kreisler and Serge Koussevitzky.202

Students also traveled out of state, particularly to New York City. Alice Taylor went there twice, the first time as a delegate to the School Paper League at Columbia, and the second for a Student Government Conference at New York University. One field trip to the Bronx Zoo ended with the faculty chaperone, Miss Olive Lovett, having to circle the zoo in a taxi because she had forgotten where she had parked her car. This greatly amused the students who, in the meantime, had located the vehicle, slipped in through a rear window and were found reading magazines.203

Today’s Bridgewater emphasizes study abroad tours that provide faculty and students the opportunity to spend several weeks in a foreign country studying its history and culture. The modern day travelers would probably be surprised to learn that Frill Beckwith led a European art tour in 1928. The group sailed from Montreal on the Cunard line; during the voyage, several prominent scholars provided lectures. They then studied art in France, Germany, Holland, Belgium and England.204

Freshmen were also forced to undergo initiation rituals, although the more rigorous activities apparently involved only males. A favorite was a tug of war with the sophomores. In 1926, the freshmen were given a mud bath when they were dragged into Boyden Pond, which was very muddy due to lack of rain. Harry Kane, one of the sophomores, recalled that they had ensured victory by tying their end of the rope to a stake. A reporter noted, “Broken in the conflict but resolved to win the next battle with the “sophs,” the freshies went to the showers, donned fresh dry clothes, thus covering all outward signs of defeat.”205

In fact, one would expect to find a lot of the student pranks at a private college in the 1920s, rather than a public institution. Harry Kane recalled, “the freshman commuters who were unable to start their cars [then Fords] because of the potato jammed on the exhaust.” In prior years, the culprits would have been tracked down and expelled, but this prank seemed to be accepted as students letting off steam. The Normal Offering also began to carry humor in a manner that would never have been tolerated, certainly not publicly, by Albert Boyden. One joke quoted the principal as admitting that people were all descended from apes, and that unfortunately, some people had a round trip ticket.206

Sororities and fraternities were also a fixture on campus. Kappa Delta Phi fraternity was established in 1900 with both Boydens and several male faculty as honorary members, while women could choose from a number of sororities, including Alpha Gamma Phi (1903), Lambda Phi (1903), Omega Iota Phi (1904) and Tau Beta Gamma (1904).207 All of the Greek organizations held annual banquets, usually in the gymnasium, although Phi Beta Gamma’s annual meeting in 1924 took place at Boston’s Hotel Vendome. The groups also held initiation rituals, with the Independent warning townspeople on one occasion, “The sororities at Normal are having initiations at this time, and the townspeople are admonished not to be surprised or alarmed at any stunts which they may see the young ladies pulling off on the streets.”208

In 1921, however, Commissioner Smith decided to end the Greek organizations at Bridgewater, although his exact reasoning for this move is not clear. While Principal Boyden said there was no problem with the decision, students formed a committee to express their objections. They met with Smith who agreed that the phase-out could
happen over a four-year period. Fraternities and sororities did not return until the 1970s with the introduction of Lambda Delta Phi, but this sorority was short lived. The first national sorority, Gamma Phi Beta, was chartered in the 1980s; the first national fraternity, Sigma Chi, was chartered in 1983.209

While, in some respects, student life was less regulated, it should be remembered that many of the female faculty resided in the dormitories. They often attended dances and other social events and provided a check on any unacceptable behavior. Dormitory faculty still sat at the head of tables in the dining room and served as surrogate parents. Throughout their academic careers, students had the same tablemates, except for adding new freshmen or losing members to graduation. Ella Lewis was a member of Miss Gordon’s table and recalled that the gym teacher referred to her female students as “table daughters,” while Rubie Capen recalled, “I was privileged to sit at Miss Prince’s table in the dining hall. We used to go to her room once a week where she read to us.”210

Students also felt a bit freer living in the dormitories, but old patterns of control did not die easily, and traditions such as mandatory study hours lived on for decades. Miss Lockwood lived on the first floor of Tillinghast Hall and had bad knees. Emily Howard felt sorry for her, because she had to make so many trips to the third floor to check on the sources of noise and other revelry. At the same time, proctors roamed the halls of Woodward looking for signs of cigarette smoke, an expellable offense. Charlotte Hall recalled that to provoke the proctors:
We enjoyed burning incense just to start them prowling and sniffing.”211

While many more opportunities opened to dormitory students, Bridgewater never had enough dormitory space. The student experience was quite different for the majority of commuter students. Train service had connected the town with Boston in 1847, and between 1896 and 1927, trolleys from the north and south converged at a corner of the town common, near what is today the parking lot of the Bridgewater Savings Bank. By the 1920s, automobiles were more common, and toward the end of the decade, buses replaced the trolleys.212

At the turn of the century, the Normal Offering ran a humorous article titled, “The Electric Car Scholar.” The author described the easy life of the dormitory students, who could sleep in, eat a leisurely breakfast, walk around campus, retrieve their mail and be on time for chapel. In contrast, a commuter, in this case a male, rose before sunrise, gulped a hasty breakfast, snatched up his lunch bag and rushed so as not to miss the trolley. Having to change cars, he missed his connection and had to wait up to an hour, during which time he was informed that the drivers were planning to strike that day, and he might not get home. He had also forgotten to get a transfer and had no more tickets, but, fortunately, he met a friend who loaned him one. When the conductor noticed the same number on the ticket, however, he gave the student the choice of getting off or paying an additional nickel. A mile from the school, another car had turned sideways and blocked the way. The student walked the rest of the way, missing both attendance and opening exercises.213

Dorothy Westgate, who commuted by auto, left this tongue-in-cheek account of the commuter ritual:

1. Flat tires, skids, frozen brakes
2. Rush to chapel
3. Study
4. Quick lunch sprinkled with conversation
5. Afternoon study
6. Car pushing and towing
7. Hasty meal
8. Homework

She added that commuters might return to campus on Friday evening, if the social was extra special, and the roads were passable.215

In the 1920s, the commuter students were allowed to organize the Train Student Government Committee. This organization addressed issues affecting commuters, such as securing space for study and providing places where commuters might eat their lunch.

FACULTY AND STUDENT HIGHLIGHTS

Several faculty members and students from this period should be highlighted, although, again, space limits the discussion. As noted, many faculty appointed by Albert Gardner Boyden continued to serve throughout his son’s tenure as principal, although occasionally new faculty were hired. George Durgin was appointed in 1926 and taught mathematics and economics until his retirement in 1963. During World War II, he served in the navy, rose to the rank of lieutenant commander and established the first WAVE school for women sailors in Stillwater, Oklahoma. A dormitory, which opened in 1967 on the east side of campus, is named in his honor. Paul Huffington joined the faculty in 1929 and was serving as the chair of the Department of Earth Sciences at the time of his 1963 retirement.216
One particularly notable faculty member of this period and who was also the normal school’s first dean of women was S. Elizabeth Pope. Born in the lower mills section of Dorchester, Massachusetts, in 1889, she was a graduate of the Framingham Normal School where one of the areas of specialization was home economics. She came to Bridgewater in 1914. Five years later, Boyden appointed her dean of women, a position she held until her retirement from teaching in 1955. Pope eventually earned a bachelor’s and a master’s degree from Columbia and also studied at Harvard and Simmons College.

Miss Pope was a legendary figure, generating a great deal of respect among generations of Bridgewater students but also a degree of fear, since she ruled with an iron hand. Eva McGaw recorded her memory of her experience after having received a summons to report to the dean: “Many a girl has spent a restless few hours upon finding tucked under her door, or in her mailbox, a note simply stating ‘Report to Miss Pope at ____?’ Queer how many ‘wrong things’ one can think up in the space of an hour or two before such an appointment.” Charlotte Hall had a similar experience and added, “Does she still put everyone through the third degree?” Although Miss Pope was dean of women, male students also could draw her attention. On one occasion, she discovered male students eating lunch in their cars and lectured them on improving their manners.

Dean Pope was famous for her economics classes and the teas she held during which women students served tea to the men. At first glance, this practice seems anachronistic and a waste of the students’ time, but in reality, the tradition speaks to the stigma still attached to normal school graduates. She felt that since normal school students usually came from a family background where they lacked the social graces of Harvard or MIT students, they would be hampered in pursuing their careers and competing with their counterparts. She was determined that Bridgewater students would have a level playing field.

For decades, Pope taught a class in the art of fine manners. The discussion was reinforced with practical experience during the evening meal in Tillinghast dining hall, a formal occasion with reserved seating, strict rules and best dress required. Dr. Jordan Fiore, a 1940 graduate who returned to his alma mater to chair the history department and to serve as the director of the Division of Social Sciences, fondly remembered her efforts: “In four years Miss Pope moved all of us generations ahead of where we had been when we first came to Bridgewater.”

This is not to say that everyone was thrilled by this attempt to emulate Emily Post. Some mothers apparently complained that they had not sent their daughters to Bridgewater to learn how to comb their hair or how long to wear their dresses.

Although she had her stern side, Pope had a lighter side as well and sometimes chaperoned students to an off-campus ball sponsored by the town firefighters at the town hall. Edna Dolber, a 1943 graduate, recalled Dean Pope dancing the “Boompsie Daisie” with the male class president at a “Gay Nineties” night held in the gymnasium.

She also possessed a sense of humor. One of the stories she loved to tell concerned a 1960s phone call to Pope Hall, a women’s residence built in 1960 and named in her honor. She wanted to speak to a student, and when the young woman who answered the phone asked who was calling, she said, “Miss Pope.” The woman laughed and replied, “Sure it is,” after which she immediately hung up the phone.

Pope retired from the faculty in 1955 but was hired as the executive secretary of the alumni association, a position she held until 1970. In 1965, the
alumni association held a gala dinner honoring her 50 years of service. Anne Scott, the wife of Zenos Scott, who succeeded Arthur Boyden as president, wrote that her husband was in a nursing home and they could not attend, but she was effusive in her praise of the dean: “She was rare in many respects, a real lady in every sense, one of wide sympathy and experience and also very delightful in her personality. I felt she raised the level of the entire college in her unique deanship.” At the time of her death on January 10, 1975, Dean Pope’s 61 years of service tied her with Albert Gardner Boyden as the longest serving faculty member.

One thing that changed in this time period was the hiring process. Previously, a majority of the normal school faculty had been Bridgewater graduates, with whom the principal was very familiar and who had been asked to stay on after graduation. However, as more outside faculty were hired, the process increasingly came to mirror its modern counterpart with candidates inquiring about positions and providing letters of recommendation.

One faculty hiring involved Frill Beckwith, who graduated from the Sloyd Training School in Boston and then taught at several schools in the city. She then attended the University of Michigan and taught manual instruction in both Ann Arbor and Yakima, Washington. Beckwith corresponded with Boyden on two different occasions about taking a position at Bridgewater. In the first letter, she highlighted her credentials, spelled out her extensive experience and enclosed recommendations from superintendents in Yakima and Lansing, Michigan. She wrote again indicating that she had an offer from California for a position that paid $1,450, and that the Ann Arbor position paid $1,250 with an automatic $50 raise every two years. She admitted she preferred Boston, both because it was nearer to her family and because of the fine education institutions located there. She added, “I have told you frankly what my position is and I trust that you will do the best you possibly can for me.”

Frieda Rand, who held an MA from Mount Holyoke and replaced Clara Prince as the music instructor, registered with the Teachers Registration Bureau of the board of education. The bureau notified her of the job opening at Bridgewater. The registration papers listed her training, her experience and even her salary expectation, which was $1,200. The document also contained brief assessments from a variety of principals and superintendents and included her current position in the Norwood schools. She was rated on a number of standard categories, including personal appearance, disposition, health and handling of student discipline. While the placement file is marked confidential with an annotation to be returned to the bureau, it still exists in Boyden’s scrapbooks.

Boyden also attempted to verify the credentials he received by writing to the Norwood superintendent who responded, “… I will say that I will be very sorry, indeed, to lose Miss Rand from our schools. My feeling is that her loss to us would be a blow from which it would be difficult to recover.” Apparently, a similar hiring method was employed in the future.

As far as students are concerned, a number of graduates deserve highlighting. One is 1925 graduate Edith Glick Shoolman. Mrs. Shoolman eventually became one of Bridgewater’s most generous benefactors. Beginning in 1991 and continuing until her death at the age of 98 in 2003, she contributed $600,000 dollars toward the purchase of science equipment. A rather unassuming person, she visited the biology department on at least one occasion and asked, without immediately identifying herself, where the microscopes were. She also endowed the Edith Shoolman English Award, which is given to
a senior who has demonstrated creative excellence in English, and with her husband, Eliot, funded a scholarship based on academic performance, participation in college activities and potential as a productive and caring member of society. After her death, Bridgewater received an additional $1,000,000 bequest from her estate. 227

Another graduate who returned to her alma mater was Alice Beal, Class of 1916. She went on to receive her bachelor’s degree from New York University and also studied at the Teachers College of Columbia University and at Harvard. In 1927, she was hired at Bridgewater and directed student teacher training for a dozen years. In 1940, she was appointed supervisor of elementary education for the Commonwealth of Massachusetts. 228

The most notable graduate during the Boyden years and, indeed, one of the most remarkable graduates in Bridgewater’s long history, was the author Louise Dickinson Rich. Born in 1903, she was the daughter of James Dickinson, the editor of the Westfield Valley Echo and a distant relative of the poet Emily Dickinson. In 1905, her father purchased the Bridgewater Independent and moved his family to the town.

Editing a newspaper entailed hard work for her father and mother, although Louise and her sister, Alice, had a happy childhood. In 1920, Louise entered the normal school in a class of 47 other incoming freshmen. She was a very active student with membership in the library club, the French club and the Alpha Gamma Phi sorority. She was president of the drama society and president of her class for three years. Her class picture shows her wearing bangs, which her friend, Hester Rich, claimed was quite daring for the time. In what might be seen as a preview of her literary career, she was both assistant editor and then editor of the yearbook, the Normal Offering. Her first publication of three poems appeared in the 1922 issue and one titled Swamp Maple demonstrates her interest in nature. 229

Louise Dickinson had a group of close friends while at Bridgewater. These included Hester Rich, Enid Buzzell and Ruth Hunt, who was a daughter of Brenelle Hunt. Because they were all very popular and did well academically, they were often bored with the academic work, which they did not find all that challenging. Rich recalled, “And because the work seemed easy, and we traveled in a pack, we did things that were rebellious because we were bored. And we earned quite a reputation for that!” 230 One incident, which was strictly against the rules, involved taking a female history faculty member on a long canoe trip before breakfast.

Rich and Dickinson were also involved in disrupting a graduation. Rich thought she had transferred to Bridgewater from Framingham with the understanding that she would receive her degree by completing two years’ worth of work in one. When she was informed near the day of graduation that she could not graduate, she became furious and told the school she was leaving. (Rich dates the incident in 1924, but it had to be in 1923.) About the same time, Dickinson was suspended or possibly even expelled for smoking, so she was not allowed to graduate either. One of the graduation traditions at Bridgewater was the ivy planting. The two women went to the site the night before and planted poison ivy with the hope that some of the planters would break out in a rash. On graduation day, Rich and Dickinson played tennis in front of the baseball field where the graduation took place and tried to make as much noise as possible. Despite all of this, Dickinson received a three-year diploma on June 16, 1924. 231

Dickinson had done her student teaching in the training school and in Quincy and took a job
in Lebanon, New Hampshire, where she met John Davis Bacon. The couple married in 1926. Hester Rich referred to Bacon as a playboy, not because he was a womanizer but because he was from a wealthy background and never seemed to work. Louise lived an upper-class lifestyle that didn’t suit her, and the marriage ended in divorce in 1931.232

In 1933, her life was to change permanently when she accompanied her sister, Alice, on a camping trip to the Rangely Lakes area in Maine. She met Ralph Rich at a camp called Forest Lodge. Rich was a Harvard graduate and inventor. He was married and had a daughter, but he wished to live a simple life away from society and become a writer. Rich was separated from his wife, and by 1935, even before his divorce had been finalized, Dickinson had moved to Forest Lodge.

Louise and Ralph loved the simple life of the Maine woods, even though it was very primitive and, initially, they had little money. Her first article, for which she was paid $350, appeared in the *Saturday Evening Post* in 1937. However, it was her first book, *We Took to the Woods* (1942), a runaway bestseller chronicling her life in Maine that made her one of the most famous authors of her day. America had already become a major industrial power. This power increased during World War II, but simultaneously, the public seemed to have a nostalgic longing for the world that they had left behind.

She went on to publish numerous additional articles and books, including *Only Parent* (1953) after Ralph’s death and *Innocence under the Elms* (1955), an account of growing up in Bridgewater. February 21 was designated Louise Dickinson Rich Day, and a testimonial and publication party was held in the Boyden gymnasium. Both the college and town libraries received leather-bound copies of her new publication. During his presidency, Clement Maxwell noted that Bridgewater was fortunate to have such a distinguished alumna. Rich herself pointed out that while Bridgewater was not in the same category as Yale or Harvard, “…it is one of the finest in its own field. It has produced, whether you know it or not, some of the foremost thinkers in the field of education, past or present.” She also praised William D. Jackson and Katherine Hill, with whom she studied English, as significant influences on her life and career.233

Unfortunately, *Innocence Under the Elms* does not deal with her years at the normal school, and apparently she never wrote about that experience elsewhere. It would be interesting to read the impressions of such a talented writer. She did provide, though, some insight into the relations between the school and the town and also into her experience as a student in the model school.

Rich expertly captures the tensions that can occur between students, faculty and townspeople in any college town. She wrote that when school opened each September, “The streets were full of them [Normal students], walking six abreast, and crowding resentful taxpayers into the gutter.” She added, “They did bring trade such as it was, but the consensus was that didn’t give them the license to act as if they owned the place, just because they bought a few peanuts at Hayes’ or a banana split at Casey’s.” There were also class divisions in town with normal school faculty and ministers of the Protestant churches on the high end of the scale, since they shared the prestige of the institutions that they represented.234

Her account of life in the model school is unique and invaluable, although written in her usual humorous style. She recalled fondly her kindergarten teachers, Miss Keyes and Miss Wells, who genuinely liked children and made kindergarten a pleasant experience. However, Miss Stuart, the first grade teacher, caused Rich to hate going to school.
Stuart used to pinch her for various infractions until she was black and blue and constantly forced her to stand in the archway as punishment. Stuart required anyone being punished to tell other teachers who passed by “for what heinous crime he was doing penance.” It wasn’t until Rich reached the fifth grade and studied under the kindly Jennie Bennett that her attitude changed. Miss Bennett was generally even tempered, and if she did become angry, Louise believed it was for a clear reason and so students could attempt to do something to correct their behavior.

The model school witnessed a constant rotation of student teachers, which Rich referred to as the changing of the guard. She assessed student teacher performance: “They were always under the direction and supervision of the regular teacher whose grade it was supposed to be, so they didn’t do as much damage as they might have, I guess.” Students zeroed in on any vulnerability. One student teacher who constantly threw her head back was referred to as the dying swan; she was reduced to tears when the students mocked her. Rich said the teacher should have thanked her pupils for curing her of this unseemly habit.

There was also a constant stream of observers, who came from all over to view Bridgewater’s famous advanced teaching methods. According to Rich, the model school teachers had a well-crafted script set up for these occasions. Each child knew his or her part so that the observers would be duly impressed. William Tell was an especially prized role, since Tell got to use the phrase “In God’s name,” which meant that the student could swear in school and get away with it. Students were well versed in what they had to do. Even the two big boys in the back who hated school and who were biding their time until they could leave became very attentive and rushed to set chairs for the visitors.

The other scourge of the teachers was the fact that the model school shared the same building as the normal school. To keep the teachers on their toes, supervisors constantly prowled the hallways and went into the classroom not merely to supervise but to conduct lessons. Rich recalled Miss Prince requiring students to sight read music from slips of paper; Miss Gordon, informing them in hushed tones that the body was a temple; Miss Moffitt, instructing them that in dramas one should lead with the wrists; and Mr. Kelly, a future president of Bridgewater, providing instruction in how to drive a nail straight.

During her 1955 return to campus, Rich gave an interview to the Campus Comment and was as outspoken as ever. Discussing current literature, she said that she had no use for William Faulkner and called his books “among some of the most obscure rot I have ever read.” However, she rated Ernest Hemingway, who was a friend, very highly. The Old Man and the Sea was one of the best books she had ever read, although she admitted that his latest work, Across the River and into the Trees, was a mistake. She added that, at the time he wrote it, he was suffering from a concussion and needed the money, so he should be forgiven.

When she died on April 9, 1991, at the age of 88, The New York Times ran her obituary. Her son, Rufus, drove her ashes to Maine and scattered them near her beloved Forest Lodge. Her biographer, Alice Arlen, states that her work still resonates with a modern generation, and she retains almost a cult following. Many hundreds of fans annually visit the Maine wilderness spots that she made so famous.

STATE TEACHERS COLLEGE

The last major accomplishment of Boyden’s tenure at Bridgewater was the conversion of the state normal schools to state teachers colleges. As noted,
many states had already taken such a step. In fact, Rhode Island College of Education, which had awarded the principal an honorary degree, had been a normal school until 1920 when it became a state college.

Boyden had been thinking about the matter of raising teacher education to collegiate rank for some time, and he addressed the issue in a speech to a Conference on Rural Education in Worcester in 1920. Contemplating the subject in the aftermath of World War I, he praised the achievements and morale of American soldiers, many of whom had been educated in schools and colleges. In his view, the war had demonstrated the vital importance of education in a democracy coupled with the value of intensive training and correct methods.

Boyden argued that the first step in building up the structure of a more democratic system of education was to make teaching more of a profession than simply a job. He expressed the hope that salary increases were making teaching more attractive, but he warned teachers that the profession would always demand idealism as it could never be as lucrative a choice as other professions. 241

He then examined the general elements of preparation for any profession: an adequate curriculum, professional standards, differentiation of preparation and the appropriate recognition for students who attain the required standard of preparation, usually in the form of a degree.

Boyden admitted that some critics claimed normal schools could not meet these high expectations. One objection centered on the fact that many graduates only taught for three or four years. To this charge, Boyden responded that this was no justification for denying any pupils the right to a full education. While other critics argued that most other professions had a significant cultural or liberal component in their training, Boyden believed there was no reason that teacher training could not adopt the same model. He concluded, "Other states are leading in this movement. Massachusetts must rise..."
to its opportunities.” This speech was subsequently published in a number of journals, a fact which demonstrates the impact the speech had and the important role that Boyden played in the effort to raise the prestige of the normal schools.242

The decision by Massachusetts to offer a four-year course leading to a degree, commencing in 1921, was an important step on the path to collegiate status. It opened the way for students to pursue major fields and minor electives, and brought the curriculum more in line with that of private colleges. The immediate popularity of the degree program also indicated that college status would probably bring further increases in enrollment.243

Toward the end of the decade, an annual convention of the National Education Association (NEA) in Boston provided an opportunity for Bridgewater not only to highlight its long history and achievements, but also to showcase its readiness for collegiate status. The normal school hosted a commemorative ceremony in Horace Mann Auditorium on February 26, 1928, to honor the board of education’s decision 90 years previously, in 1838, to establish the first three normal schools.244

Many delegates to the NEA convention were first bussed to Plymouth to visit the Pilgrim sites and then to Bridgewater where they attended the ceremony and were provided lunch. NEA president, Dwight Waldo, who was also the president of Western State College in Kalamazoo, Michigan, presided. Frank Wright, the director of the Division of Elementary and Secondary Education and Normal Schools, spoke on “Massachusetts the Mother of Normal Schools,” while David Felmley, president of Illinois State Normal University, discussed “The Development of Teacher Training in the West.” Albert Winship also spoke on “The Yesterday of Teacher Training,” in which he highlighted the many improvements that had been made in teacher preparation in recent years.245

In his address, Boyden discussed the long history of the Bridgewater school and noted that Bridgewater had provided 35 normal school principals who worked in 17 different states and five foreign countries, as well as 200 normal school teachers. After the Spanish-American War, when it had been necessary to establish school systems with trained teachers, two Bridgewater graduates, Alexander E. Frye and Frederick W. Atkinson, had been sent to Cuba and to the Philippines, respectively. The principal then summed up the Bridgewater legacy:

From a few scattered Normal School graduates looked upon askance by the public, perhaps all alone in the town, to the day when Massachusetts is supplying a trained teacher for every elementary school is a long reach. From mere tradition and costly experience to a well recognized body of professional knowledge and procedure is a long reach. And yet all of this has been accomplished in less than ninety years.246

While the tone of the ceremony was one of celebration, it certainly could not have been lost on the audience that the western normal schools had mostly achieved collegiate status, while pioneer schools in Massachusetts had not. Boyden also published a pamphlet, Ninety Years of Progress, which was designed to highlight Bridgewater’s achievements.

A 1929 event further illuminated Bridgewater’s impact on other Massachusetts normal schools. When Salem celebrated its 75th anniversary in 1929, Boyden delivered the keynote address, “Bridgewater the Mother of Salem.” The principal told his listeners how proud he was of the fact that the first principal of Salem, Richard Edwards, and his assistant, Martha Kingman, were Bridgewater graduates. When Edwards left, Kingman married the second principal, Alpheus Crosby, and continued to teach at Salem in spite of her marital status.247
Boyden also became one of the leading defenders of normal schools when critics launched attacks on their quality and, particularly, on the qualifications of female graduates. In 1929, Professor Robert Rogers of MIT gained a great deal of attention when he claimed that since the most intelligent women went either to college or into business, the normal schools were forced to accept the less desirable remainder.

The principal repudiated Rogers’ claim and noted that admissions standards had increased and the curriculum had been made more difficult. In the current admission year, Bridgewater had accepted 180 out of a pool of 360 applicants, an indication that the profession was attractive and that the school could be selective as to which applicants were admitted. Other normal school principals also disputed Rogers’ claims.248

In an article in the *Journal of Education*, Boyden also addressed the topic, “Standards For Teachers’ Colleges.” Raising an issue that sounds rather modern, Boyden admitted that despite tougher admissions standards, there was still a high dropout rate among freshmen. Liberal arts institutions often had a freshman orientation week, and normal schools or colleges would be well advised to develop a similar program. Topics for incoming students might include a survey of opportunities open to teachers in the field of education; and courses on personal ethics, how to read and organize material, how to study an assigned topic, how to prepare lessons and how to budget time.249

The sequence in which professional courses should be offered also required attention. What would be the most effective order for students to be exposed to courses in psychology, pedagogy, school management and school law, the history of education and professional ethics? Also, what role did extracurricular activities play in teacher training?

The normal school principals continued to meet and to wrestle with some of these issues. J. Asbury Pitman, principal of Salem, sent a letter spelling out the number of credit hours on which the principals had agreed at their last meeting: education, 12; practice teaching, 30; English, 24; geography, 10; history, 13; science, 12; mathematics, 8; art, 9; music, 8; and physical education, 10. This meant that students needed 136 credits to graduate.250

The groundwork laid throughout the decade of the 1920s finally paid off on March 31, 1932, when the governor signed legislation striking the name “normal school” and substituting “state teachers college.” Payson Smith informed Boyden of the change on April 1:

I know you will be gratified that His Excellency, Governor Ely, signed yesterday the bill which changes the designation of State Normal School to that of State Teachers College and the title of the executive head to that of President. I think you know that the emergency clause was added to the bill so that it is now in effect.251

The following day, a meeting of the alumni association was held and was attended by the commissioner. Albert Winship addressed the gathering and wrote to his friend:

Think what it means to me to have been there. I was a student there, a teacher there, on the State Board of Education for twelve years, have crossed the continent in the interest of education one hundred and forty times, and have been honored with recognition by four great universities, and it was a great climax to address the first meeting of the Alumni Association of the Bridgewater State Teachers College, when you were recognized as the President of the College.252
In a newspaper article, Winship explained why this step had been so necessary. California had recently refused to honor a Bridgewater diploma and hire a Bridgewater applicant for a teaching position. Winship had traveled to the west coast and convinced the authorities to protect those teachers currently employed, but since that time they had not hired anyone who did not possess a degree. While the preparation of Bridgewater students was still in the front rank, the absence of a degree hampered professional advancement and salary increases outside of New England and was beginning to have an adverse impact even in Massachusetts. 253

One small indication of the new status exists, but it is poignant nonetheless. Toward the conclusion of a Bridgewater graduation, it was traditional for the principal, now president, to induct the graduates into the alumni association. The oath used by Boyden still exists in his scrapbooks, and in his own handwriting, he crossed out the word “school” and substituted the word “college.” 254

The new president was obviously quite pleased with the change, which he discussed in an interview with the student newspaper, the Campus Comment. He indicated that Bridgewater had been ready to achieve college status for some time, but that this was not true of all the normal schools. He did not believe it was fair for only one school to be a college, since this might detract from the other institutions. He summed up his reaction to the student reporter:

First, I feel an appreciation of the point which we have reached. We have arrived at a collegiate grade of work with an appropriate degree. We have worked out our place as a college. Second, I feel the responsibility of living up to our reputation more than before. We shall have to live up to that reputation. We are a teacher training institution with a professional purpose unlike a liberal arts college which stresses only a cultural education. We must keep on growing. 255

In the same year, on September 27, Boyden also reached a personal milestone – his 80th birthday. Unlike the gala celebration held when his father turned 80, his birthday was rather low key. He, reportedly, went about his daily work routine, and the occasion was not marked by any special observance. He did receive a number of congratulatory messages, including one from Worcester State College and another from prominent graduate, Robert Lincoln O’Brien, who was serving as head of the United States Tariff Commission in Washington:

Accept congratulations of a devoted alumnus on the completion of so many decades of life, the greater part spent in praiseworthy work, and in the maintenance of a great educational tradition. Fifty years ago today I was one of your beginning pupils looking upon you as old as Muthusula (sic). 256

O’Brien would have been 30 at the time, a fact that suggests students have always seen their teachers as ancient no matter their real age.

Parenthetically, this period also marked the retirement of another Boyden educator, Arthur’s younger brother, Wallace, who was the president of the Boston Normal School which had recently been converted to a college. Starting in 1931 all of the Boston school’s courses carried degree credit so that by 1934 every graduate would receive a college degree. Boston Teachers College eventually became part of the state system as Boston State College but was then eliminated during a retrenchment by the Legislature and the board of education with part of the college’s operations absorbed by the University of Massachusetts at Boston. Like his older brother, Wallace was an author, a member of numerous clubs and civic organizations and very active in the Congregational Church. In Boston, the mandatory retirement age was 70, which is why he had relinquished his position. 257
Unlike his younger brother, Arthur Clarke Boyden did not live to reach retirement. While some of the previous heads of Bridgewater had suffered health problems, his death on March 15, 1933, made him the first Bridgewater leader to die in office. Until two weeks before his death, he was said to be in pretty good health for a man his age, but complications from tonsillitis were cited as the cause of death.258

His funeral was held in the Congregational Church, but a number of other memorial services were also scheduled. On April 21, Frank Wright and John Scully delivered tributes at a meeting of state superintendents of school. The alumni association also marked his passing at its annual meeting on June 3. Additionally, the Bridgewater Council of Churches held a combined service at the nearby Unitarian Church with Brenelle Hunt delivering the eulogy. With his death and for the first time in 73 years, Bridgewater would be without a Boyden at its head.259

There is no doubt that his father, Albert Gardner Boyden, is a towering figure in the history of American normal schools and deserves all the credit given to him. However, it is equally clear that based on his accomplishments, Arthur Clarke Boyden deserves a more equal billing than he has been accorded. The duties of a normal school principal had increased enormously in the 20th century, and the younger Boyden was more than up to the tasks that he faced.

Many milestones marked his career. Among them was the 1915 celebration commemorating the 75th anniversary of the founding of Bridgewater. During his time in office, the institution grew from 250 students in 1906 to 544 in 1931, including 76 men, with 354 pupils enrolled in the degree program launched in 1921. In the same period, the number of faculty reached 42, including 14 who were teaching in the training school. New departments were also established including biology, sociology and economics, and a new emphasis was placed on a junior high school curriculum and the training of school librarians. The fire forced Boyden to rebuild the campus (the gymnasium was the only building remaining from the time of his father). Ultimately, his crowning achievement was the conversion of the normal school to college status. Hopefully, this study raises his profile, yet one suspects he will never quite be appreciated in the manner that he should, since he will always stand in the shadow of his illustrious father.260

Arthur Boyden’s death marked another significant departure. Between 1840 and 1933 there had only been four principals of Bridgewater, and they had shared a similar philosophy to their successors. Tillinghast handpicked Conant to succeed him, and Boyden had been a pupil under Tillinghast and an assistant to both Tillinghast and Conant before passing the reins to his son. Although changes of administration had been infrequent, the tradition of securing an in-house candidate was strongly ingrained. Potential successors to Boyden included Brenelle Hunt and the dean of men, John J. Kelly, who would eventually become president. The board records provide no indication of the specific hiring process, except that the advisory board was required to make a recommendation to Director Frank Wright, who would pass it on to Commissioner Payson Smith. In any event, the commissioner broke with precedent and offered the presidency to an outside candidate, Dr. Zenos Scott, the superintendent of schools in Springfield, Massachusetts. A new era for Bridgewater was about to begin.
PART III
THE POST-BOYDENTEN YEARS

“A group of students poses in front of Boyden Hall, constructed after the fire of 1924. Opened in October 1926, this classroom and administration building has become an iconic symbol of the institution.

“Over and above all these memories stands Mr. Boyden. Small, forceful, understanding and kindly. He seemed so essentially Bridgewater that it is difficult to imagine the school with Mr. Boyden missing.”

Eva McGaw, Class of 1927
“His years as president of Bridgewater State College were among his happiest. He felt he had a personal contribution to make to the college and to his students... We loved Bridgewater, the town, the college, the dedicated faculty, the boys and girls who came there to learn the great business of teaching.”

ANNE H. SCOTT (WIFE OF ZENOS SCOTT) TO V. JAMES DINARDO
APRIL 4, 1965
ZENOS SCOTT 1933-1937

It is difficult to determine exactly how Zenos Scott was appointed the school’s second president. Dr. Jordan Fiore wrote two histories of the college. He speculated that Scott’s hiring had something to do with the newly granted college status: “… the Department of Education decided to select a successor … outside of that group of educators trained in the distinctively ‘normal school’ atmosphere. Dr. Scott had received his training in large, progressive, and influential institutions …”1 In Scott’s inaugural address, he argued that Bridgewater students should be exposed to an expanded curriculum in subject matter fields that would prepare them to go on to graduate level work after they had taught for a few years. This marked a shift from the prior emphasis on professional training.2 However, his tenure proved to be one of the shortest in Bridgewater’s history, and after he resigned, the department of education selected former dean of men, John J. Kelly, who had very close ties with Arthur Boyden and the normal school tradition. The hiring of these two presidents reflects a mixed message about any new philosophical direction of the board’s regarding the hiring of its chief executives.

One thing about the post-Boyden presidencies is clear. The historian writing about Bridgewater in this period is faced with a very difficult task, since available records are sparse. Looking at the long history of the institution, one would probably assume that the opposite would be the case, particularly in light of the devastating fire of 1924. However, many of the early records somehow survived, and the university archives contain primary sources dating back to both Tillinghast and Conant. Both of the Boydens wrote histories of the normal school and also collected materials. All of this makes it possible to construct a fairly complete picture of Bridgewater’s first four principals.

Unfortunately, the same is not true for the presidents who succeeded Arthur Clarke Boyden. None of them left much in the way of papers. It is not clear whether they took their papers with them when they left, or whether, because there was no archiving system, their papers were ultimately destroyed. Be that as it may, the historian of modern administrations is forced to rely much more heavily on secondary sources such as the Alumni Newsletter or the Campus Comment. Since these publications were in their infancy and, at most, only published once a month, they also provide a less complete picture than do their successor publications in more recent times. Barring the finding of some unknown manuscript depository, presidents Scott, Kelly and Maxwell seem destined to be more elusive figures than their predecessors.

Zenos Scott was inaugurated on November 13, 1933, in a ceremony held in the Horace Mann Auditorium; Commissioner Payson Smith presided. J. Ashbury Pitman, president of Salem Teachers College, represented the other college presidents; Brenelle Hunt brought greetings from the faculty; and Anson Handy, the superintendent of schools in Plymouth, spoke on behalf of the alumni associa-
tion. The glee club, under the direction of Frieda Rand, provided musical selections.\textsuperscript{5}

In his address, Scott cited the Bridgewater motto, “Not to be ministered unto, but to minister,” which he said stood for the idealism for which Bridgewater was famous. He then traced Bridgewater’s long history and quoted liberally from the 1933 history prepared by his predecessor and published after his death. Scott noted that the road to success had been long and rocky.

The new president also attempted to outline possible changes, although he was quick to add that any changes he might contemplate were mostly reinforcements of programs his predecessors had already established:

I would not become one who is being inducted into this position to suggest that he knew “off hand” the new road to professional achievement, or the way out in this the most perplexing of our educational difficulties. Rather, it will be more becoming of me to make suggestions sparingly, and to attempt to focus thought upon certain phases of educational problems and topics which are familiar to most of us.\textsuperscript{4}

He also pointed out that the country was in the throes of a depression, which had generated a back-to-school movement accompanied by a renewed interest in public libraries. Young men and women who could not find jobs were returning to school in record numbers for self improvement, or they were studying on their own in order to be ready when job opportunities once again presented themselves.

While the college always had a strong alumni association whose members returned to campus for a biannual meeting, President Scott also stressed the institution’s obligation to its recent graduates. Teaching was such a rapidly changing discipline that:

I hope that through the services of this college the recent graduates may be kept in close contact with literature, science, art, and the like, in order that the zeal of the college days may ripen into more fruitful experiences and thus provide a better background for improving teaching. Such a plan might call for reading clubs, for a type of circulating library, for more homecoming days and the like. The real problem is to bring to the recent graduate opportunities by which he will keep alive his zeal and enthusiasm for wider reading and experimentation, for a more rapid growth toward the better teacher he is to become.\textsuperscript{5}

While he was not the initiator of the annual Conference of Graduate Teachers, he supported and fostered these conferences, which strengthened contacts with alumni and supported the idea that learning was a lifelong pursuit. The eighth annual conference is a good example and opened with the address, “Teaching Situations,” delivered by the president. The rest of the day was devoted to presentations by Bridgewater faculty, who spoke about the latest innovations in their individual fields of study. A record number of 200 alumni attended; the Campus Comment praised the gathering for allowing graduates to keep in touch with the most recent advances in education.\textsuperscript{6}

Two other areas of great importance were health and recreation, and a broader curriculum. President Scott, therefore, called on the college to elevate health, physical education, recreation and sports for all students. He firmly believed that a teacher could not succeed without a broad grasp of these subjects.\textsuperscript{7}

In conjunction with his emphasis on sports and curriculum change, he also called for more men to enter the field of elementary teaching. Although he praised the many fine women teachers produced by the college, he wanted more of a gender balance among elementary school faculty. The way to attract
more men to teachers colleges, he surmised, was to provide more athletic opportunities and to develop a broader subject matter curriculum.9

The new president ended his address on a positive note with praise for the faculty and added, “I have seen something of the high motives of the student body. I have thus early in my administration been shown upon what a praiseworthy plane student cooperation can be placed. These factors make an incoming president optimistic; they also inspire.” When the ceremonies concluded, a reception was held for Scott and his wife in the Boyden gymnasium.9

In a departure from past practice, Gates House, which had been a dormitory since 1925, was converted into a home for the president. Scott lived there with his wife and four children – two sons and two daughters. His daughters were twins of junior high school age.10

During spring vacation in April 1933, before assuming the presidency, Scott was on the Bridgewater campus to attend a conference for superintendents of schools. At that time, a reporter for the Campus Comment conducted an interview with Scott, in which the president revealed that his teaching career began in a one-room schoolhouse; he referred to this experience as one of the greatest challenges of his life. The student reporter sized up the new president:

The new President impressed all who met him with his very evident sincerity for his new task of training teachers. A tremendous enthusiasm for what he terms ‘the highest of arts,’ the training of the teacher, impelled Dr. Scott to accept the appointment by Dr. Payson Smith and the state department of education.11

Speaking of his appointment, Scott compared his new position with his humble beginnings: “I look upon my new position as president of Teachers
College as another challenge, perhaps along the same lines as my previous venture in the one-room school but on a different level.”

Providing a preview of one of the remarks in his inaugural address, he assured his interviewer that he was not apt to make any great changes in the school during his administration. He told the reporter that he had known Arthur Boyden well and had great respect for Bridgewater as an institution.

His career might have begun humbly in a one-room schoolhouse, but Scott had extensive experience before coming to Bridgewater. He was a graduate of Indiana State Normal School and held a BS degree from Evansville College, an MA from Teachers College of Columbia University and an honorary PhD from Evansville College. He taught in elementary and high schools in Indiana and had experience as a principal at both levels. He had been superintendent of schools in Millville, Asbury Park and Trenton, New Jersey, and Louisville, Kentucky, and since 1923, he had held that position in Springfield, Massachusetts. In New Jersey, he was also an assistant commissioner for elementary education, responsible for coordinating the work of county superintendents and supervising principals throughout the state.

In addition, he taught summer courses in New Jersey and at the University of Vermont, the College of William and Mary, and Columbia University. He also taught summer courses in graduate education at Harvard and Yale.

In October 1933, the Campus Comment interviewed the newly inaugurated president about his hobbies. Scott indicated that he, personally, was interested in sports, particularly in baseball. He cited baseball legends Christie Mathewson, Tris Speaker, Mickey Cochrane, Babe Ruth, Pie Traynor and Ty Cobb as outstanding players who had given
positive publicity to the game. He added, “I have followed both leagues carefully for fifteen years and seen several World Series games; I have greatly enjoyed the game both as a means of recreation and of relaxation.”  

Given his interest in baseball, the president was certainly thrilled when Cochrane, a future hall-of-famer, returned to Bridgewater in 1935 for a testimonial dinner given in his honor. This was all the more exciting given the fact that Cochrane had attended Bridgewater’s training school as a youth. Gordon “Mickey” Cochrane was born in Bridgewater in 1903, and his family lived on Union Street until Mickey was five, at which time they moved to Pleasant Street. As a youth, he spent his summers playing baseball on the normal school’s South Field and his winters skating at Carver’s Pond.

Cochrane’s obsession with baseball sometimes got him into trouble with his father. Rather than tend to farm chores, Cochrane would sneak off to town to play his favorite sport. Family tradition claims that when Cochrane’s father discovered he was gone, he would find his son and chase him with a rake. Cochrane was a catcher, a position not usually noted for its speed, but his daughter attributed her father’s quickness to these footraces with her grandfather.

In high school, which he attended at the Academy Building, Cochrane excelled in baseball, football and basketball. After graduating in 1920, he attended Boston University, where he did not play varsity basketball but continued to excel as a college athlete in baseball and football.

He began his professional career in 1924 when he signed with the Portland Beavers of the Pacific Coast League; he moved up to the majors the following year with the Philadelphia Athletics. He eventually moved to Philadelphia but frequently returned to Bridgewater, as he did with members of the Athletics team in 1929 before the World Series.

His most memorable return, however, was in 1935 just after he had played and managed the Detroit Tigers to the World Series championship. A parade commenced on Main Street near the Trinity Episcopal Church. Cochrane and teammates, including Schoolboy Rowe, Hank Greenberg and Charlie Gehringer, were driven around the town common to the Boyden gymnasium. Hundreds attended the testimonial dinner, including President Scott and Flora Stuart, Cochrane’s first-grade teacher at Bridgewater’s training school. Players from the Boston Red Sox also were present.

Dr. Scott presented Cochrane with a huge loving cup. The hall-of-famer continued to be a favorite son, and in 1985, the town of Bridgewater dedicated a stone and bronze marker on the town common to commemorate one of its most famous citizens.

Baseball was not the only sport recommended by Scott: “Hiking is as fine an exercise as one can engage in.” Scott told the reporter that “… one should hike often enough and over a long enough trail to find whether one owns one’s muscles or his muscles own him.”

In a larger sense, Scott’s emphasis on sports was the old Greek ideal of a sound mind in a sound body, although he argued that while the Greeks believed only a few individuals could achieve physical perfection, Americans believed all young men and women could do so. He noted, “A sports program in college should contribute to the happiness and future welfare of the individual after he leaves college.”

This emphasis continued throughout his presidency, although his differentiation between the sports appropriate for men and for women sounds sexist by modern standards. He believed that for women, “Sports must be based on a love of the game and not a professional basis.” Tennis was particularly appropriate for females,
since it required alertness, balance, precision and quickness of thinking.

Increasing options in sports was only one of the ways the president hoped to increase the number of men at the college. Providing opportunities for men to reside on campus was another. Since the demolition of Normal Hall in 1916, there had been no dormitory space for men. Scott addressed this issue at a meeting of the newly formed Men’s Club, when he was the featured speaker at the club’s first banquet held shortly after his arrival. Nearly 100 men, including several school superintendents from nearby communities as well as many of the male faculty, attended. Scott called for the building of a men’s dormitory. He also reiterated his belief that sports played a large role in attracting male students and expressed the hope that a new athletic field might be built in the future. This, he said, would allow every male student to compete in at least one sport. He urged the male students to take on the construction of a field as a club project, which he believed would produce good results. While a men’s dormitory and modern athletic complex would have to wait several decades, when the first men’s dormitory was built in 1960, it was named Scott Hall in his honor.

Scott also ended Bridgewater’s practice of segregating males and females into separate classes at the freshman and sophomore levels. As far back as 1840, men and women had studied together. The Campus Comment praised the end of segregated classrooms: “The college, the men, and the women will all profit by mixed groups in the freshman and sophomore courses.” Some of the sophomore women, however, were apparently not thrilled with the change: “The plain fact is that procrastination and bluffing, resulting from the downright laziness to which youth in the teens is prone, are more prevalent among the men students than the women … Nobody is to blame for this inertia; it is simply a biological fact …”

There was also an effort to more fully integrate commuter students into college life. Open houses were held in the dormitories, and both students and parents were invited. During one open house, tea was served in the Tillinghast dormitory. President Scott was very enthusiastic about these gatherings, which he said fit well with his plans to have more day students participate in the college’s social life.

Additionally, new areas were renovated and set aside for use by women commuters. With the encouragement of Dean Pope and President Scott, a room formerly used for domestic science instruction was converted into a social room complete with kitchenette. Equipped with a gas range, blue porcelain sink and large work tables, the kitchenette allowed for the preparation of food for parties. Marie Randall recalled the new facility and added, “Dinner parties became popular, some being very elaborate but very enjoyable affairs.”

A more open policy toward students also emerged. In 1936, the president set aside one period per week during which students could come and talk to him. He also met with class presidents and division representatives to discuss chapel attendance and general student conduct.

Chapel was already a concern, as students increasingly rebelled against mandatory attendance. One of the behavioral issues involved was what was described as the high-school urge to write on blackboards, walls and furniture.

Discussions focused on whether chapel should be modified in format, and whether it should continue to be mandatory. As early as 1934, an editorial in the Campus Comment urged students to support a movement for chapel reform, since nothing could be done without student support. Alice Fenton, the president of the Day Student Associa-
tion, argued that chapel should be compulsory and held more than three times per week, while Francis Lyman countered that if Bridgewater were truly a college, chapel should be voluntary and offered one hour per week. Other students proposed a 15-minute address on Monday by Dr. Scott and another 15-minute session on Friday, the latter run by various student organizations.27

While some students still found chapel inspiring, others believed that the institution was not relevant. Charles Witherell commented, “As for chapel programs – they were so dry most of the time that I very seldom went.” Belle Barsky and some of her classmates were cynical about Scott’s idealistic messages: “We still wonder if he really knew and missed each student who “skipped” chapel; if he really believed the altruistic philosophy of education he taught us.”28

By the end of Scott’s tenure, chapel had been reduced to four times per week with Wednesday omitted. The biggest change, however, was that attendance was no longer taken.29 Students apparently took advantage of the looser rules, since the school paper sometimes ran editorials calling it incredible that students did not attend Dr. Scott’s inspiring lectures. The Campus Comment urged student participation not only for their personal benefit, but also to demonstrate student appreciation for the efforts of the president, faculty and fellow students. Increasingly, such pleas fell on unresponsive ears.30

Even though many rules and regulations had been relaxed, students continued to push for more freedom. One freshman in the Class of 1938 complained openly in a manner that would have met with little sympathy during the Boyden years: “This place is more like a prison than a school …” The student went on to call for visitation privileges to other rooms during study hours and for more late-night permissions, including one 10 pm curfew per month and occasional permission to remain out until midnight. If a student traveled to Brockton, 11:30 pm should be the return time, and students should be allowed to go for ice cream after seeing a movie. All of this was justified on the grounds that if students were free to walk around, then study would improve.31

Smoking, of course, was still an expellable offense. However, another student added, “In spite of Dr. Scott’s speech, I still think the state should give us the opportunity to smoke here if we want to – I am not pleading for myself but for those who want to smoke.”32

While students may have felt unduly restricted – a complaint undoubtedly common to students in most times and places – social life continued to loosen up even further. The Culture Fund made it possible to bring distinguished speakers to campus, and Scott was proud of the many opportunities open to students, such as the orchestra, glee club, dramatic club, athletic associations, French club and science club. He added:

This list indicates what enjoyments are constantly available for the student body, and to what degree these organizations are means by which students may add to the major cultural and professional activities of the college and thereby prepare themselves for future responsibilities as leaders of boys and girls.33

In 1934, the senior prom, for the first time, was held in the ballroom of the Somerset Hotel in Boston rather than in the gymnasium. Two years later, it took place at the Parker House.34

Students also continued to attend off-campus events, both in Boston and in nearby Brockton. Among the events attended were a Van Gogh exhibit at the Fogg Museum at Harvard, a Pops concert
conducted by Arthur Fiedler, and a performance of *Tobacco Road* starring Henry Hull as Lester Jeter. The Boston Woodwind Ensemble performed at Bridgewater in October 1936, while the Harvard University Orchestra appeared in concert on December 4 of that same year.35

The *Campus Comment* continued to provide an outlet for students interested in English and journalism. In 1935, the editor and several staff members traveled to New York for the Columbia Press Conference held by the Columbia Scholastic Press Association. Editor George Jones was elected to the national executive board for a two-year term. While the *Campus Comment*’s rating that year was average, the following year the paper took second place, the second time it had achieved this distinction in two decades.36

The continuing freshman orientation also created more of a college atmosphere. The uniform for freshman men consisted of red caps, large green bowties and abbreviated trousers. The students had to perform such feats as rolling pennies with their noses, singing, dancing, reciting Mother Goose rhymes and staging a bullfight. Their female counterparts wore yellow aprons with their names embroidered on and two yellow hair ribbons. All freshmen were required to hold doors, go to the post office by an outdoor route and enter and leave Boyden Hall by the side doors.37

Since Scott’s presidency occurred at the height of the Great Depression, students and faculty had to deal with the effects of this very severe economic downturn. The president occasionally addressed the issue in his chapel talks. While admitting the crisis was grave with 2,000 schools closed due to lack of funds and millions of children about to be released on an extended vacation, Scott remained optimistic that the duration of the crisis would be brief and significant opportunities for reform remained. One positive outcome was that teachers would come even more clearly to the realization that teaching was not simply a business proposition but a calling. He praised the changes that states like Virginia had made to the curriculum and also applauded the National Education Association, which had offered new goals for the country’s schools. He also lauded the efforts of the Tennessee Valley Authority, which he referred to as "... a socialized experiment in education on a scale larger than we are accustomed to conceive."38

The college occasionally benefitted from some of Franklin Roosevelt’s New Deal programs, including the Civil Works Administration. Several hundred dollars were used to paint dormitories and dining and reception halls. Pointing work was also accomplished on the bricks of the Boyden gymnasium and the steps of Boyden Hall; cement walks were painted; and an electric service to Boyden was relocated.39

As the depression worsened and international problems gained public attention with the rise of the Nazis in Germany and the Fascists in Italy, many Americans turned to isolationism. A direct connection is not apparent, but it is interesting that in 1935 the Legislature passed a loyalty oath that new employees in both public and private education were required to sign:

> I do solemnly swear that I will support the Constitution of the United States and the Constitution of the Commonwealth of Massachusetts, and that I will faithfully discharge the duties of the position (insert name of position) according to the best of my ability.40

Previous hires also had to comply with the new policy. These oaths were still required as late as the 1970s.
Some significant changes were made to the curriculum during Scott’s tenure. One change involved student teaching, which was shifted to the junior and senior years. Students would enter the campus training school in their junior year and complete their off-campus student teaching as seniors. The schedule was arranged so that no group would be away from the college during the last nine weeks of their senior year. This meant that students would have two full years of academic work before entering into the professional education aspects of their course.41

In conjunction with this change, beginning in September 1935, no more students were admitted to the three-year course. The last three-year graduation took place in 1937; henceforth, all students graduating from Bridgewater received a BS in Education.

Also, students were given more flexibility in electives. This gave freshmen the opportunity to specialize during their first year. Among the additional options were courses in elementary college chemistry, French, German, gardening, practical arts and block printing. A course in western civilization was added as a requirement. Sophomores were no longer required to take civil biology, but sociology was required. English history for seniors was dropped and replaced by American history.42

Scott had addressed the matter of granting graduate degrees in his inaugural address, and such a program was authorized when the Legislature gave the commissioner the power to allow the teachers colleges to award the MS in Education. While the movement to grant the BS degree had been a relatively long process, this decision to award
the master’s degree followed hard on the heels of college status. The commissioner tasked the committee of presidents with determining the prerequisites and the courses to be offered. The first graduate courses were proposed for the summer sessions at Hyannis and Fitchburg. The MS program was implemented in the fall of 1937. Candidates were admitted based on a 50 percent ranking as undergraduates over four years of academic work. A favorable letter from the dean of the college attended also was required to indicate the student’s definitive ability to pursue graduate work. The program was initially capped at 15 students. To earn a total of 30 credits, liberal arts graduates were required to take general methods and observation, advanced educational psychology, philosophy of education, research, on- and off-campus practice teaching, an elective field and complete a thesis. A teachers college graduate studied problems of administration, advanced educational psychology and research; prepared a thesis; and took 16 credits in elective fields, also totaling 30 credits. Required grades were B or better. In the beginning, education, English and social studies courses offered graduate credit.

In addition to Bridgewater, Fitchburg and North Adams offered graduate courses during the academic year. Fitchburg, North Adams and Hyannis held summer sessions. The program was popular with 235 students enrolled. Bridgewater graduated two students in 1938; the Annual Report listed the graduates and their thesis titles.

While not as prodigious a lecturer as either of the Boydens, Scott was, nonetheless, a very active speaker. In addition to his numerous addresses to campus organizations and at chapel, he frequently spoke at graduation vespers and the baccalaureate ceremony. In February 1936, he traveled to the Massachusetts State College at Amherst (now the University of Massachusetts-Amherst) to speak on “Maturing Education”; in October, he addressed a gathering in Indianapolis on the topic, “Experiences in Teaching.”

He was also a leader among his college president peers. Representatives of the college English faculties met at Fitchburg, and Scott was placed in charge of revising statewide English courses.

In some ways, his leaving Bridgewater was as mysterious as his arrival had been. In spring 1937, he announced that he was returning to St. Louis to become the superintendent of schools and also to teach courses in a university. There is no indication he was at all dissatisfied with his Bridgewater presidency, and the fact that he changed positions a number of times may indicate that he simply did not believe in remaining in one place too long. In that sense, he seems to be a forerunner of a modern trend, wherein the tenure of college administrators is generally much shorter than it was in the 19th century.

It is almost inconceivable in the modern period that a college president would move from his post to become a superintendent of schools; such a move would be viewed as a step down the career ladder. However, there seem to have been no negative comments about Scott’s leaving. Perhaps this silence says something about the lack of respect for teachers and college presidents in the 1930s.

Although Scott’s tenure was brief, he was well respected by students and, as noted, apparently enjoyed his Bridgewater years. The Campus Comment recorded in June of 1935 that Bridgewater had been most fortunate in hiring Dr. Scott: “In the short time that he has been with us he has proven himself thoroughly capable of carrying out the best of the old traditions and of instilling new and better ones.” The paper particularly praised his efforts to raise school spirit, which it noted had been lacking.
for some time. Recalling the president’s roundtable discussions in the philosophy of education courses and his chapel talks, Ruth Bumpus wrote, “I am proud to have known him.” Eleanor Hall added, “Our class entered BTC with Dr. Zenos Scott and left with him. He was a great inspiration to all of us and set forth such high ideals that we shall never forget him.”

The Scotts were tendered a farewell reception on June 11 with the new commissioner of education, James Reardon, and his wife in attendance. Katherine Donahue, a member of the Student Cooperative Association, described the president’s friendly manner, his genuine interest in students, his sound advice and problem-solving ability, and his unfailing support of student activities: “Dr. Scott’s influence as a teacher has been a real inspiration particularly to the seniors who have studied with him in his philosophy classes.”

The former president remained in St. Louis until his retirement when he and his wife returned to Indiana. In 1955, his portrait was presented to the college by the alumni association, but he was not able to be present. In October 1962, the Scotts returned to St. Louis to be near their children. His health had been declining, and he had been hampered for more than a year with a broken vertebrae, which forced him to decline an invitation to attend the 1960 celebration for S. Elizabeth Pope. He died in July 1965.

In examining Scott’s inaugural address and the goals he set, one finds many had been accomplished or at least set in motion to be completed by his successors. These included an emphasis on sports as part of a well-rounded liberal education; an effort to offer more opportunities to male students; an outreach to the college’s graduates to provide continuing education; and the development of a graduate degree. Jordan Fiore, who was a student under President Scott, summed up his legacy:

He was a tall and dignified man, who carried himself like a soldier but who had nothing of the martinet in his make-up. He loved people; he enjoyed good conversation; he felt at home with young people. He believed in making Bridgewater a truly coeducational institution, encouraging men’s activities, the Boyden Men’s Club, intercollegiate and intramural athletics, and student attendance at athletic, social, musical, and dramatic events. College programs received his attention, and when he left the college, he carried with him the sincere affection and respect of the faculty and students.

After this brief experiment with an outside president, the board and commissioner chose to reconnect with the Boyden years when they selected John J. Kelly, the dean of men since 1924, to succeed him.
“This year another important change has taken effect and we, the student body wholeheartedly pledge our support to the future success of our new president, Mr. Kelly. We admired and respected him as a teacher and dean, and now, we shall follow him our President, in all inaugurations.”

CAMPUS COMMENT
JANUARY 7, 1938
JOHN J. KELLY 1937-1951

John J. Kelly, who succeeded Zenos Scott in September 1937, had already been a member of the faculty for 19 years at the time of his appointment. For most of that period, he was also the dean of men. His long apprenticeship was reminiscent of the relationship between Arthur Boyden and his father. In fact, the dean’s job really meant he served as an assistant to the president under both Boyden and Scott. A newspaper described his selection and notification:

Dean John J. Kelly of the State Teachers College faculty was appointed president of the college by Education Commissioner James G. Reardon Wednesday with the approval of his advisory board. Kelly received word at his home at 58 Stetson Street last evening through telephone calls from Boston newspapermen and today the popular and well-liked dean is receiving the congratulations of his many friends and associates.55

The new president was born in Worcester, Massachusetts, on July 24, 1883, where he attended the public schools and St. John’s school.54 After graduating from high school, Kelly worked for 10 years in the woodworking and metal trades, two of those years as a foreman. Eventually, he enrolled in the Fitchburg Normal School and graduated in 1914. His diploma prepared him to teach practical arts, an area in which he obviously had a great deal of hands-on experience.

Even before graduation, he had commenced a teaching career. On his resume, he listed teaching in the public schools in Littleton, Fitchburg and Springfield between 1913 and 1918. Kelly was also the principal of evening schools, but he didn’t indicate in which communities. Additionally, he noted that he was a supervisor and instructor in Easton from 1914-1917. During World War I, he served as
the director of the Building Construction Department at Camp Devens in Ayer, Massachusetts. In 1918, he came to Bridgewater as an instructor in practical arts, although he also taught the history of education, school law and ethics.55

Kelly was apparently quite popular with students. Since practical arts was a required subject for both men and women for a number of years, every student in the school took his classes.56 In 1924, he became the dean of men and remained in that position until his elevation to the presidency. He shared President Scott’s philosophy that Bridgewater should enroll more men and should provide more opportunities for male students. Therefore, he assisted the president with the men’s club as well as pushed for an expanded sports program.

As discussed in the previous chapter, Kelly played an important role during the aftermath of the 1924 fire. He was a member of a committee consisting of Governor Fuller, Commissioner Smith and Arthur Boyden tasked with overseeing the reconstruction of the campus. Kelly personally planned the reconfiguration of the remaining buildings and supervised the male students in the construction of partitions that allowed the gymnasium and basement of Woodward Hall to be converted into temporary classrooms. Thanks, in part, to the dean, the college was again up and running in a very short period of time. Boyden also placed him in charge of overseeing the construction of the new classroom and administration building and training school and directed him to report on technical matters.57

As dean of men, Kelly supervised orientation for incoming freshmen and also taught a course in professional ethics. He was considered to be an expert in the subject, as he had assisted in the publication of a code of ethics for the Federation of Teachers Ethics Committee.58 Evidently, some considered Kelly’s training in practical arts to be an inadequate qualification for becoming a normal school president, but in some ways, this was unfair. At the age of 54, he earned a bachelor’s degree from Boston University, and according to Jordan Fiore, he obtained a master’s degree from Boston College. In this period, many faculty still had only a bachelor’s degree, although a master’s degree was becoming more common. Kelly’s preparation does not stand out as unusual in the way it would today. Even Scott’s doctorate had been an honorary degree, and Kelly would eventually be awarded not one but two honorary doctorates.

Kelly’s memberships were also wide ranging. He served on the approving committee for courses and instruction for the Extension Division of the State Department of Education (1937-1940). He was also president of the Plymouth County Teachers Association (1940). In addition, he was a member of the Massachusetts Teachers Federation, the Massachusetts School Superintendents Association, the Massachusetts State Teachers College Association, the Massachusetts Schoolmasters’ Club, and the Society for the Advancement of Education. He was past chair of the Statewide Committee on the Code of Ethics, and chair of the New England Association of State Teachers Colleges. He was also a consultant for the Education Policies Committee of the American Council on Education and the National Education Association. All of these contacts made him well known to other Massachusetts educators.59

The dean was also active in fraternal organizations. He was a member of the Knights of Columbus, the United Charitable Irish Association, St. Thomas Aquinas’s St. Vincent de Paul Society and St. Coletta’s Holy Name Deanery.60

Kelly was also well known in surrounding school systems, because beginning in 1926, part of his
duties consisted of supervising off-campus teaching in Brockton, Cambridge, Quincy, Fall River, Taunton, Braintree, Bridgewater, Rockland and Abington. For a decade, he visited schools in these towns and cities and familiarized himself firsthand with the challenges of public school teaching.

When Arthur Boyden died suddenly in 1933, Kelly was appointed a member of the special committee on administration, which was in charge of the college from March to July. Such an appointment was probably not unusual for a dean, but it does indicate that the commissioner had confidence in his abilities.

The new president was officially installed on December 14, 1937. The Campus Comment described the gala procession:

The ceremonies began with a colorful academic procession of officials and representatives of the State Department of Education, Presidents of other State Teachers Colleges, invited guests, members of the clergy, members of the Bridgewater College faculty, graduate students and seniors.

The installation format was very similar to Scott’s inauguration. Commissioner James G. Reardon presided over the ceremony with the Reverend Hugh F. Smith of St. Thomas Aquinas Church delivering the invocation. Among those presenting greetings were Katherine Doyle, advisory board member; Patrick Sullivan, director of the Division of Elementary and Secondary Education and State Teachers Colleges; Charles M. Herlihy, president of Fitchburg State Teachers College; John Davis, Bridgewater superintendent of schools; William G. Vinal, representing the alumni association; Brenelle Hunt, representing the faculty; and Dorothy Perkins, president of the Student Cooperative Association. Frieda Rand led the glee club in musical selections.
In his address, President Kelly thanked the state’s education authorities for the confidence they had placed in him and pledged in return, “… my earnest devotion.” To the students, Kelly promised, “… I dedicate my strength, my mind and my heart in service as a teacher.” He also addressed his Bridgewater colleagues:

Of you, my fellow teachers, may I ask that I be permitted to retain in your hearts that position of fellowship which I have cherished for these many years; and may we go forth together in the work of instruction and guidance of the young men and young women students of Bridgewater, keeping ever before our minds the motto of this college ‘Not to be ministered unto, but to minister.’

As to the type of education that was needed: “… I should say – an education that has for its fundamental purpose a deepening of the moral and spiritual life of mankind.” The Reverend Myron Bunnell of the Central Square Congregational Church offered the benediction.65

Immediately following, a reception was held in the Boyden gymnasium where the commissioner and the president, together with their wives, greeted the guests, who included not only those who had attended the ceremony, but also townspeople. During the day, Kelly received many letters and telegrams of congratulation, including best wishes from his predecessor, Zenos Scott.

The day concluded with a turkey dinner in Till-inghast Hall, which was brightly decorated for the holiday season. This was a formal affair with women attired in evening gowns and wearing corsages, while state officials and male faculty members were dressed in appropriate evening attire. After dinner, those in attendance went to the Horace Mann Audi-
torium where the men’s and women’s glee club sang Christmas carols followed by a Christmas play, *Who Hath Not Seen?*²⁶

Kelly dealt with a number of important issues during his relatively long tenure. While the master’s degree program had been approved before Scott resigned, implementation was left to his successor. The establishment of a graduate school was left to the future. In the meantime, a graduate committee consisting of the president, Dr. Joseph C. Arnold and Dr. Clement Maxwell, the next president of Bridgewater, supervised the program. Admissions, purposely, were limited to 15 students a year, and the program struggled over issues of quality and accreditation during its early years.⁶⁷

One problem from the beginning – which continues to this day – was the fact that the state never provided separate funding for graduate education. Some full-time students took courses during the day, but generally courses were offered through the extension program, which had to be self-funding. If enrollments did not cover the instructor’s salary and overhead costs, then the course was canceled. This policy created great uncertainty for both faculty members and students.

In 1939, the commissioner vested responsibility for all summer and graduate courses to the Division of University Extension in the hands of the college presidents. Either personally or through his faculty, the president would oversee the courses given at his college.⁶⁸

In order to place graduate and extension education on a more professional footing, the commissioner also established a number of procedures. Applicants had to apply directly to the president for admission. All courses required official sanction and the instructors must be approved. No more than four credits of graduate work could be completed in a semester; eight credits of off-campus work could be counted toward the degree; and a passing grade was a B or better.⁶⁹

The commissioner and presidents also continued to emphasize content courses during the first two years, with professional education courses and student teaching at the junior and senior level. The ratio of subject matter courses to professional courses was 75 - 25 percent, a strong reversal of the school’s 19th century tradition. On May 26, 1938, the presidents approved the first year of study totaling 33 credits and consisting of general psychology, 3 credits; biology, 4 credits; English composition and literature, 6 credits; speech, 1 credit; physical education, 1 credit; mathematics, 6 credits; and electives, 6 credits. Modern students would probably be surprised to learn that noncredit remedial courses were offered in English and mathematics.⁷⁰

The state also established a merit system for the appointment of faculty. When an opening existed, 5,000 notices were sent out to school superintendents, principals, libraries, schools and colleges. Qualifications and salaries were noted. Written exams were administered to all qualified candidates. The exams were read by three readers. An oral interview was held before a committee of four individuals, which often included faculty members. A ranking was then established based on a total availability of 1,000 points. The *Annual Report* noted that this system was unique among the states, and that about 20 appointments had been made on this basis since February 1, 1939. Promotions were handled through a rating board composed of the presidents of four state colleges and the division director. This was based on a 700-point rating scale that measured personal qualifications, academic and professional preparation, teaching experience and skill and professional growth.⁷¹

The years 1939 and 1940 marked the 100th anniversary of the establishment of normal schools.
in Massachusetts. President Franklin Roosevelt sent a message to the Framingham State Teachers College on May 22, 1939:

Among the many celebrations which take place in the United States, few parallel in importance the one hundredth anniversary of the founding of the first normal school...

May I congratulate the State of Massachusetts on its pioneer service in establishing the first normal school. May I also congratulate the President and faculty of the State Teachers College at Framingham on the rich traditions which they enjoy and on the opportunity which is theirs to carry forward the good work.72

The celebration of the 1840 founding of Bridgewater consisted of a number of events throughout the year. On January 20, noted educator Horace Kidger of the New England History Teachers Association spoke at a Social Sciences Conference. In June, Governor Leverett Saltonstall addressed the graduating class, and Arthur C. Gould, superintendent of the Boston public schools, delivered the commencement address. One of the highlights was a chapel program on September 22 where President Kelly spoke, and the opening of the school was re-enacted. Elizabeth Allen, Class of 1937 and the great grandniece of Horace Mann, returned to her alma mater and gave a tribute to her uncle.73

As part of the celebration, an organ was donated from the Clara E. Prince Memorial Fund in honor of the longtime music teacher.74 The alumni association also raised $10,000 to purchase Groveside, the Boyden homestead, on Summer Street. Mrs. Boyden had continued to occupy the house after the death of her husband, but since her death, the house had been unoccupied. Her heirs, Dr. Edward Allen Boyden and Ethel Boyden, were willing to sell the property to the state with the idea that the building might be refurbished and utilized either as the president’s home in place of Gates House or by the alumni association. Ultimately, however, the building was torn down when a new dormitory was constructed.75

Ironically, but understandably in light of the continued poor economic conditions, at the same time the commonwealth was celebrating the opening of the first normal schools, a committee consisting of one senator, three representatives and three members appointed by the governor was tasked to look into the possible closing of some teachers colleges. On or before the first Wednesday of December 1940, the committee was to report its recommendations to the Legislature and to specify in what order colleges should be closed if the Legislature decided to take such action.76 The committee made an extensive study and visited college campuses. The reporting date was extended until 1941, but when the recommendation was made to close Westfield, the Legislature did not concur.77

The state also began to address more fully the degrees and other qualifications required to teach in the public schools. Despite its pioneering efforts, Massachusetts was one of the few states that still had not adapted statewide standards for its teachers. The minimum teaching standard was evidence of good character and a health certificate from a physician. This was a throwback to the time of Horace Mann who, in order to gain support for normal schools, had assured local school systems that the state would not infringe upon their prerogatives.78

The standards were spelled out at each level. Kindergarten teachers required a bachelor’s degree with kindergarten/primary education as the major field. Six hours of supervised practice teaching were required along with courses in the principles and aims of kindergarten and elementary education, philosophy and history of education, general
psychology and child psychology, principles and methods of education, and test and measurements. Elementary teachers had the same course requirements, but they required a Bachelor’s in Elementary Education.79

At the upper level, junior high teachers required 18 credits in the field to be taught and 12 credits in each minor field. The professional preparation was 16 hours in some phase of secondary education, plus 10 hours in educational psychology, the history and philosophy of education, principles of education, tests and measurements, methods and practice teaching. The requirements were virtually identical for high school teachers.80

The state also attempted to tighten both the entrance requirements and the standards for remaining at the college and graduating. Interestingly, today all these matters would be at the discretion of the governance structure of the local institution. A century ago, they were decided by the commissioner and advisory board. Students fully certified in 12 units of high school work or who were in the upper quarter of their classes could be admitted without examination. Those not fully qualified were required for the first time to take the Scholastic Aptitude Test. A unit of algebra was added to the list of prescribed subjects. Previously, a grading system similar to the modern GPA had been developed, and anyone with less than a 2.0 would be dismissed. To receive an incomplete in a course, a student must have completed 80 percent of the work and then have finished the remaining assignments within eight weeks of the course’s conclusion. Retaking a course would not change one’s GPA, and failures could never be removed from the record, but a subject could be retaken and passed before September 1 of the senior year.81

As public institutions, the teachers colleges continued to open their facilities to a variety of outside activities. Bridgewater sponsored science fairs, reading clinics and an institute for professional relations. The commissioner also encouraged the colleges to provide workshops so teachers could consult with experts about their problems and challenges. In addition, the usual professional conferences were held.82

Although neither Scott nor Kelly constructed any new buildings during their administrations, there was a proposal in March 1939 for a building where social functions, business meetings and casual gatherings might take place. Construction money would come from student and alumni pledges. A plot of land behind the agricultural garden on Park Avenue was mentioned as a possible site. Nothing came of this proposal, and it would be two more decades before the college embarked on a substantial new building program.83

In 1940, Bridgewater faculty member Alice Beal joined a long list of alumni who served in important positions in state education, when she was tapped by Commissioner Downey for the post of state supervisor of elementary education. Beal graduated from Bridgewater in 1916 and went on to earn her bachelor’s degree at New York University and a master’s degree from the School of Education at Boston University. She undertook additional graduate work at both Columbia and Harvard. Before returning to Bridgewater in 1927, she taught in Quincy and was supervisor of elementary education in Haverhill. At Bridgewater, she was director of teacher training. The tradition of Bridgewater graduates having a significant influence at the state level was alive and well.84

Another major accomplishment of the Kelly presidency was the successful attempt to receive accreditation. The movement in this direction was encouraged by the commissioner, who took tentative steps to have all of the teachers colleges certified
CHAPTER 5
THE POST-BOYDEN YEARS: Zenos Scott, John J. Kelly and Clement C. Maxwell

by the American Association of State Teachers Colleges. In 1944, Bridgewater was visited by a team led by H.A. Sprague. The college earned high marks for its physical appearance, general atmosphere and professional spirit and was invited to become a member of the organization.

Interestingly, in light of the fact that Bridgewater now has a major in aviation and has even leased a number of planes, the college briefly participated in a flight program under the auspices of the Civilian Aeronautics Administration. Flight instruction was given in Hanover and ground training at the college. The program was short-lived, however, due to lack of interest, although 10 students, including one woman, were enrolled. One graduate, Tom Buckley, went on to fly for the Army Air Corps.

With only two dormitories available for women on campus and none for men, commuting students also continued to be a matter of concern. Although more students were arriving on campus by automobile, numerous students still came by train. When the Old Colony Railroad proposed to curtail service on its Brockton line, Kelly objected. He testified at a hearing that if service were curtailed, he preferred that the line would end in the Campello section of Brockton, since students could get from there to Bridgewater. He feared that the railroad’s proposal to end its line in nearby Whitman would bring a decline in the college’s enrollment. The president prepared a petition to be signed by students, urging the railroad to continue its current service. There were also constant concerns that changes in timetables would force students to leave their homes before breakfast and return long after supper was over.

Not surprisingly, commuter life caught the eye of editors of the campus paper, and articles appeared detailing the humorous side. On one occasion when the train went by a flag stop, the engineer apologized and made an unscheduled stop by the student’s front yard. Another time, two students who got off in Brockton to buy candy while the mail was transferred found themselves left behind. Drivers were also not immune to problems; one driver arrived a half hour late when a horse lay down in the road and couldn’t be moved.

The concern with declining student enrollment was very real, as the size of the student body had decreased even before World War II. The growing threat of war produced lucrative positions in the defense industry. This made it more attractive to join the workforce than to attend college, especially in light of the continuing depression and the low salaries for teachers. Only 96 students entered the school in the fall of 1941, the smallest number in many years. Additionally, many juniors were leaving the college, and many teachers were leaving for defense jobs or even to join the armed forces; a teacher shortage loomed. This meant that graduates had many employment opportunities. However, the work that had been done in Massachusetts to supply an adequate number of teachers for the public schools was in jeopardy.

The decrease in students also led to a decline in revenues for the college. The Student Cooperative Association was forced to cancel some activities, and all student organizations were faced with less money in their treasuries.

Through it all and for more than a decade, Kelly served as president. However, he occasionally suffered from the heart problems that would eventually take his life. In October 1940, he was forced to temporarily relinquish the reins to Brenelle Hunt who became acting president. It was not until mid-January 1941 that Kelly was again well enough to assume his duties.

The middle period of the Kelly presidency was dominated, of course, by World War II. The student
newspaper gives no indication that students were any more interested than the general public about events in Europe where war clouds were gathering, although there were occasional references. In October 1938, the *Campus Comment* ran an article titled, “Hitler an Opportunist in the Opinion of Two Faculty Members.” Dr. Clement Maxwell, who succeeded Kelly as president, and Professor Balfour Tyndall, who had traveled extensively in Europe the previous summer, both said they believed that *Mein Kampf* was Hitler’s guiding blueprint. With some insight, Maxwell predicted that an alliance between Hitler and Mussolini would prove problematic, since both were opportunists. He also believed that the Munich Agreement did not guarantee peace. Tyndall believed that if Britain went to war, sooner or later the United States would follow.

In March 1939, faculty members Mary Smith, Brenelle Hunt and Selectman Leo Morse engaged in a debate on the question, “Will Preparedness Prevent War?” The team argued the affirmative position, which prevailed by a unanimous vote of the judges.

Students recalled very vividly the Japanese attack on December 7, 1941, in the same manner that a later generation would recall the assassination of John F. Kennedy:

None of us will ever forget December 7 of our sophomore year – nor the noon of December 8 when the whole college sat stunned in the auditorium while over the radio President Roosevelt formally declared war, after the treacherous attack on Pearl Harbor.

In less than a week many male members of the class enlisted.

The decline in enrollment accelerated, particularly among the male ranks, although for the first time in an American war, a great number of women served as well. Recalling how one after another of her male classmates, including popular basketball players Dick Dorey and Dick Grimley, left, one student noted, “By June we had almost ceased to be a co-ed college in anything but name.”

An unofficial count of Bridgewater graduates who served in World War II lists 403 names from classes as far back as the 1920s. Sixty-three of the total number of Bridgewater students who enrolled in the armed forces were women. Fourteen perished, including Helen Thomas, Class of 1920, who, it was noted, died in New Guinea. Another Bridgewater servicewoman was Barbara Jean Kirmayer, the great granddaughter of Franz Kirmayer, the longtime language instructor who had lost his leg during the Civil War.

One Bridgewater woman, Ellen Mercer Diming, Class of 1943, served in the WAVES after graduating and teaching for a year. Although Mrs. Diming did live on campus for two eight-week periods, she was a commuter student for most of her college career, her family being too poor to pay for room and board. Her father worked for the New York, New Haven and Hartford Railroad, which provided a pass for the family so she could commute for free.

Parenthetically, it was her impression that the dean of women, Elizabeth Pope, did not take much interest in commuting students or care much about them. As an example of this alleged bias, Diming recalled that while the dormitory students ate family style in the dining room, the commuters were relegated to a room in the basement of Boyden Hall. Here, the only amenity provided was milk, which they could purchase to go with their brown-bag lunches.

Diming enlisted in the WAVES in June 1944. She continued to teach for several months at Kingston High School before being ordered to active duty. She was sent to New York City to train new women
enlistedees and was discharged from service in 1946.\textsuperscript{98}

Several faculty members also served during the war. George Durgin, a mathematics instructor who graduated from Harvard in 1915 and came to Bridgewater in 1926, had been in the navy during World War I and returned to active duty with the rank of lieutenant commander. He instructed recruits in basic seamanship and was ultimately assigned to teach WAVE recruits in New York. While this program was very successful, some of his comrades apparently thought of this assignment as less than manly duty: “I felt like a museum piece” he grinned, and thought that perhaps they would label me the ‘WAVE.’” He subsequently served with male units in Virginia, San Francisco and Okinawa.\textsuperscript{99}

Frederick Meier, a 1932 Boston College graduate and a gifted athlete who taught science and men’s physical education, served in the Army Air Force. Meier had entered Bridgewater in 1933 as a special student seeking a teaching credential. Kelly asked him to coach the baseball team. He taught at Bridgewater from 1936-1954 with time out for World War II. In addition to his teaching duties, he was also the dean of men. After training in the United States, he was sent overseas where his group dropped the 82nd Airborne during attacks in Sicily. They participated in additional campaigns in Italy, Normandy, and the crossing of the Rhine.\textsuperscript{100}

The two faculty members returned to their duties in November 1945, and both continued to have very distinguished careers. Eventually one of the newer dormitories, Shea-Durgin, was named in Durgin’s honor. In 1950, Meier earned the EdD from Indiana University, and in 1954, he left Bridgewater to become president of Salem State Teachers College where he served for the next 15 years. During his tenure, he witnessed an expansion of the academic programs along with an ambitious building agenda. He retired in 1970 but taught an additional five years in Bridgewater’s Department of Secondary Education. The Dr. Frederick Meier Education Award is given annually in his memory.\textsuperscript{101}

The colleges also adapted their curriculum to wartime. Offerings considered useful for the war effort were mathematics, the significance of aviation, Red Cross first aid and the implications of current history. The Annual Reports also listed activities of faculty and students. These included conservation programs, gardening, sugar rationing, knitting and sewing, airplane spotting and operating a weather observatory.\textsuperscript{102}

Even those who didn’t serve in the military felt they were participating in an important historical era, a feeling that Tom Brokaw captured so vividly in his book The Greatest Generation. Edna Dolber remembered the air raid drills and trial blackouts to hide the campus in darkness should enemy planes suddenly appear overhead. While this may seem naïve in retrospect, students were assigned to report to specific buildings in case of a raid, and faculty member Paul Huffington was appointed by President Kelly to serve as the chief air raid warden.\textsuperscript{103} A telephone exchange was set up in the basement of the training school, and students did defense duty by signing up for two-hour shifts.

Another way female students contributed and also attempted to fill the gaps in their social lives was by attending dances held for service members. A number of women recalled going to social events at nearby Camp Standish in Taunton and Camp Edwards in Bourne on Cape Cod. These activities had the full backing of college administrators.\textsuperscript{104}

There were also numerous fundraising activities. War bond drives took place; one slogan used was, “Buy war stamps instead of candy and keep your weight down.”\textsuperscript{105} In 1943, the freshmen produced “This Is College” to benefit the Red Cross. Another Red Cross fundraiser turned the
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THE POST-BOYDEN YEARS: Zenos Scott, John J. Kelly and Clement C. Maxwell

Horace Mann Auditorium into a South Pacific USO with students as tap dancers. Students also donated blood: “We are proud of our place in the war effort. Lives have been saved because of the blood we donated.”

One widely publicized collective activity was the sorting of gasoline rationing cards that had become mixed up during their trip in the mail from Washington to Boston. When no one was available to reassemble the books, former faculty member Alice Beal arranged for the task to be done by Bridgewater students. Students and faculty were transported to Boston along with tables, chairs and even lunches. Dean Pope organized the work crews, which over a three-day period sorted through two million cards.

The only mishap was the temporary loss of 80 lunches. Accusations flew that they had been stolen by the drivers or even by the state police. A last ditch search found the missing items in Miss Pope’s car, much to her embarrassment.

The teacher shortage, of course, grew worse during the war years. By 1943, total enrollment in all of the teachers colleges had dropped to 2,203, and the commissioner predicted the gap would worsen. In an effort to alleviate the shortage, admissions standards were changed. By September 1942, candidates could be admitted if they were in the upper half of their high school classes, although they must be interviewed by the principal and take the SAT. The following year, anyone with a diploma could be admitted; an aptitude test and an interview were also required. By 1944, enrollment had dropped to 1,882, a decrease of 43 percent from the
high of the previous 10 years. In 1945, the entire system graduated only 134 elementary teachers and 67 junior high teachers.\textsuperscript{111}

Accommodations were made for students entering the armed forces during the second semester of their senior year. At the president's discretion, they could be granted a degree. Any courses taken under the auspices of the Armed Forces Institute could also be counted toward the degree. To speed up graduation, credits for the degree were reduced from 128 to 120, and beginning in September 1943, the rigid curriculum structure was loosened to allow students to graduate in three years.\textsuperscript{112}

To alleviate the economic restrictions due to very severe gasoline rationing, off-campus courses were counted until the transportation system improved. To help with the teacher shortage, juniors and seniors were allowed to take positions and to be paid during their practice teaching.\textsuperscript{113}

One casualty of the war was the Hyannis Teachers College. Enrollment had never met expectations, and in 1944, the Hyannis operations were suspended and transferred to the Massachusetts Maritime Academy in Bourne. In 1951, the state tapped Bridgewater to run summer programs at Hyannis, and for many years, Bridgewater conducted a summer program primarily for education students. This was held on the abandoned Hyannis campus, but that venture ultimately ended. The war also curtailed the awarding of almost all MEd degrees.\textsuperscript{114}

Despite the declining enrollment, the department of education, perhaps anticipating an expansion at the conclusion of hostilities, continued to examine applicants for faculty positions; competitive exams were still held. In 1942, the college sought teachers in geography and education as well as teachers and supervisors for grades 1-3, 4-6 and 7-9. Even dormitory matrons had to take an exam.\textsuperscript{115}

In 1944, additional regulations for faculty appointments were issued. These included nomination by the president and director of the division and appointment by the commissioner. The presidents looked at the files of those who had applied but could also seek assistance from university placement bureaus and other sources. The recommenders would submit a list of three names with reasons for the choices.\textsuperscript{116}

By 1947, representatives of the Massachusetts Teachers Association called upon Commissioner John Desmond to devise a more equitable salary classification plan. A committee consisting of one faculty member from each college, two college presidents and the president of the faculty association produced a report that was presented to the director of teachers colleges and the commissioner. T. Leonard Kelly represented Bridgewater. Faculty approved the report virtually unanimously, and the report was given to the presidents to place faculty members on the new compensation schedule.

The next year, the governor and council adopted four faculty ranks: instructor, assistant professor, associate professor and professor. Professors were required to possess an earned doctorate and 12 years of experience or demonstration of exceptional worth; associate professors, nine years of teaching, a master's degree, plus two more years of additional study; assistant professors, six years of teaching, a master's degree plus an additional year of study; instructors, three years of teaching experience, plus a master's degree or its equivalent.\textsuperscript{117}

Some of the positions proved difficult to fill because of low salaries. Some complained that the colleges could not find instructors with three years of experience, which seemed to indicate that pay was better in the public schools than in the training school. The commissioner asked the Legislature to raise the salaries for both instructors and assistant professors.\textsuperscript{118}
The state also returned to a modified version of visitors and appointed prominent citizens and a board member to oversee the welfare of each college. In 1949, Wilfred Kelly, the headmaster of South Boston High School, served as chair of this committee for Bridgewater. Kelly transmitted a letter to the president with a number of recommendations. Under the heading ”Recruitment of Students,” he recommended a personal interview with each candidate for admission; five full-tuition scholarships for bright students who could not otherwise afford to attend; and a two-platoon system, whereby dormitory students attended classes in the morning and commuters attended in the afternoon. This would require hiring more faculty.

There were additional recommendations. One was to place more emphasis on training teachers for the first six grades and, another, to allocate more money to purchase texts and reference material as well as audio-visual aids for the laboratory school. Additionally, one full-time teacher should be hired as a liaison with recent graduates, and salaries should be set to a scale between $3,500 and $4,200. A superintendent of buildings and grounds was needed to relieve the president of those responsibilities.

For the physical plant, the college should have a bus for field trips and observations. A new gymnasium was required to admit men to the physical education program; the old gymnasium could be converted to a library. The boilers were in immediate need of repair.119

The headmaster indicated that if he did not hear from the president in a week, he would assume he was satisfied with the list and would forward it to Commissioner Desmond. President Kelly responded that he agreed with all of the suggestions except the personal interview, which he believed required more discussion. He also noted that funds for a new boiler and repair of the old one had been requested in the budget.120

Another change, although it required a court case to bring it about, involved the department of education gaining the right to charge tuition. The idea that tuition was free if the graduate taught in Massachusetts was so strongly ingrained that both parents and students balked at any talk of instituting tuition fees, which they believed were illegal. Finally, the Supreme Judicial Court, in Arthur W. Lynch and another v. commissioner of education and others, ruled that the department had the authority to charge tuition.121

While the war obviously had an enormous impact on American life, some aspects of campus life went on as usual for those left behind on campus. In fact, occasionally complaints surfaced that students were apathetic about the war effort. Julia Carter, the head librarian, expressed disappointment that only 20 percent of the expected books had been collected to send to service members. The campus newspaper also complained, “Bridgewater is not doing its part in this war.”122

Indicative of the fact that life went on, the Campus Comment of November 21, 1945, carried news of the recent war fund campaign along with columns about the “Halloween Ghost Walk” and the “Jungaree Jive,” a barn dance “where pig-tailed girls and mock-men, ‘cut the Rug.’”123 Another coed, albeit tongue-in-cheek, described a typical Bridgewater date:

First, you went to Miss Pope to get the okay to stay out until the unheard of hour of 11:30 PM. Your date arrives at 8:30 PM by which time you have smoked your last pack of Rameses cigarettes.
Your housemother stands adamant and virtuous and demands his pedigree and family history for the past three centuries. Once his credentials have been o.k.’d the rest is a cinch. By now it is 10:30. You have an hour to rush down to the Nip (nearby Lake Nippinicket) and start to analyze the political status of the world.!!

The war’s conclusion brought a welcome return of men to campus as well as a variety of plans to reintegrate veterans back into the education system, since many had interrupted their college careers and others had left before receiving high school diplomas. The 1946 yearbook celebrated the change: “The most impressive sight on campus that September was the increased enrollment of male students. We had been primarily a woman’s college for so long!”

In 1946, the department of education undertook three major projects anticipating, as it did, that veterans would be resuming their education in large numbers. First was a review of the general education courses. Second was an examination of summer and extension courses in order to establish a statewide plan, since many veterans might wish to work and pursue their degrees part time. Third, the graduate program was examined. The board looked at the possibility of eliminating the thesis, making courses more challenging, awarding four credits for all graduate courses, requiring 18 credits of required courses and merging graduate and undergraduate courses.

These studies yielded several changes. The state continued to limit the general education courses to the first two years and raised the total credits to 32 per year. This consisted of English, 14 credits; natu-
eral science, 12 credits; mathematics, 3 credits; social sciences, 18 credits; art, 3 credits; music, 3 credits; psychology, 3 credits; physical education and hygiene, 2 credits; and electives, 6 credits. Twenty-four of the 32 credits must be taken on campus. Additionally, it was decided to concentrate on undergraduate education and to eliminate the full-time graduate program.127

Chapter 660, Acts of 1945, authorized the department of education to provide veterans with a program of education at each of the colleges. Bridgewater became an education service center. Most colleges also prepared to admit another class in January 1946, so veterans would not have to wait six months to resume their education. 128

These programs were successful in increasing enrollment. By 1947, male ranks had risen from a wartime low of 298 to 451. By 1949, the total enrollment – male and female combined – of 4,039 was the highest in the state colleges’ history. 129

President Kelly played an important role in helping veterans complete their high school education and earn their diplomas. He was selected as director of high schools for a district that stretched from Quincy to Provincetown and from Bridgewater to the Rhode Island line. Nantucket was also included. Superintendents nominated faculty to Kelly, who forwarded the names to the commissioner for appointment. The Bridgewater program met on Monday and Wednesday evenings and had 10 students enrolled.130

These increases placed a stress on the dormitories and dining halls, although Bridgewater still had no men’s dormitory. There were suggestions of a new building program to deal with these problems. By 1951, the budget included funds for a new gymnasium and pool.131

The commonwealth also finally established statewide standards for teacher certification, the last state in the United States to take this action. The standards were still rather modest: possession of a bachelor’s degree, American citizenship, good health and sound moral character.132

In 1946, the alumni reunion commemorated the construction of the first normal school building in the United States a century earlier. The occasion also honored some 350 Bridgewater veterans, who were requested to attend in uniform. Faculty, including the president, worked with students who presented a pageant about the opening of the building. Sixteen training school students also participated.133

One thing that had changed enormously due to the war was that students were looking for less regulation and more freedom. The Campus Comment began to run a column called “Clearing House,” which raised provocative issues and backed particular causes. While this gave students the opportunity to blow off steam and to be witty or even outrageous, the topics discussed reveal just how much times had changed.

One question raised was “Should married women be given opportunities to teach schools?” Marriage still generally precluded women from the profession, although the Campus Comment began to carry marriage announcements in the late 1940s. The women, however, then usually left the college.134

Smoking had previously been an expellable offense, but now the Campus Comment asked for a women’s smoking room.135 One letter writer proposed that since attendance was generally small at male smokers where speakers gave lectures, women should be allowed to attend.

Other columns explored additional issues. One asked if there should be any rules at all. Gus Antanakos responded, “There should be no rules and regulations. The ones who don’t know how to
take care of themselves, don’t belong here anyway.”

Gary Pike added, “No rules then we can’t break them.” Students also questioned if there should be a dress code off campus. Harry Nickerson responded, “This is America. I feel I should be able to dress as I please downtown.”

Perhaps the most stunning symbol of the change was a photograph in the 1949 yearbook. A couple is seen holding hands, and the young woman has a cigarette. One can only imagine what the Boydens’ reaction might have been.

President Kelly died in November 1951 at the age of 68. Despite his previous poor health, the event seemed to shock the campus. A solemn high mass of requiem was held at St. Thomas Aquinas Church and was attended by local and state educators, faculty, alumni, students and townspeople. Businesses closed from eleven to noon; classes in the town and at the college were canceled; and flags flew at half-staff. Numerous clergy also were present, including the Reverend Joseph R.N. Maxwell, president of Boston College and the brother of English professor Clement Maxwell. Burial took place in Leominster.

The student newspaper summed up Kelly’s legacy in practice and in theory. As a practical example:

It is hoped that the example Dr. Kelly set as an educator, teacher, friend administrator, idealist, philanthropist, and guide may become a living Bridgewater tradition, and though there may be more chapters to come in the history of Bridgewater Teachers College, this era through which Dr. Kelly led us will be one of the most illuminating.

On the theoretical side, it added, "Dr. John J. Kelly constantly stressed the importance of spiritual and moral values of education.”

A memorial service was held on January 15, 1952, with Commissioner John J. Desmond as the speaker. In 1956, the carillon bells were dedicated in his memory, and in 1966, the newly constructed gymnasium was named in his honor.

The commissioner continued the tradition of selecting an internal candidate to head the college when he named Clement Maxwell to be the fourth president of Bridgewater.
Doorway to Horace Mann Auditorium, circa 1947.
“The professor I remember with special fondness was the wise and witty Dr. Clement Maxwell; his lectures were always enlightening and I learned much about English literature from him”

EDNA DOLBER
CLASS OF 1943
Clement Maxwell was a well-liked and respected faculty member when he was elevated to the post of acting president in 1951 and then president in April 1952. Maxwell, a native of Taunton, was born in 1898 and attended St. Mary’s school in that city. He received his BA, cum laude, from Holy Cross in 1920, MA from Fordham in 1922, and PhD in English from the same institution in 1924. He thus became the first president with an earned doctorate, and one of the hallmarks of his administration was an increased emphasis on faculty scholarship.

Dr. Maxwell had extensive teaching experience before coming to Bridgewater. He began his career at the Loyola School in New York City. After four years, he left to teach at Holy Cross until he accepted a position as head of the English department at the Newman School in Lakewood, New Jersey. After seven years at Newman, he returned to Massachusetts to teach English at Jamaica Plain High School. He joined the Bridgewater faculty in 1937.

That was the same year the graduate program was instituted in the teachers colleges, and Maxwell served not only as the head of the Department of English, but also as the director of graduate studies. As noted, his earned doctorate was a rarity among faculty in that period, which made him a natural choice for this position. He also directed the extension program, and alumni praised his leadership in providing courses at reasonable prices and convenient hours to accommodate alumni and other teachers in surrounding school districts.

Similar to the Boydens, Maxwell came from a family of educators. One brother, Dr. George M. Maxwell, was a dean and head of the science department at Jersey City Junior College, and as noted, another brother, Joseph R.N. Maxwell, S.J., was the president of Boston College.
The official installation took place on November 21, 1952, in the Horace Mann Auditorium. The format was similar to previous Bridgewater inaugurations with various individuals bringing greetings, including Leo Nourse, on behalf of the town; Alice Beal, president of the alumni association; John Zoino, president of the Student Cooperative Association; President Grover Bowman of North Adams, representing the state teachers college presidents; and Dr. Owen B. Kiernan, Class of 1935, representing the state department of education. Kiernan would ultimately become commissioner of education during Maxwell’s tenure.

In a somewhat different twist, however, Maxwell’s brother, Joseph, spoke on the topic “Our Schools and Our Culture.” The address dealt with cultural themes and utilized the ancient Cretan civilization at Cnossos and compared it with 20th-century New York City.

Dr. Patrick Sullivan, the director of state teachers colleges, presided and introduced Commissioner John Desmond, who installed the new president. Maxwell’s inaugural address was titled “Follow the Gleam” and traced Bridgewater’s long history from the time of Horace Mann to the present.

Many in the audience were favorably impressed both by the ceremony and by President Maxwell. Anna Donovan “thought President Maxwell’s speech marvelous and an inspiration to all.” Larry Folloni, director of athletics and physical education at Bridgewater, said, “It couldn’t happen to a finer gentleman.”

Just like President Kelly before him, Maxwell stressed that he did not plan any radical changes. The Campus Comment reported, “He hopes to continue the policies of his predecessor and to help the college grow in dignity and prestige.” He also expressed his philosophy that Bridgewater was not 100 years old but was a growing and vibrant 100 years young.

While Maxwell’s time as president stands on the brink of the modern era and while hundreds if not thousands of alumni are still living from this time, his presidency harkened back to the past as far as his expectations for students were concerned. Addressing the incoming freshman class in 1953, Maxwell called on them to work hard:

You must realize today that you have a difficult task ahead of you. Don’t come to me and tell me how sorry you are that you didn’t make a better effort the first year. If after a full year of trial here at the college, you don’t make the grade please withdraw graciously.

One can imagine the reaction such a speech would produce today from students, parents, alumni and the board of trustees.

Since Maxwell was a scholar with a particular interest in Dickens and Thackeray, one change that did occur – although it was certainly not limited to Bridgewater – was the hiring of faculty with more substantial academic credentials. This is not to criticize previous faculty, many of whom, as we have seen, were outstanding teachers and even conducted research. However, given the low salary and lack of prestige accorded normal schools, it was difficult to attract faculty with advanced degrees. Prior to the 1950s, very few if any faculty had earned doctorates.

During Maxwell’s tenure, however, this began to change. A number of outstanding faculty members were hired during this period, some of whom were Bridgewater graduates but many of whom had no previous connection with the college. One of these new faculty members was Frank Hilferty, Class of 1942. When he entered the college in 1938, there were no dormitories for men, although during his senior year he took a job as the mailman, which allowed him to have a room in the basement of Tillinghast Hall, and made him one of only two males to live on campus.
After graduation, Hilferty earned his master's degree at Boston University and his PhD in biology at Cornell. His teaching career began at Millis High School, which he eventually left for a position at Farmington State Teachers College in Maine. From there, he went on to teach at Salem State Teachers College until 1954, when he accepted an offer to teach biology at his alma mater in what was then a department of three.147

Hilferty not only chaired the Department of Biology but also was director of the Division of Natural Sciences when the next president, Adrian Rondileau, established that administrative structure. He was also the first dean of the School of Graduate Studies (previous heads were called directors) and served from 1965-1981. From 1959-1960, Dr. Hilferty, who had been awarded a National Science Foundation Faculty Fellowship, was a research fellow at Harvard. His selection as dean of the graduate school was an attempt to gain prestige and achieve accreditation for the fledgling programs.148

Parenthetically, Maxwell stressed the importance of science education during his presidency. As biology chair, Hilferty greatly expanded the department and hired new faculty with doctorates from major universities including California, Cornell and Harvard. The department began offering a major in 1956.149 This trend of hiring faculty with doctorates continued not only in biology, but also in other departments and eventually led to a policy where the doctorate or other terminal degree became mandatory.150

During Hilferty’s time as dean, the college instituted the degrees of Master of Science, Master of Arts, Master of Arts in Teaching, Certificate of Advanced Graduate Study, and several specialized MEd programs. He was also instrumental in the planning of the new Marshall Conant Science Building and the Catholic Center, whose library...
is named in his honor. For his numerous contributions, Frank Hilferty was designated the first commonwealth professor at Bridgewater, one of a small handful of faculty throughout the state to be given such an honor.

The Department of History also had two outstanding faculty members. Annabelle Melville, who held an undergraduate and master’s degree from the State University of New York-Albany and a PhD from Catholic University, was also a commonwealth professor. Before coming to Bridgewater as chair of the Department of Social Studies in the fall of 1953, she had taught at St. Johnsville and Northville Central high schools in New York as well as at St. John’s College in Maryland and Catholic University.

Professor Melville remained at Bridgewater until 1975 and became a nationally and internationally known scholar for her biographies of important figures in Catholic history, including Elizabeth Bayley Seton, Jean Lefebvre de Cheverus and Louis William DuBourg. Her biography of John Carroll was awarded the John G. Shea prize by the Catholic Historical Association in December 1955. She was vice president of the Catholic Historical Society twice in 1960 and then again in 1985, and she was president in 1989. She received an honorary LLD from Stonehill College on June 3, 1956. In 1986, she returned to Bridgewater to serve as co-chair for the inauguration of her former student, Dr. Gerard Indelicato, as Bridgewater’s president.

One might wonder why a scholar of such reputation did not move on to a larger research university, but Melville loved teaching and had a great affection for the college. She once said, “I’m a pretty run-of-the-mill small town school teacher and that suits me fine. I like small towns, and I have always enjoyed teaching.”

Dr. Jordan D. Fiore, another Department of History faculty member, was a graduate of the centennial Class of 1940. Fiore served four years in the Army Transportation Corps during World War II and then went on to get his MA in English at Boston University and his PhD in history from that same institution. He began his teaching career in the public schools of Swansea and Fall River and taught English at the University of Rhode Island. He was also a lecturer in bibliography and assistant director of the library at Boston University before returning to his alma mater. Like Annabelle Melville, Fiore was quoted to the effect that “…a small college offers more personal contact between instructor and student.”

Fiore took over the chairmanship of the Department of History from Dr. Melville and was also the longtime director of the Division of Social Sciences. A prolific scholar, he produced two histories of Bridgewater: As We Were (1940) and Bridgewater State College As We Were, As We Are (1976) co-authored with David Wilson, the former written while he was an undergraduate. He also authored numerous pamphlets on such topics as Bridgewater and the sciences, and presidential leadership. From 1960-1965, he was a member of the Massachusetts Civil War Centennial Commission, and he authored a pamphlet, Massachusetts in the Civil War.

An outstanding teacher, he was the recipient of the Dr. V. James DiNardo Award for Excellence in Teaching. Former students began a fund to support an award for faculty research and named it in his honor – the Jordan D. Fiore Research Prize in World Justice.

While Hilferty, Melville and Fiore were three of the most respected teachers, scholars and academic leaders at the college, they were also typical of a trend occurring campus wide. Maxwell reported to the alumni in November 1957 that Bridgewater
faculty had authored or co-authored 112 books as well as 650 articles, pamphlets, monographs and similar publications.154

Above and beyond hiring outstanding faculty, Maxwell also emphasized recognition of student contributions. In 1952, he instituted Honor’s Day, which was held at the time of the June graduation. The ceremony began modestly with 10 awards presented in 1956, increasing to 13 the following year. Honor’s Day took hold, however, and today is a significant campus event.155 During the 2009 ceremony, 211 awards were presented.

As discussed previously, the state also had adopted a system of faculty rank that exists to the present day. By 1960, 25 percent of faculty members were professors; 20 percent, associate professors; 30 percent, assistant professors; and 25 percent, instructors. The report for that year noted the hiring of two new assistants and seven new instructors and warned of the difficulties associated with absorbing so many new faculty members all at once.156

Despite his pledge, President Maxwell did make some changes, although not all of them were major. He introduced the first outdoor commencement, at least since the building of the Horace Mann Auditorium; the ceremony took place on June 8, 1952. As enrollment increased, the auditorium could not contain all of the parents and friends who wished to attend the graduation ceremony, so the event took place on the quadrangle. While this became a tradition, the old cliché that it never rains on a Harvard graduation has not proved true at Bridgewater, and after some bad experiences with the weather, Bridgewater began to utilize a tent.157

Like his predecessors, he continued the practice of making college resources available to a number of organizations. The annual Conference of the Superintendents of Schools met yearly at Bridgewater as
did the Conference of the Faculty of State Teachers Colleges. 158 These groups were often addressed by significant figures in the field of education, including such dignitaries as President Bancroft Beatley of Simmons College, President John E. Burchard of MIT and President William Russell of the Teachers College of Columbia University. Other groups included the Massachusetts Elementary Supervisors Association, the Massachusetts Teachers Association Committee on Professional Standards and the New England Biology Association. 159

Additionally, Maxwell was the first Bridgewater chief executive to make extensive use of the radio in an effort to give publicity to the college. He appeared frequently on the local Brockton station WBET, where he discussed Bridgewater’s mission and the specific role of each department.160

Interestingly, the state Legislature had an eye on the Bridgewater facilities. In an age of atomic and hydrogen weapons, the state Senate Committee on Evacuation and Survival visited the campus. The committee concluded that Boyden Hall would be an ideal place for the Legislature to assemble, although they did not indicate why they thought that Bridgewater, which is only 25 miles from Boston, would survive a nuclear holocaust.161

Meanwhile, the state made a significant change to the structure of its system of education. A 1952 law separated the Division of Elementary and Secondary Education and State Teachers Colleges into two separate entities and thereby gave recognition to the collegiate status that had been granted. This indicates that the teachers colleges were no longer simply viewed as an appendage to the K-12 system.162 In 1956, D. Justin McCarthy, Class of
1939, was elevated from assistant director to director of state teachers colleges after Patrick Sullivan, who had held both positions, became director of elementary education.

After graduating from Bridgewater, McCarthy received his Master’s in Education from Bridgewater and his doctorate from Harvard. He was a teacher and an administrator in the public schools, a dean at the University of Maine at Farmington and a faculty member at University of Massachusetts-Amherst. In March 1961, he assumed the presidency of Framingham State Teachers College and joined a long list of Bridgewater graduates to serve as principals or presidents of the normal schools or teachers colleges.163

Several other graduates also served in the state department of education. Dr. Francis Guindon, Class of 1941, earned his MEd and was McCarthy’s assistant; Elizabeth Byrnes, Class of 1943, was the assistant supervisor of elementary education.164

In recognition of this officially acknowledged status, the president, following and building on the lead of his predecessor, also pushed for additional accreditation for the college. In 1954, the American Association of Colleges and Secondary Schools and the New England Association of Secondary Schools and Colleges conducted a joint visitation. Bridgewater was accredited by both organizations, the NEASSC accreditation making the college one of only 10 public and private teachers colleges in New England to achieve this status.165

In 1953, one of the college’s most outstanding 20th-century alumni, Owen B. Kiernan, Class of 1935, became a member of the Board of Collegiate Authority.166 Maxwell welcomed the appointment and wrote, “We have received the very happy news of your assignment as ‘protector’ of Bridgewater and her interests. It is nice to know that our destiny is in the hands of so loyal and interested alumnus.”167

Four years later, Kiernan was appointed commissioner of education, joining George H. Martin, another alumnus, who had served as secretary in the early 1900s.

Kiernan grew up in Randolph, Massachusetts. When his mother died, he and his brother were raised by their father, and when it came time to attend college, the $75 fee at Bridgewater proved enticing. In college, he was an outstanding athlete in baseball and basketball and was a player-coach in both sports during his senior year. In 1989, he would be inducted into Bridgewater’s Athletic Hall of Fame.

After graduating, he held a variety of positions. He was hired as the principal of an elementary school in Sandwich and also coached at Sandwich High School, where he eventually was principal from 1938-1944. In 1940, he obtained his master’s degree from Boston University and, in 1950, he earned his doctorate from Harvard. From 1944-1951, he was superintendent of the Wayland, Sudbury, Sherborn and Dover district, later holding that same position in Milton from 1951-1957. Governor Foster Furcolo appointed him commissioner in 1957, a position he held for 12 years. He also was an education adviser to every president from Dwight Eisenhower to Ronald Reagan.

After his term as commissioner, he was the executive director of the National Association of Secondary School Principals from 1969-1980. In 1985, he was awarded the National Recognition Medal from the Freedom Foundation at Valley Forge.

In 1964, Dr. Kiernan returned to Bridgewater to deliver the convocation address. He cited part of Horace Mann’s remarks at the dedication of the first normal school building in 1846: “Among all the lights and shadows that have ever crossed my path, this day’s radiance is the brightest.” He then added, “Bridgewater’s radiance has not diminished with
age, but the flame has burned brighter with each passing year.\textsuperscript{168}

The prediction by the department of education that the continuing studies program would greatly expand after the war proved to be correct. By 1955, total enrollment in all of the colleges was 4,942, but the extension enrollment was over 7,000. At Bridgewater, the extension program served 800 students, which was far more than the full-time student body.

Receipts for the system totaled $122,645.90 and expenditures $82,857.22 for a net profit of $39,788.68. The 1960 Annual Report warned that the extension program was becoming a university within a college and that it required a full-time administrator, guidance personnel and a core of full-time faculty members.\textsuperscript{169}

As noted previously, the economic success of continuing studies proved to be both a strength and a weakness. Since the program appeared to be a money maker, incentive to provide state funding was nonexistent. The program, therefore, had to at least break even. If courses did not enroll enough students, then they were canceled. This produced instability for both faculty and students. The commonwealth has never adequately solved this problem, and to this day, graduate and continuing education receives no state funding.

Increased enrollment brought about a fairly rapid increase in faculty hiring, particularly after the education department settled on a 15-1 ratio of students to faculty. From 1954-1955, 15 faculty positions were added system-wide, a number that increased to 69 during 1956-1957. Accompanying the faculty increases were requests for more classrooms, labs and faculty offices.\textsuperscript{170}

While part of the increase was natural given the post-World War II rebuilding of depleted enrollment, part of the impetus both for more students and for new buildings came from a report on the Massachusetts teachers college system authored by Dr. Homer Anderson. In the 1950s, a major teacher shortage existed in the state with only 750 graduates taking teaching positions in Massachusetts. Anderson urged that enrollment double from 4,400 to 8,400 in order to raise the pool of potential teachers to 1,400.

For Bridgewater, the report proposed more attention to a regular maintenance schedule, including interior painting every three or four years and exterior work every five or six years. The space in the training school was deemed inadequate, and a new elementary school funded by the town and state was required since the old building had been converted to college classrooms. When a new gymnasium and pool were completed, the old library would be converted to classroom space and the Boyden gymnasium would be made into a library. A men’s dormitory was another high priority as was an additional women’s dormitory. Also, a student center was needed to provide reading rooms, a cafeteria for both dormitory and commuter students, game rooms, space for the campus newspaper, a store and a post office.

When the plan was completed, student capacity would be expanded to 1,200, and the name could be changed from state teachers college to either Bridgewater College of Education or Bridgewater State College. The report was not equally positive for all of the colleges, however, as Anderson called for merging Boston Teachers College and the Massachusetts College of Art and for making Fitchburg and North Adams community colleges. State budgets and other factors meant that these recommendations were not all carried out in the timeframe Anderson envisioned, but they did provide a blueprint for the future.\textsuperscript{171}

Even before this more comprehensive blueprint, Maxwell began to look at enhancing the physical
plant and often enlisted the alumni for contributions. The *Alumni News* had been instituted in 1955, and the president used it very effectively to inform alumni of campus happenings and to elicit their support. In 1953, Horace Mann Auditorium was renovated, and $1,700 was raised for a men’s lounge in Boyden Hall.\(^\text{172}\)

Another renovation accomplished with alumni funds and volunteer help was the refurbishing of the garden and greenhouse area. Informing them that since the retirement of Louis Stearns the garden had become overgrown and neglected, Maxwell asked the alumni to raise $1,500. Mr. Stearns, who was approaching his 80th birthday, had been working on a volunteer basis, but he needed help. Students each were asked to contribute 50 cents, which would allow them to attend “The Caine Mutiny” in Horace Mann Auditorium; each club would contribute $10.\(^\text{173}\)

One reason for Maxwell’s interest was a codicil to Albert Boyden’s will. If the state disposed of the land or did not maintain it as a garden for two years, then it would revert to Boyden’s heirs.\(^\text{174}\)

The first major building to be completed was a new gymnasium and swimming pool at a cost of $1.5 million. This was the first new building since Boyden Hall and the training school in 1926. The new facility was a one-story building, 260-feet long by 50-feet wide. At street level, it contained two basketball courts and an Olympic-size swimming pool; lockers, showers and other facilities were located in the basement.\(^\text{175}\) Construction was plagued by water problems, and at one point, 200 shafts had to be dug to drain off the ground water. Hurricane Diane, with its torrential rains, damaged the foundation, which required repair.

Target date for completion was August 20, 1956, but because of the construction problems, the dedication date was delayed until December 12. Governor Christian Herter attended, and Commissioner John Desmond presented the facility to the college. President Maxwell accepted the building and offered a few brief remarks. The gymnasium officially opened after the Christmas vacation. In 1957, the facility was named for former president, John J. Kelly.\(^\text{176}\)

The building of the gymnasium brought a change to student schedules. Since all students were required to take physical education, classes were changed to 50 minutes in length in order to provide students time to get from Boyden Hall to the gymnasium. The total length of the school day was increased by 20 minutes.\(^\text{177}\)

The new gymnasium and the eventual admission of men to the physical education program brought one major addition to the sports program – the return of football, which had been suspended in 1927. The decision to revive football in the fall of 1960 was accompanied by some spirited debate led by the editor of the *Campus Comment*:

> Can we support such a plan? Can a student meet the high standard of achievement set for him by this institution and still devote many hours of time to football? Shall we institute a watered-down basket-weaving major so that our athletes can devote their time to football? … Are we dependent on an athletic program for our already high prestige?

Polled faculty were reported to be generally in favor, although they did raise issues of cost, including the need for a field and concern for safety.\(^\text{178}\) By fall 1959, a positive decision had been made, and by March 1960, a budget was prepared. Edward Swenson, who coached the team, was interviewing incoming freshmen to determine how many had had experience playing football.\(^\text{179}\)
With the new gymnasium in operation, the Boyden gymnasium was converted into the college library. The alumni association pledged to raise $25,000 for books; Jordan Fiore chaired the library committee with Frank Hilferty as treasurer. The state also appropriated $191,000 to divide the facility into shelf and study space, and to create an audio-visual center. The work was completed by December 1957, and as previously noted, the books were transferred from Boyden Hall to the new facility using a chain of students, a story widely reported in the press.180

The final projects in the Maxwell building program were a new women’s and a new men’s dormitory, the first such facility in Bridgewater’s history. As early as 1954, the president announced that bids had been submitted and accepted and contracts awarded for the men’s dormitory, which was to be located on the southeast corner of lower campus on a triangle of land between Summer Street, Park Terrace and the tennis courts. However, it was several years before the Legislature appropriated the funding, and the dormitory did not actually open until 1961. The idea was to locate the facility close to the boiler plant to facilitate the steam connections and to prevent the site from interfering with future expansion. This indicates that plans were already in the works for a student union building in the same general vicinity.181

To facilitate future dormitory projects and perhaps also to speed up construction, the Legislature established the Massachusetts State Dormitory Corporation. The corporation was authorized to issue bonds for new construction. These bonds were self-amortizing and provided a rational means to pay for building projects without having to rely solely on the yearly budget passed by the Legislature.182

The Legislature appropriated $1,935,000 in 1957 for the two dormitories, a sum that also provided money to renovate the kitchen and dining room in the Tillinghast dormitory. The women’s dormitory was to be constructed at the corner of Park Avenue and Summer Street. To make room for the construction, Groveside, which had been purchased by the alumni association, was demolished along with three other private homes purchased to facilitate future expansion. The men’s dormitory was to be constructed on the previously selected site near the tennis courts.183

The new dormitories helped to ease the space problem. The women’s dormitory, which opened in the fall of 1960, housed 110 students and was named for Dean S. Elizabeth Pope, who had retired in 1955 but remained on campus as secretary of the alumni association. The men’s dormitory had space for 120 students and opened for the spring semester 1961. The facility was called the New Dormitory for Men until 1970, when it was renamed in honor of Zenos Scott.184

These buildings were the last of Maxwell’s tenure; additional construction would have to wait for the presidency of Adrian Rondileau. As noted, however, Maxwell had developed plans, and the purchase of land adjacent to Pope Hall anticipated the construction of a new science facility in the area between Pope Hall and the Kelly Gymnasium as well as the construction of baseball and football fields in the space behind. By 1961, the state actually had authorized future science buildings not only for Bridgewater, but also for Boston, Fitchburg, Salem and Worcester. The target date for completion was September 1963.185

One increasing problem given the college’s expansion was parking, a problem that is endemic to most American colleges. Although Bridgewater was still a small rural town in the 1940s and 1950s, the rapid increase in enrollment placed parking at a premium. The student newspaper began to note the
Chapter 5
The Post-Boydenn Years: Zenos Scott, John J. Kelly and Clement C. Maxwell

Parking difficulties, commenting that if one arrived on campus after 8:10 AM, parking difficulties were unavoidable. In an effort to register vehicles and allot parking spaces by class, a student civic committee was formed in 1956. However, the following year the plan was abandoned. Although more parking spaces were allocated as the college expanded, parking problems continued, forcing students to walk some distance to reach their classrooms.

As noted, Dean Pope, one of the most legendary faculty members in Bridgewater’s history, decided to retire in 1955 after a career spanning 41 years. While legends are often difficult to replace, her successor, Ellen Shea, became almost as much of a fixture as her friend and mentor had been.

Ellen Shea, a resident of East Bridgewater, graduated from the college in 1935. She first taught in East Bridgewater from 1935-1944; she then accepted a position at the Lyman School for Girls in Wallingford, Connecticut, where she served as vice principal and dean of girls. Shea had received a master’s degree from Boston University in 1940 and her doctorate from the University of Connecticut in 1957.

Shea is an example of another trend at Bridgewater. Not only did the college hire many more faculty with doctorate degrees, but also a number of existing faculty saw that their career advancement would be hampered without a terminal degree.

In 1958, for the first time in Massachusetts’ history, a president’s council was formed consisting of the presidents of the University of Massachusetts, the 10 teachers colleges, three technological institutes and the Massachusetts Maritime Academy. The council determined that the most pressing problem was recruitment and retention of competent faculty, which required a more realistic salary schedule. As a step in this direction, a new law allowed hiring of faculty above the minimum salary. In the years 1957-1958, the percentage of faculty hired above minimum was 39.3; the next year the figure was 53.7 percent.

Standards for admission were also raised. By 1959, the SAT, which had formerly been used as part of the admissions process, was now mandatory. After 1959, admission was based on a combination of high school record and SAT test scores.
While tuition was still very affordable by modern standards, it was raised from $100 to $200 in fall 1959. The state did agree to participate in the student loan plan passed by Congress the previous year. The board of education authorized that matching funds be provided.

As noted in earlier chapters, Bridgewater previously had many ties with foreign educators and had enrolled numerous foreign students. However, anti-foreign sentiment in the United States in the early 20th century, the Great Depression and two world wars rendered foreign contact virtually nonexistent. That changed after World War II, however, with renewed ties with numerous foreign educators. Dr. Jintaro Kataoka of the Japanese Ministry of Education visited America in February 1954 to gather data about courses of study and textbooks in order to introduce the latest trends in American education to Japanese teachers. Dr. Kataoka had visited the universities of Illinois and Wisconsin, Michigan State University and Harvard, among other schools. It seems likely that the Japanese reverence for Shuji Isawa brought him to Bridgewater.

Other international visitors included Offra Khyyat, the minister for secondary education in Iraq, and Dr. Glenvil Owen, principal of the Kingston Teacher Training College for Men in Jamaica. Owen’s visit rekindled ties with Jamaica begun by Arthur Clarke Boyden and John Dickinson in the 1890s. A 1956 delegation of visiting Fulbright scholars based at Harvard for six months included teachers from India, Burma, Panama, Brazil, Mexico, Malaya and Luxembourg.

One of the most fundamental changes in the college’s history occurred near the end of Maxwell’s tenure when a law was passed granting the authority to offer other appropriate baccalaureate degrees in addition to the Bachelor of Science in Education. This was a first step in broadening the scope of the institutions. Also, a name change was made effective...
as of September 1, 1960, whereby the name "teachers colleges" was dropped and the institutions were designated "state colleges." Bridgewater became the State College at Bridgewater.196

In 1961, the board approved a BA with a minor in education. This went into effect with the freshman class entering in 1962. Bridgewater still stressed its education heritage in its offerings, but in the future, the state colleges became liberal arts institutions with a variety of majors, eventually including aviation science, computer science and business. It would take some time, however, before the public would recognize that the state colleges had undergone this fundamental change and were no longer simply schools where teachers went to train.

Clement Maxwell gained increasing stature during his tenure. He was well respected for his scholarship as well as his civic and educational achievements. He was a trustee of Morton Hospital in Taunton and St. Anne’s Hospital Nursing School in Fall River. He was also on the board of the National Council of Christians and Jews. He served as honorary vice president of the Boston Dickens Fellowship when the group hosted the Dickens Fellowship of London in 1962. Among his many honors were the American Legion Auxiliary Medal; appointment to the Papal Knights of St. Gregory; and two honorary degrees, one from Stonehill College in 1961, and a second from Rhode Island College in 1962.

However, like his predecessor, he suffered during his presidency from occasional health problems, which sometimes caused long absences from work. In 1954, he was reported to be recovering from an unspecified operation that obliged him to recuperate at home for many weeks before returning to his office. Two years later, he returned, reportedly in good health, from an illness that had lasted six weeks. He thanked those who had sent cards and expressed good wishes.197

While there is no direct evidence that these health problems caused him to think of retiring, they may have played a role in his decision when he announced his intention to leave at the end of August 1962. The Campus Comment summed up his legacy:

> When he first came to BSC there were about five hundred students and the faculty numbered twenty-nine. ... Even by 1951 there were only six hundred students. When he leaves BSC, he will be leaving a student body of more than fourteen hundred and a faculty of over ninety.198

To replace him, the board selected an outside candidate, Dr. Adrian Rondileau, the president of Yankton College in South Dakota. While the three successors of Arthur Clarke Boyd had relatively brief tenures – at least compared to both the Boydens – Rondileau’s presidency would prove to be the third longest in Bridgewater’s history.
“While maintaining its historic focus on the preparation of teachers, Bridgewater provides a broad range of baccalaureate degree programs through its School of Arts and Sciences, its School of Education and Allied Studies, and its School of Business. At the graduate level the college offers the Master of Arts and Master of Science in select disciplines, as well as the Master of Arts in Teaching, the Master of Education, the Master of Public Administration, the Master of Science in Management and the Master of Social Work. In addition, Bridgewater State College prepares current and future educators for post baccalaureate and post master’s licensure.”
“To the students Dr. Rondileau has been a considerate friend, encouraging them to share in many important decisions concerning the College. He has also organized a comprehensive program to inform the townspeople of the activities of the College and to seek their counsel in developing good town-College relations. He believes deeply that quality education depends on a true college community which in turn cannot exist without excellent communication and excellent cooperation among faculty, students, staff and administrators as well as among alumni, townspeople and legislators.”

JORDAN D. FIORE, LEADERSHIP IN PERSPECTIVE

BRIDGEWATER: BRIDGEWATER STATE COLLEGE ALUMNI ASSOCIATION, 1967
Adrian Rondileau was installed as president of Bridgewater State College in the Horace Mann Auditorium on November 2, 1962, in a ceremony presided over by alumnus Owen Kiernan, commissioner of education. Among those presenting greetings were Robert Clark, a member of the college's advisory committee, and Ralph Fletcher, Class of 1953 and president of the alumni association.1

Dr. Asa Knowles, president of Northeastern University, was the guest speaker. According to Dr. Frank Hilferty, Knowles had been instrumental in convincing the board of education to hire Rondileau.2 In his address, President Knowles spoke of the increasingly significant role that public colleges had played in education. He suggested that while Bridgewater had always been a leader in the field, the college must continue to respond to new trends and to revise its curriculum accordingly. He predicted that under President Rondileau, the college would build on its heritage and achieve new heights.

In his inaugural address, following his installation by Robert Driscoll, chair of the state board of education, the new president cited predictions that Bridgewater's enrollment would increase by 125 percent over the next decade. He pledged that despite this increase, Bridgewater would still adhere to past standards of excellence. He concluded that "...education is the most significant area in the whole panorama of human culture; that all of the magnificent statues and temples that man may build will eventually crumble, but the mind, which education builds, is immortal."5

The campus newspaper reacted favorably to the new president's remarks:

Dr. Rondileau’s speech indicates, as do many of his actions of the past few months, that he is very conscious of students’ problems and anxious to alleviate them insofar as possible. In three months, he seems to have captured the spirit of BSC and imparted it to many of her students.4

Adrian Rondileau had a great deal of experience in higher education before assuming the Bridgewater presidency. A 1932 graduate of the City College of New York with a BA in philosophy, he received his MA in 1933 and his PhD in 1935, both from Columbia, in the fields of psychology and economics, respectively. He taught for eight years at Central Michigan University and then left for a position as an exchange consultant and lecturer with Brazil’s Ministry of Education under the auspices of the U.S. State Department. He spoke fluent Portuguese, and during his tenure in Brazil, he developed a system of tests and measurements for Brazilian students and lectured on vocational guidance, education theories and school administration.5

Upon his return to the United States, he spent four years as dean of business administration with the associated colleges of upper New York and four years as dean of liberal arts at Pace College in New York City. In 1954, he became president of Yankton College in South Dakota, where he remained until he accepted the Bridgewater presidency.
In an interview with the *Campus Comment*, Rondileau indicated that his career had swung between city and town venues and between commuters and resident students. Pace College enrolled 6,500, most of whom were commuters, while the vast majority of Yankton’s 400 students lived on campus. He added that he preferred a country setting.  

Rondileau also expressed his appreciation for the warm reception he and Mrs. Rondileau had received and elaborated upon his expectations for the student body:

> We have at Bridgewater enough resources – human and otherwise – for students and faculty to do more than a competent job in the classroom, in student government, and in general campus life.

> This campus can be full of intellectual ferment and creative ideas in other areas. It can be just as outstanding as the students really want to work to make it.

He also commented on the state’s recently implemented liberal arts curriculum. Rondileau believed a liberal arts foundation would lead to a stronger educational program: “Bridgewater is preserving and strengthening the old traditions by becoming a multi-purpose institution.”

Like Maxwell, Rondileau believed that communication with the alumni was important, and he used the *Alumni News* not only to inform the alumni, but also to gain support for the policies of his administration. In April 1963, he highlighted the continuing importance of a college education, since additional education was crucial for success in vocations and professions. He cited the example of his uncle, from an earlier generation, who had been admitted to the bar with the equivalent of two years of high school. Now no one could be admitted to law school without a bachelor’s degree and high grades. Similarly, public school teachers, who in the recent past averaged only two years of education beyond high school, now required a master’s degree, while a doctorate was essential for any advancement in college teaching.

President Rondileau also believed in communicating directly not only with the alumni, but also with the various segments of the college. In a day and age before email and telephone voicemail, such communication came in the form of letters often addressed to “Members of the College Community.” There is no evidence that any of his predecessors utilized this method, although the paucity of records leaves open the possibility that similar communications existed but were simply not archived. More likely, prior to 1962, the college was still small enough that communication could be done in a more direct manner. The president used this method of communication to deal with everything from budget issues to announcements about speakers who visited Bridgewater. He also instituted a September memorandum that informed the college of issues such as construction, new hirings and promotions.

One change at the state level that gave the president more financial flexibility was the decision to take monetary control from the board of education and place it in the hands of a board of trustees, composed of nine members of the board, the commissioner and one state college president. Frederick Meier, president of Salem State College and a Bridgewater State College graduate and former faculty member, was chosen to represent his colleagues. This change allowed funds to be transferred between accounts. Budgets, also, were formulated by college administrators and submitted to the trustees for approval. The budgets were then submitted to the budget bureau and the governor to determine the allocations for each college. Single purchases of $500 could be approved on
Adrian Rondileau: (1962-1986)

Adrian Rondileau was installed as president of Bridgewater State College on November 2, 1962. He received his BA in philosophy from the City College of New York in 1932 and his MA (1933) and PhD (1935) from Columbia in psychology and economics, respectively. During his tenure, the student body increased from 1,000 to 9,000, and the campus expanded from 36 to 170 acres. Rondileau was guided by two basic principles. The first was the value of a broad-based education. The second was that after graduation, students should be prepared to become productive citizens. Rondileau announced his retirement in January 1986, effective the following September. His legacy included an extensive building program and the willingness to open campus governance to more input from faculty and students. As he left office, he was the third longest serving chief executive after the Boydens. In 1988, two years after his retirement, he returned to campus as acting president for the 1988-1989 academic year, following the scandalous tenure of Bridgewater’s 9th president, Gerard Indelicato. Rondileau died on November 20, 2002, at the age of 90, the longest lived of all Bridgewater’s presidents.

In practice, this centralized structure, which had been designed to eliminate the infighting among the state colleges over scarce resources, proved unwieldy because of the increasing size of the system. Senator Kevin Harrington, who had previously sponsored the Willis-Harrington legislation that had brought about a number of reforms in higher education, introduced legislation to establish a separate board of trustees for each college. Harrington complained that under the centralized system, the Boston area schools had not received their fair share of the budget. However, noting that the governor had already announced a 40 percent cut to college appropriations and fearing that local trustees would have even less ability to procure adequate funding, the Student Cooperative Association at Bridgewater opposed the change. When the issue came up for a vote, the House of Representatives defeated the measure along with a provision that would have raised tuition to $500.10

Before long, the new president made some of his own changes to the administrative structure of the college by grouping departments into the divisions of humanities, professional education, sciences and mathematics, and social sciences, with each division headed by a director. The director was also the chair of one of the departments within the division. Along with the deans, directors served as advisers to the president and wielded great power, since they were ultimately involved in hiring and in making recommendations for tenure and merit raises.11
The merit pay raise system was implemented in 1964 when the trustees ended the process of granting step raises. Faculty members were evaluated by their chair based on the personnel data form that highlighted a faculty member’s accomplishments and teaching effectiveness. This evaluation was transmitted to a five-member elected Faculty Merit Committee and an Administrative Merit Committee. Since division directors, who were also department chairs, served on this committee, they, in effect, provided two evaluations. Each of these committees submitted lists in rank order to the president, who averaged the lists to make awards. Under this system, some faculty received two-step raises, others a one-step raise, and a few received no raise at all. An article in the *Campus Comment* noted how such a system might divide the faculty, although since salary caps were nonexistent most faculty members continuously increased their pay. 12

Another administrative change made by President Rondileau occurred in fall 1968. At that point, the faculty ranks had grown to over 200. After studying faculty senates and councils at other schools, Bridgewater implemented a faculty council. The membership consisted of eight administrators and eight faculty members. Nevertheless, this still gave more power to administrators if they voted as a block, which was more likely than the faculty voting in unison. The council was divided for its work into subcommittees on academic policy, professional standards, college development and faculty-student relations. It made recommendations to the president for decisions. The *Campus Comment* noted, “Hopefully the faculty will now be able to assert itself once more in matters concerning the overall policy of the college.” 13

Fairly early in Rondileau’s tenure, the college celebrated another milestone – its 125th anniversary. Convocation, symposiums held by various departments and Honor’s Day were all dedicated to this theme. 14 One of the highlights was an education symposium titled, “Frontiers and Directions in Teacher Education.” Keynote speakers included Dr. Mortimer Smith, executive director of the Council for Basic Education, and Dr. Roy Edelfelt, director of the National Council on Teacher Education and Professional Standards, who debated some long-standing issues in the field of education. Smith called for fewer education courses and more liberal arts grounding for prospective teachers.

He also criticized the narrow focus of accrediting bodies such as the National Council for the Accreditation of Teacher Education (NCATE).

In response, Edelfelt praised professional courses and also NCATE, which he said was an important instrument for ensuring quality teacher education. During the discussion that followed, Smith was asked about a comment he had made about the low caliber of students in education programs, to which he replied that he was talking about programs other than Bridgewater’s. 15

Several divisions also held symposiums. The Division of Natural Science and Mathematics hosted Dr. Terence Burke, University of Massachusetts geographer, on the topic, “There is No Problem, Only Problems”; and Dr. Marshall Balfour, consultant to the Population Council of New York, on “Population Growth and Prospects For Its Control with Special Reference to Asia and the Far East.” The Division of Social Sciences presented Boston College’s Thomas O’Connor and noted Harvard professor, Frank Friedel, speaking on the challenges of the 1840s and the 1960s, respectively. 16

One of the achievements for which Rondileau is remembered is the continued building program and expansion of the campus. While he deserves much credit, the fact that many of the plans were in place when he assumed the presidency demonstrates that
Clement Maxwell’s role in expanding campus infrastructure has been underappreciated. Under the Capital Outlay Plan, five new buildings were scheduled for completion over the decade of the 1960s. One of the most significant was a science building with classrooms and laboratories for biology, chemistry, earth science and physics. The building would also house the mathematics department and feature an auditorium with seating for 250. A new power plant was to be constructed behind the science building; a student union on the lower campus (formerly Boyden Park) would also contain a large auditorium and a commuter cafeteria. The latter answered a longtime complaint that commuters were not provided with the same facilities as resident students.

Some of the plans, however, had to be either postponed or abandoned. The addition of wings to Pope and Scott dormitories would wait until the 21st century. Two new dormitories, planned near the student union, were never built, as the state eventually acquired land on the other side of the railroad tracks that ran through campus. The building of additional student housing shifted to what would come to be called East Campus. Plans to convert the Horace Mann Auditorium into classrooms also never materialized.17

The hiring by the Department of Biology of a number of new faculty members with PhDs from prestigious universities provided impetus for the construction of a new science facility. It was unheard of before this time for departments to be awarded grants, but in both 1963 and 1964 the Department of Biological Sciences received National Science Foundation grants of almost $40,000 to fund a summer institute. Faculty taught high school teachers, who lived in the college dormitories and received a $450 stipend for attending.18
Parenthetically, the 1960s were golden years as far as faculty hiring in all departments was concerned. In fall 1963, the college added 14 new faculty members. By fall 1967, the number had risen to 35 new hires.

The science building was completed and opened in September 1964; in 1966, it would be named the Marshall Conant Science Building after Bridgewater’s second principal. The dedication took place on October 15, and in his remarks, the president said, “This is another milestone in one-and-one-quarter centuries of education.” Additionally, Rondileau noted a recent three-man space flight by the Russians as evidence of the impact of the Cold War on the importance of science education in the world.

The three main speakers at the ceremony addressed the importance of science in modern society. Dr. Robert Shrock, head of the Department of Geology and Geophysics at MIT, spoke on “The Effect of the Physical Sciences on Society”; Dr. Oswald Tippo, provost of the University of Massachusetts, addressed the topic, “The Impact of the Biological Sciences on Society”; and Dr. Paul Salzberg, director of the Department of Central Research of the DuPont Company, dealt with “The Role of the Research Scientist in Society.” With a bit of hyperbole, the Campus Comment praised the new facility as the “most modern science building on any campus anywhere.” At the end of the day, student guides provided tours followed by a social hour in Tillinghast Hall.
Next on the agenda were two new dormitories, slated for completion by fall 1966, to be constructed on land that the state had acquired across the railroad tracks on Great Hill. The dormitories would each provide space for 300 residents, one wing serving as an additional men’s dormitory and the other as a women’s dormitory. President Rondileau commented, “These new residences are a very important step in satisfying a great need on our campus and are consistent with the long tradition of Bridgewater as a residential campus.”

By October, a contract had been awarded to level the top of Great Hill where the facilities were to be located. The loam was then used to fill in the lower area to construct athletic fields. The construction contract for the dormitories was also awarded at a cost of $1,957,000.

The new Great Hill facility opened behind schedule in September 1967. As noted, in 1970 the men’s wing was named George H. Durgin Hall, and in 1976, the women’s wing was named the Ellen M. Shea Hall. More significantly, this would become the first major building on the East Campus, which would become the focus of future construction that included an athletic complex, additional residence halls, the East Campus Commons and a field house.

Another building, unique to the state colleges, was a chapel. The Newman Club, which served students of Catholic faith, occupied a private house on Park Avenue not far from the Kelly Gymnasium. Dr. Frank Hilferty persuaded Richard Cardinal Cushing, the archbishop of Boston, that a much expanded facility was needed, and the Archdiocese of Boston provided $300,000 for the project. Groundbreaking took place in September 1964, and the building was opened in September 1965. Father John Daly, who had spent five years as chaplain at the University of Rhode Island, was assigned...
as chaplain. Also, a Protestant ministry occupied a number of private homes, and today is located on Shaw Road.

Two other high-priority buildings included a new library to replace the outmoded facility housed in the former Boyden gymnasium and a student union to provide better facilities for both dormitory and commuter students. President Rondileau, the college deans and the library committee met with student leaders in October 1967 to discuss the proposed site for the new library. The preferred location was bounded by Park Avenue, Elwell Avenue and Shaw Road, adjacent to the proposed location of the student union. Dr. Hayes Metcalf, a library construction expert employed by the board of trustees, was present to answer questions. Rondileau expressed optimism about a quick decision by Metcalf and the board of trustees.26

Plans for the long-awaited student union building traced back as far as 1962 when architectural drawings had been prepared, but funding had not been secured. A group of legislators was invited to campus for dinner and a discussion of the need for the new facility, and students were urged to contact their senators and representatives to lobby for funding. With their lunches in hand, 700 students gathered on the steps of Boyden Hall to demonstrate how badly a student union was needed. The following year, a delegation of students demonstrated on the Statehouse steps. Eventually, the Legislature appropriated the money, and a groundbreaking ceremony took place on April 1, 1968. Dignitaries attending included Frank Sargent, governor; John Parker and James Burke, state senators; and David Flynn, state representative and alumnus.27

From time to time, the student newspaper tracked construction progress. One of the significant features of the new facility was a 1,500-seat auditorium, which "will have the best and most versatile stage in Southeastern Massachusetts. It will be able to accommodate almost all theater groups that may come to Bridgewater." The building also housed a large ballroom ideal for public receptions, banquets and dances. Additionally, it could be divided by partitions into three separate rooms with access to the commuter cafeteria kitchen by means of an elevator. The Comment concluded, "The new Student Union Building will add new life to the students of Bridgewater." By November, it was reported that the facility would be completed in July and officially open in September 1970.28

The student union was formally dedicated on May 5, 1971. State Representative David Flynn, Class of 1958, and state senators John F. Parker and James Burke were honored for their efforts to secure funding for the facility. Faculty, trustees and senior students processed from Boyden Hall to the new facility, where Rondileau presented certificates to the lawmakers and conferred on them the status of honorary members of the college community. The Comment praised the student union and what it meant for the college: "The official dedication of our most recent and by far most impressive addition, the Student Union Building, marks one of Bridgewater State College's proudest accomplishments."29

The paper went on to note that less than 15 years ago, the entire campus ended on the present day quadrangle, just as it had in the 1920s.

The opening of the student union brought a new student fee of $35 for the upkeep and maintenance of the new $6,000,000 facility. In fact, fees for most students were raised at least 50 percent in light of a new laboratory, library, senior placement and a rise in fees for athletics. An attempt had been made during the previous several years to raise tuition from $200 to $500 or $600, but this had been beaten back in the Legislature. However, fees continued their rapid rise, making them far more
expensive for students than tuition, even as tuition rates also increased.30

The other major building completion was the new Maxwell Library, which opened in September 1971, although a shortage of shelving and furniture initially meant that only the first floor was available. Since the facility also contained 11 new classrooms, Dean Lee Harrington noted that had the facility not opened as scheduled, the college would have been forced to alter its academic calendar. After the Legislature failed to provide funds for additional staffing, Harrington and a group of students met with the Legislature. This led to funding of some of the needed positions.31

The challenge caused by lack of furniture proved more enduring and complicated than anticipated. In March 1972, President Rondileau sent a long letter to the college community. In it, he detailed the problems with the state purchasing division and the ways in which the continuing delays hindered the college’s ability to make the library fully functional.32

Other minor construction projects included the building of a footbridge so students could safely cross the railroad tracks that separated the east and west campus and a paved parking lot for the Great Hill dormitory. Students complained that conditions were treacherous in the parking lot and along the walk to the main campus area, particularly in the ice and snow of winter. A college spokesperson explained that projects were often delayed, since they required legislative approval and then had to work their way through the comptroller and other state agencies before the funds could be released.33

While Bridgewater in the 1960s hovered on the verge of a new era of student freedom and activism that could hardly have been imagined 20 or 30 years earlier, some of the older traditions persisted during the transition. Incoming freshmen under-
went mild hazing by the sophomore class and had to wear signs and odd clothing. Initiation week ended with the “Cappin Caper” held in the gymnasium, where the freshmen were presented with beanies as a memento of their introduction to the college. Most of these traditions ended soon after, but modern students would be surprised, no doubt, that freshman initiation was still a fixture of college life less than 50 years ago. Freshman orientation, during which students spend two days on campus in the summer getting to know their fellow students, selecting courses and being oriented to the campus is a modern successor of this tradition.

One indicator of the significant changes looming on the horizon occurred at the same time freshmen were undergoing initiation in 1962. Dean Shea announced that the college had rescinded the rule prohibiting Bridgewater women from entering any establishment in the local area where liquor was served. The women were to be guided by an honor system, whereby those under 21 agreed that they would not consume alcohol. Students also began to challenge the rigid no-cut policy of the college. The Comment polled faculty, and most faculty interviewed concurred that with the possible exception of freshmen, college students were mature enough to be given greater responsibility in determining their own classroom attendance. While this attitude may at first glance seem surprising, the 1960s was a period of transition in which faculty from the previous generation retired and many new, younger faculty were hired. These new faculty had themselves been educated on campuses with increasingly liberal attitudes and were, therefore, more amenable to extending the same freedoms to their own students. Dean Lee Harrington let it be known, however, that while the issue was being examined by the faculty, any change would be announced formally by the president. As evidence that the administration did not always embrace these changes, both Harrington and Shea addressed the sophomores during registration. They urged more responsibility of the press and criticized a student newspaper editorial that called the current system outmoded. The issue was finally decided by eliminating attendance requirements for sophomores, juniors and seniors but continuing a no-cut policy for freshmen and students on probation. The Comment referred to the change as “revolutionary.”

Increasing student involvement in various aspects of campus life eventually led to demands that disciplinary matters be handled before a college student judiciary, rather than by the administration or even separate dormitory councils. Many students apparently perceived the dormitory councils as conservative bodies clinging to outmoded traditions; the operative philosophy was that if we had to undergo this strict discipline, then so will you.

The Comment’s editors cited a number of cases that cried out for judicial reform. One concerned a motorcycle rider, who was accused of being involved in an accident while driving drunk, but he was acquitted in court. Nonetheless, the student was forced to leave school under threat of expulsion. Similarly, two female students living off campus held a party that was raided by the police. While no charges were filed, they, too, were forced to resign.

Students also criticized dormitory rules that still allowed for dormitory checks, bed checks, curfews, trials by dormitory boards and sign-out sheets, which “require everything but radio contact with those havens which protect and preserve their girlhood.” One female student complained that she had been disciplined for leaving her window up an inch—rather than closing it as the rules required—when she departed for Thanksgiving vacation.
Part of the demand for more freedom involved the double standard that existed between the rules for men and women. The male dormitories had no curfews or sign-out sheets, hence no bed checks; judicial hearings for minor infractions were infrequent. A Comment editorial called for “Common Sense in Housing Rules,” adding, “We’re finally ready to admit, and assert, our belief in the ability of B.S.C. students to think, act, behave, and live like any other college student.”

In fall 1969, women’s curfews were finally relaxed when an agreement was worked out between the Women’s Dormitory Council and the administration. The new rules even allowed freshmen women to remain out until 11 PM on weekdays and 2 AM on Friday and Saturday. Curfew for seniors was 1 AM any night of the week, and those over 21 could sign their own permission slips.

Eventually, students demanded that their rights and responsibilities be spelled out in writing. The Comment published in its entirety the AAUP (American Association of University Professors) Statement of the Rights and Freedoms of Students, and the editors called on the administration to adopt the document: “It is the considered opinion of the CAMPUS COMMENT staff that the quick acceptance of this statement is vital to the maintenance of a truly free and open academic community.”

When the committee of presidents proposed an 18-point statement on student rights and freedoms, the campus newspaper rejected the document and stated that while it might be acceptable in the hands of a liberal college administration, a conservative administration might utilize it to curtail freedoms. Once more calling for adoption of the AAUP statement, the Comment added, “It is the concerned opinion of the Comment that the President’s Statement is a potentially oppressive document which should be decisively rejected …”
The issue continued as late as 1972 when the SGA council (The SCA, which had previously represented students, was renamed the Student Government Association in 1971) submitted a document titled, “The Students’ Rights, Freedoms and Responsibilities Statement,” which it asked the president to endorse. However, when Rondileau sought legal advice, the board’s attorney, Morris Goldings, responded that while any college president could reiterate to students his support for rights guaranteed by the U.S. and Massachusetts constitutions, “…it was not appropriate for you acting alone to approve any such document and, in effect, to speak for the Board of Trustees and the Commonwealth in this regard.”

In 1969, when the SCA developed “The Constitution of the Student Judiciary of Bridgewater State College,” the Comment urged passage: “If the students of this school want to get out of an enforced childhood the judiciary must be passed.” The paper published the document’s lengthy text over the course of two issues. However, the student referendum delivered a result that was not what student leaders anticipated. Slightly more than 600 students voted out of a total student body of 3,000, which made the election invalid since 1,000 voters were required for a valid election. This outcome led to the resignation of SCA president, Robert Mancini, who had placed his full support behind its passage. Mancini charged his fellow students with apathy: “It appears as if Bridgewater is still a Normal School. This college is infested with a pathetic case of apathy and stagnancy.” Mancini praised Rondileau as the one campus administrator who had consistently attempted to protect the rights and freedoms of students. However, he said, “It appears that we have only a phony façade of freedom, because when we try to assert real freedom, we come up against arguments for ‘accountability’ and ‘responsibility.’”

Complaints about student apathy are hardly unique on college campuses, but the incident demonstrates the conflicting forces that roiled American college campuses during the 1960s. A minority of student activists worked for more rights and freedoms, but while they achieved some success, their demands often fell short due to counter pressures from administrators and trustees and a less than enthusiastic response from their fellow students.

An incident involving the criticism of the teaching methods of a faculty member, which appeared in a publication called the Olympian, also generated some controversy. While the Comment did not name the individual (and no extant copy of the Olympian has been discovered), the student council condemned the Olympian for what it called a personal attack. However, President Rondileau indicated that he had faith in student judgment: “Whenever they do anything unfair, in due course I believe they always try to rectify their approach and judgments.” He added, “Students when they write, should feel they do so with freedom, but with due regard to the rights of others. Freedom always entails a correlative responsibility.”

Another publication, Liberal Lit, was actually censored by the town authorities. In a situation similar to that on other campuses during a time when students felt publications financed by school funds were not provided enough freedom by the administration, students sometimes published newspapers and magazines on their own. In April 1966, Liberal Lit, which was sold at the Bridgewater News Stand, was removed by Chief of Police James Elliott after complaints that some articles were vulgar and detrimental to the Catholic Church. One of the student editors, Stephen Grubis, was summoned to the police station along with David Deep, dean of men. After the Civil Liberties Union intervened, the
attorney general ruled that the magazine was not obscene, and it was returned to the Bridgewater News, although it was sold under the counter. Eventually, the remaining 500 copies were taken to Boston for distribution.47

A dispute over another magazine called Now also surfaced, although the settlement of the matter reveals the president’s inclination to utilize groups such as the student government. The magazine was delivered to the bookstore at the end of September 1968, but was not placed on sale. Dean Harrington indicated that he had to check with the president, who was quoted as saying he was concerned that the journal might compete with other publications sold on campus. At a meeting of the SCA, representatives of the other publications indicated that they had no objection, and Rondileau allowed the publication to go on sale and even apologized for the delay.48

Even the Campus Comment began to publish provocative articles, some of them reprinted from other publications. One of them titled, “The Student as N-----er” was authored by Gerry Faber, a professor at Caltech (California Institute of Technology). Faber complained of students who behaved like sheep, who wouldn’t challenge their professors, and who had to score highly on SAT exams that rewarded conformity and weeded out rebels. Although the editors emphasized that they did not believe this was an accurate portrayal of life at Bridgewater, they did see some similarities.49 They slightly edited the raw language of the article, for they added, “We have invoked a mild censorship of certain words and phrases, not because we particularly care if they offend, but to avoid letting our readers or ourselves be distracted from the implications of the article by meaningless complaints about obscenity.” An editorial seems to indicate the editors agreed with Faber’s main conclusion: “We do believe that the average Bridgewater student has already been initiated in the slave mentality when he or she arrives at Bridgewater, a good product of a New England school system.”50

The Comment eventually became involved in a systemwide dispute when it published an excerpt from Eldridge Cleaver’s “Black Moochie,” an unpublished novella filled with raw language and vivid images of life in the urban ghetto, in its October 9, 1969 issue. Publication came after campus newspapers at Fitchburg and Salem had been shut down for printing similar material. Fitchburg’s president, James Hamond, warned the editors of the Cycle that he would not sign checks to cover the printing if the excerpt appeared. Salem’s president, Frederick Meier, Bridgewater alumnus and former faculty member, took similar action at his institution. The editors of several campus newspapers met in Salem to work together jointly to protect students’ rights to a free press.51

The Bridgewater authorities decided to allow the article to appear; this generated both criticism and praise, including support from the Brockton Enterprise. Rumors again circulated that the Bridgewater police chief was contemplating the use of obscenity laws to bring legal action against the editors, although the ACLU indicated that such action was highly unlikely. Two of the editors met with Rondileau, Harrington, the faculty adviser, and the faculty council secretary. There were “heated words exchanged on both sides.”52 Letters to the editor were both pro and con, with one writer inquiring whether President Hamond of Fitchburg wielded a bigger stick than President Rondileau, or if the Bridgewater administration was wiser, more liberal or, perhaps, more cowardly than those of Fitchburg and Salem.53

A lawsuit was brought on behalf of the editors of Fitchburg’s newspaper, the Cycle, and in February 1970, U.S. District Court judge, W. Arthur Garrity,
ruled that the state college and university press could not be censored by either state or college administrators. While this decision did not totally end all of the disputes, it did put the newspapers’ right to print articles of a controversial nature on a sounder legal footing. Comment editor, David Wilson, said, “... it [the decision] will have a dramatic effect on the development of all student publications in the state.”

Rondileau’s philosophy was clear: a well-functioning campus required administrators, faculty and students to share responsibility and to work together with the other segments of the campus community. To help instill this philosophy in the student body, an all-day conference took place during which students and faculty came together to discuss common issues. The president told the campus newspaper, “I am deeply convinced that this was a giant step forward in furthering the desire of students, faculty, and administrators to have the best possible vital community at Bridgewater State College.”

To foster better communication among students, their representatives, the faculty and administration, a special meeting was convened and included the various deans and heads of student organizations. The group voted to confer twice per semester on the issues of communication and overcoming student apathy.

A concrete example of implementing this philosophy was the involvement of students in areas such as accreditation. Since a large part of Bridgewater’s resources still went toward preparing teachers, an important accrediting body was NCATE (the National Council for the Accreditation of Teacher Education). Twenty-one students were chosen to serve on the seven committees that prepared the 1963 report.

Calls for student representation on additional committees grew. Prior to the forming of a faculty council, the president appointed faculty members and usually one or two students to committees. Since the faculty council now recommended faculty appointments, the student government requested a more formal mechanism for selecting student committee members. They also spelled out the number of students they believed should serve on each committee. This included a proposal for an equal number of students and faculty on the teacher preparation committee and for three students to serve on the committee on rehiring and tenure.

On March 18, 1969, President Rondileau and Dean Harrington responded to a faculty council recommendation that two students be appointed to each of 13 different committees. After the SCA requested additional representation, the president authorized an equal number of students and faculty to serve on the athletic policy, library, convocation, Maxwell library fund and student union building committees. Rondileau assured the students they would have equal voting rights and full participation in elections; this would include voting on the positions of chair and vice chair as well as influencing decisions on meeting place and time.

On their own initiative, students also instituted faculty evaluations, a process which would grow and become part of the collective bargaining agreement when the faculty unionized. The students apparently acted after the matter of evaluations had been discussed for a number of years, but no action had been taken. They circulated the forms during the last week of the semester in fall 1968. Faculty reaction reportedly “ranged from paranoid criticism to hearty welcome.”

In February 1972, Rondileau approved student participation in nontenured faculty reappointment, after a committee of students, faculty and adminis-
trators met over a number of months, and both the SGA (formerly the SCA) and the faculty council recommended such a process. In accepting the recommendation, the president noted that the student committees served in an advisory capacity and that he also relied on input from faculty, department chairs and division directors in making personnel decisions.61

The state also took action to enhance student representation by passing a law authorizing a student advisory committee as an adjunct to the State College Board of Trustees. The chair of this committee would be elected by the members and would serve as a member of the trustees. An election committee was also authorized to determine how the advisory committee member would be selected on each campus.62

Student activism also led to students’ demands to be consulted if faculty members were not reappointed. One case that generated a great deal of debate was the failure to rehire Francis McClellan, an instructor in the Department of English. According to the administration, McClellan, who had been hired in fall 1967, had been informed that his position was neither tenure track nor long term, since he had neither major training nor continuing graduate work in English. In fall 1968, he was notified that he would not be reappointed for the 1969-1970 academic year. According to President Rondileau, McClellan indicated that he was aware of this process, and he was offered the opportunity to submit a letter of resignation before a non-reappointment letter was sent.63 The president also noted that in accordance with AAUP standards, a non-reappointment letter must be sent by December 15. McClellan submitted a letter of resignation, which was then accepted.

However, 752 students signed a letter inquiring about the failure to rehire McClellan, and on February 25, six student representatives met with President Rondileau, Dr. Harold Ridlon, Dean V. James DiNardo and Dean Lee Harrington. The president also visited the Great Hill dormitory where he discussed the issue of re-employment and was quizzed about other issues such as women’s curfews, smoking in the dormitories and the college’s accreditation. The fact that the president’s visits with students had diminished is seen by the Comment’s statement: “Students at Great Hill Dorm saw something not very often seen at the Hill. It was the face of President Adrian Rondileau.” Rondileau told the students that they were not directly informed about personnel issues, since this was not an area of their concern.64

The matter continued to fester when McClellan wrote a letter to the campus newspaper in which he contradicted some of the president’s assertions.65 While he was currently working on a PhD in Philosophy, he claimed to be well grounded in English as he had taken 54 credits at the undergraduate level at Boston College. He also had an MFA from Boston University where English was one of his minor fields. Additionally, he cited his certification in English at the secondary level and the fact that he had held a tenured position in the English department at Winthrop High School. McClellan directly challenged Rondileau’s statement that he lacked adequate preparation: “No one in any conversation with me at any time in any way suggested that I was unsuitable until your statement in yesterday’s COMMENT. I will stand by that statement until Hell freezes over.”66

Interestingly, in this case, the students appeared to side with the administration. An editorial by a number of the Comment’s editors was titled, “Please leave Mr. McClellan.” Citing the requirement that faculty either have the PhD in hand or be working toward the degree, the editors
concluded that McClellan was not properly qualified to teach English. 67

While McClellan left at the end of the academic year and the controversy faded, the dismissal of philosophy professor and department chair, Dr. Donald Dunbar, produced a full-blown student strike. The real reasons for Dunbar’s dismissal remain unclear. The administration was not required to provide a reason for not rehiring a nontenured faculty member, but after student protests began, they hinted that he had not been an adequate administrator. A Comment article describing his teaching style and philosophy reveals his use of small groups and a democratic approach in the classroom, where students might even overrule the instructor on certain issues. On one occasion, he canceled a class and took the students to see the film Easy Rider. While this sounds pretty benign by modern teaching standards, apparently some faculty and administrators found this technique to be threatening, particularly when practiced on future public school teachers. 68

Dr. Robert Fitzgibbons, who had studied under Dunbar at Boston University and became his colleague and friend at Bridgewater, said that Dunbar could never figure out what had triggered his firing. Fitzgibbons speculated that Dunbar was caught up in a struggle between liberal and conservative faculty, a general trend engulfing many college campuses. While Dunbar was not really a radical, he lacked the personality to fight back against his critics, according to Fitzgibbons. 69

This crisis tested Rondileau’s leadership as well as his commitment to the concept of college community. Dunbar, who had come to Bridgewater from Boston University to head the recently created Department of Philosophy, was informed on February 27, 1970, that he would not be reappointed for the 1970-1971 academic year. Students immediately reacted to the news. Since the president was in New York for the weekend, the SGA (as previously noted, the SCA was now called the Student Government Association) met with Dean Harrington, who informed them that the proper procedures had been followed for the non-reappointment of faculty without tenure. On Sunday evening, Paul Kosciak along with David Wilson, Comment editor, and Scott Bennett, the college coordinator, sent a letter to Rondileau, to express their concerns and request a meeting. Interestingly, the student leaders utilized the president’s many statements about college community as a reason for re-evaluating his decision and wrote, “The college community concept is about to meet its greatest test, and the fate of the concept rests in your hands.” 70 The letter writers then visited with Rondileau.

The president subsequently scheduled a Monday meeting with the student leaders; the meeting, however, was canceled. An evening rally was held in the gymnasium and attracted a crowd of 900 students and faculty. Dunbar addressed the gathering and reiterated his philosophy that education must be a mutual process of learning that involves both students and teachers. When the administration refused to reverse its position, members of the SGA called for a strike to commence at 2 pm on Tuesday, March 3. Three hundred students demonstrated on the steps of Boyden Hall in support of this decision. 71

The strike lasted five days with nearly all classes canceled and rallies held both day and night. Finally, student leaders met with Rondileau; this resulted in a compromise offer after what was described as “a 4½ hour debate.” The unprecedented proposal allowed the three campus segments—students, faculty and administrators—to vote as to whether Dunbar should be rehired. The student leaders claimed they had accepted this proposal
because of concerns about possible violence and further campus disruption.\textsuperscript{72}

Rondileau, along with deans Harrington and DiNardo, met with the faculty on Saturday, March 7, to gain their support for the vote. Both deans indicated that they personally did not support the compromise, but they would back the president. A spirited debate ensued with Dr. Emanuel Maier, a native of Germany and a Dunbar supporter, saying that the failure to allow a vote was “just like the Nazis.” Professor Christina Riordan, a language instructor and also a native of Germany, took very strong exception to Maier’s remarks. However, Maier’s impassioned words carried the day, and the faculty agreed that the vote would be taken.\textsuperscript{73}

This was a bold and risky move on the president’s part, since he agreed to be bound by a vote of two out of the three campus communities. He apparently expected that the administrators would back him, and that the students would support the rehiring of the popular professor. This left the decision in the hands of the faculty, who were much more evenly divided. The final vote was: administrators five to rehire, 25 against; students 1,692 in favor, 153 against; and faculty 60 in favor, and 96 against.\textsuperscript{74}

While the vote narrowly supported Rondileau’s actions, the tactic was much more risky then it would be today. Now, college presidents frequently survive votes of no confidence by their faculties and retain their positions as long as they retain the backing of the board of trustees. In 1970, however, if the faculty had repudiated the president’s judgment, he would almost certainly have been forced to resign after only eight years in office. Since he went on to serve until 1986 and also returned for a short tenure as acting president, one might speculate as to the effect his resignation might have had on the institution’s history.

While the vote ended the strike (by Monday morning the strike leaders had tidied up the campus and very little physical evidence of the event remained), the Dunbar affair did not end. Students still held out hope that the trustees might reverse Rondileau’s decision. The trustees next meeting was at Westfield State College, and students traveled to the Western Massachusetts campus in two buses to give what the board expected to be a 15-minute presentation. The students, however, bombarded the trustees with complaints for three hours, delaying the regular trustees meeting until well into the evening. As an indication of the general student unrest during this period, Salem and Westfield students also attended the meeting and harangued the trustees about their own administrations and campus events, such as sit-ins and newspaper censorship.\textsuperscript{75}

The board upheld the Bridgewater administration’s argument that it had no choice in the matter, since Dunbar himself had not requested a review of his case nor had he provided any materials in his defense. This caused the SGA to send a rather harshly worded letter to the trustees:

\begin{quote}
This letter is to inform you of the contempt and disgust in which the Student Council of Bridgewater State College holds the Board of Trustees as a result of the statement you have returned to the College in answer to our request for the rehiring of one Dr. Donald Dunbar as Chairman of the Philosophy Department at Bridgewater. Your statement is an insult to the intelligence and integrity of every member of the Student Body of Bridgewater.\textsuperscript{76}
\end{quote}

There were also some after-the-fact recriminations alleging that the vote had not been conducted in accordance with the terms of the compromise,
since the faculty received their ballots in their mailboxes and were not required to cast their votes at a central location. There was also discussion by the SGA of establishing a “free university” and of rehiring Dunbar with SGA funds, although the legality of using state money in this manner caused concern. The SGA voted 17-2 in favor of utilizing $14,000 from funds that had been set aside for a bowling alley in the student union. However, while Dunbar had previously expressed some interest in teaching part time under a “free university” structure, he appeared at an SGA meeting and said he could not accept a full-time position. This caused the SGA to rescind the offer. On April 23, the Comment featured a full-page caricature of Professor Dunbar with the caption “Goodbye Donald.”

One outcome of the dispute was the students’ increasing agitation to play a role in the rehiring of nontenured faculty. The Committee for Student Participation in the Reappointment of Non-Tenure Faculty, which had been convened by President Rondileau, researched how faculty were evaluated in other institutions and then met with an ad hoc committee of the faculty council on April 21, 1970. Dean Ellen Shea noted the historic nature of the committee: “It is the first time in the history of the college that upon request of the President, students and faculty will be establishing an official school policy.” However, after the faculty council would only agree to voluntary evaluation of nontenured faculty, the SGA called for an out-of-class evaluation system, the results of which would be published, much to the displeasure of the faculty.

Interestingly, even before the occurrence of the Dunbar affair, President Rondileau had taken the unprecedented step of welcoming returning students in January 1970 with an address titled, “A Few Observations on Some Aspects of the Philosophy and Practice of College Community.” He told the assembly that he had contemplated this address in September but thought it was important to allow the freshmen to adjust to campus life and to become familiar with ongoing issues. Rondileau reiterated his support for the concept of a campus community. He went on to specifically address recent controversies concerning the publication of “Black Moochie”; a disagreement as to whether the president of the SGA should be elected or appointed; and the role of students regarding faculty personnel matters.

Referring to his decision not to reappoint Francis McClellan, the president indicated that he had broken a cardinal rule by discussing a specific situation, and he would not do so again. However, he made available the general procedures for a number of personnel actions, including initial appointment, reappointment, promotion without tenure, simultaneous promotion and tenure, tenure without promotion, and appointment and reappointment of departmental chairs. He also pledged to work out procedures for student involvement in the reappointment of nontenured faculty that would be mutually agreeable to students and faculty. He concluded, “This act of understanding, good will and faith may be one small step for each of us, but it is a giant step for the Bridgewater State College Community.”

In the aftermath of the Dunbar affair, a dispute over extending the term of Comment editor, David Wilson, from one to one-and-one-half years led to the resignation of a number of Comment editors, who then formed the alternative Free Press. The initial issue contained an article comparing a student strike at Westfield to the Dunbar strike at Bridgewater. Rondileau allowed the publication of the newspaper on Boyden Hall’s offset printing press, since he believed that restricting the printing of anti-administration material might be interpreted as repressing students’ right to dissent. When Dean
Harrington indicated that the administration would not publish a second issue, the editors drew up a constitution and received SGA approval for the paper.\footnote{81}

Additional problems occurred when the SGA council allocated $3,050 to the Free Press. SGA president, James Stetson, who had cast the deciding vote authorizing the funding, faced charges of conflict of interests. The issue was that a number of SGA members were associated with the Free Press when they voted for the funding. When petitioners requested a general student referendum on the matter (some cited Rondileau’s use of a referendum in the Dunbar case), Stetson refused to hold a meeting to receive the petition. Part of the dispute centered around Dean Shea’s refusal to sign the check releasing the money until the petition was heard and Stetson’s refusal to hold a meeting until he had the check in hand. The SGA threatened a lawsuit, and Stetson said that if the council did not possess fiscal autonomy it was “a big joke.”\footnote{82}

Rondileau reiterated his position that he had no desire to become directly involved in a dispute among students. He took the position that since diverse student opinions had been heard, he would sign the check after the next SGA meeting. He supported the SGA council’s right to make any decision it wished to make.

In another example of students dealing more openly with subjects that were formerly taboo, the availability of birth control became a campus issue. Massachusetts law required that only a doctor could dispense birth control advice and only to married couples. In May 1967, activist William Baird was arrested after a talk at Boston University during which he had distributed birth control devices to students. A week later, over objections of the administration, Baird lectured at Boston College. The five students who had invited him to speak faced disciplinary probation and suspension.\footnote{85}

Two years later, Baird, who had been sentenced to 10 years in prison but was out on bail pending an appeal, spoke on the Bridgewater campus. The Comment urged students to attend this important program. Before his appearance, the Massachusetts Supreme Court ruled 4-3 that prohibiting lectures on birth control was an unconstitutional limit on free speech. Baird delivered his lecture in the Horace Mann Auditorium on May 23.\footnote{84}

Another hallmark of the Rondileau administration – and one that has continued to flourish to this day – was the effort to foster better relations between the college and the town. The president established the College Community Relations Council, which was described as a clearinghouse “to improve communication within the total campus community ...”\footnote{85} Also established was the Town-College Committee. Among the members of this group were: David Flynn, selectman and Class of 1958; Mr. David B. Jenkins, president and CEO of Shaw’s Market; and deans Shea and Harrington, as well as a number of students. Demonstrating the high priority he placed on town-gown relations and the promotion of harmony on campus, Rondileau chaired both the council and the Town-College Committee.\footnote{86}

Many changes made during Rondileau’s administration affected students directly. One was the introduction of a Dean’s List. The high honor’s list was for students with a GPA of 4.0 or above, based on the 5.0 scale in use at the time, and the honor’s list for students with a minimum GPA of 3.5. The Dean’s List was seen as an incentive for students to strive for higher grades.\footnote{87}

While the Dean’s List was supposed to inspire students to work harder, the list actually generated controversy, both about the criteria for making the list as well as whether different standards applied for the BA and BS degrees. In March 1965, Dean
Harrington announced that 8.4 percent of students had earned honors. The Comment printed a chart revealing that eight percent of BS degree students and 13 percent of BA degree students were on the list. For history majors seeking the BA, the figure was 19 percent, while for chemistry-physics majors, it was zero. Such statistics raised debates about grade inflation; how difficult or easy faculty members were in certain departments when it came to grading; and why more BA than BS students received honors.88

A new grading system was introduced into all of the state colleges. The new system assigned an A, 4 points; B, 3 points; C, 2 points; D, 1 point; and E, 0 points. A 1.5 average was required to move from freshman to sophomore status; a 1.75 for junior status; and a 2.0 to advance to senior status and to graduate. The president told the student body that the new system was common to most graduate and undergraduate colleges in the United States and, as such, would assure sister institutions that Bridgewater was now a multipurpose institution and not simply a college that trained teachers.89

Students across the country also began to work for a pass-fail grading system, and Bridgewater was no exception. Part of the impetus came from the Vietnam War and the draft, because if students were separated from college due to low scholarship, they might find themselves in the army. A committee of 12 faculty and 12 students discussed the possibility of grading freshman courses or electives by pass-fail, but no consensus was reached.90

Students also argued for instituting optional finals in courses. The SGA requested that students...
with As and Bs in their courses be exempt from taking final exams. Although some council members opposed the motion on the grounds that graduate schools might question the credibility of Bridgewater grades, the motion was passed by the SGA with a vote of 7-6-1. However, when the issue was submitted to the faculty for consideration, the faculty voted 101-2-8 to continue the current policy. This left it up to individual faculty members to decide whether to give final exams or to exempt students from them.91

A fairly significant change occurred in graduate education when the National Council for the Accreditation of Teacher Education (NCATE) accredited the Master of Education for elementary and secondary school teachers. The School of Graduate Studies and the Division of Continuing Education were also split into two segments with Dr. Frank Hilferty heading the graduate school and Mr. John McGovern heading continuing education studies.92

By 1969, Bridgewater had also obtained multipurpose accreditation from the New England Association of Secondary Schools and Colleges (NEASSC). Since 1953, NEASSC had accredited the college as a specialized institution for teacher preparation, but this more comprehensive accreditation recognized Bridgewater’s changing role as a liberal arts institution. One of the reasons a new library was a high priority was that in order to be re-accredited, the institution must possess adequate library resources.93

Students in the 1960s were also much more aware of and interested in major events occurring in the United States than their predecessors. Prior generations of students were obviously affected by wars and economic downturns, but this generation was much more active in supporting various causes. One major issue of this decade was the civil rights movement. When the Reverend James Reeb was beaten to death during a demonstration in Selma, Alabama, a motorcade of students, faculty, local clergy and townspeople traveled to Boston to participate in a ceremony paying tribute to the Reverend Reeb. The Comment also carried articles and editorials concerning civil rights issues, such as one in April 1965 titled, “Civil Rights: A Time to Think.”94

The Vietnam War cast a long shadow over the decade. In December 1965, Senator Edward Kennedy appeared on campus at the invitation of the Herodotus (History) Club. While Kennedy is remembered later for his anti-war stance, he supported the war in the early days. During his Bridgewater appearance, he stressed that while America should not be the policeman of the world, our nation had a moral obligation and commitment to help Vietnam. He had just returned from a visit to the war zone and said that he was amazed at the progress he had seen, although the struggle might continue 20 years or more. The senator expressed concern that a precipitous withdrawal could lead to the fall of other countries in the area to the Communists and backed the domino theory that had been used to support continued American involvement. A poll of Bridgewater students at that time reveals that 70 percent either agreed or strongly agreed with the then current American policy.95

As more veterans returned to campus, a veterans club was organized with the backing of the college administrators and the Veterans Administration. The club had a two-fold purpose: to make veterans aware of financial, medical and other benefits available to them, and to provide a support system that would encourage them to readjust to civilian life and continue their education.96

Protest against the war escalated with a November 1967 anti-war vigil. Approximately 70 faculty and students, along with a group of townspeople, gathered on the Grove Street side of the college quadrangle. Reportedly a number of FBI agents
were present to make sure no violation of federal law occurred. The demonstration was followed by a teach-in, where a number of faculty led discussions on topics such as the history of Vietnam, the dilemmas facing Lyndon Johnson and the draft. Two of the *Comment*’s editors wrote op-ed pieces for and against the conflict.97

In response to the demonstrations at Bridgewater, the student council created a committee to establish guidelines for student demonstrations. The committee aimed to protect individual freedom of speech no matter which side of an issue demonstrators might support.98

The issue of allowing military recruiters on campus also arose. In his early years, Rondileau had frequently attended meetings of the student council to demonstrate his commitment to including students in campus decision making, but over time, his attendance was less frequent. On April 25, 1968, he appeared at a student council meeting where he was presented with a petition, signed by students and faculty, protesting the presence of military recruiters on campus. Rondileau indicated he would abide by the recommendations of faculty and student government in this matter. The student council, however, affirmed the rights of both military recruiters and those who opposed them to operate on campus.99

In November 1968, a student strike occurred to protest both the war and the lack of choice in the presidential election. However, participation was limited to 16 students, who were described by the *Comment* as shivering in the cold weather as they sat on the steps of Boyden Hall. The paper lamented how apolitical most students were.100

Bridgewater also took part in an October 1969 moratorium that was held on more than 400 American college campuses. A Bridgewater Moratorium Committee was formed to plan the on-campus events. The moratorium consisted of a vigil, six seminars and a candlelight march. Maurice Donahue, president of the Massachusetts State Senate, was the featured speaker. Seven hundred people heard his address in Horace Mann Auditorium, one of the largest demonstrations in the college’s history.101

Students participated in another Vietnam moratorium in November 1969. On November 13, the observance began with protest folk singing and a screening of the film *Land Without Joy*, and was followed by a candlelight procession from the Conant Science Building to the United Methodist Church. Curfew was waived for female dormitory students if they signed up to attend. The next day, Dr. Everett Mendelsohn of Harvard spoke in Horace Mann Auditorium. Sixteen students also boarded a bus for a trip to the national protest in Washington.102

Another event that mobilized students was the killing on May 4, 1970 of four students by National Guard troops on the campus of Kent State University in Ohio. At Bridgewater, classes were canceled, flags flew at half-staff and a service that attracted an audience of 500 was held on the quadrangle. A large white sheet was hung over the entrance to Boyden Hall with the names of the slain students.103

One of the highlights of the service was an address by Ed Norris, a Kent State student who had returned home to Brockton after officials closed the Ohio campus. Norris had originally taped an interview with the *Comment*’s managing editor, David Wilson, in which he said that as a result of what he had witnessed he did not feel he could appear in person. However, at the last minute he changed his mind. He told Bridgewater students that the soldiers had fired indiscriminately into the crowd and expressed “our shock that the Guardsmen were using live ammunition.” President Rondileau also
addressed the gathering and pointed out the
danger of polarization among Americans.\textsuperscript{104}

One thousand students from Bridgewater,
Stonehill and Massasoit Community College
marched on the Brockton draft board as a general
protest against both the Vietnam War and the
deaths of the Kent State students. The Brockton
police chief praised the orderly nature of the march:
“Those young people were simply fantastic. They
were peaceful, orderly, and cooperative.”\textsuperscript{105}

Well known anti-war activists also visited the
campus; these included Boston University professor,
Howard Zinn, and MIT professor, Noam Chomsky.
However, since only 40 people attended Chomsky’s
presentation, he did not deliver his planned lecture
but held a question and answer period.\textsuperscript{106}

Another student strike occurred in May 1972,
after President Nixon went on radio and television
to announce the mining of Haiphong Harbor.
A number of students held an all-night discussion.
A crowd gathered in front of Boyden Hall, where
Rondileau addressed the group and declared that
all those not attending classes were to be given
excused absences. Then, 250 students marched to
Brockton, where they were addressed by the mayor
at City Hall.\textsuperscript{107}

The following day, the SGA called for a strike.
Again, the president called on faculty to refrain
from giving any exams between May 10 and May
12 and asked them not to punish anyone who
missed classes. Striking students were transported
by car to Mars Bargainland in Brockton. From
there, they proceeded to march to the recruiting
station and draft board on Main Street. They were
joined by Stonehill and Brockton High School
students, who circulated petitions and information
sheets throughout the stores and business offices
in downtown Brockton.\textsuperscript{108}

Another event that profoundly moved the
campus and touched off a debate about racism
and the lack of minority students at Bridgewater
was the assassination of Dr. Martin Luther King Jr.
in Memphis in April 1968. The campus mourned
the civil rights leader’s death with great emotion.
Many faculty canceled classes out of respect. A hast-
ily organized nondenominational religious service
held on the college quadrangle on April 5 drew over
1,500 people. President Rondileau asked those
assembled “to work in hope for the ideals for which
Dr. King stood.”\textsuperscript{109}

In the aftermath of Dr. King’s death, a Martin
Luther King Jr. Action Committee was formed. This
group proposed to take immediate action against
what it called “white racism” in America. Among its
goals were task forces to investigate economic ineq-
ui ties involving minorities in local communities like
Brockton, exchange programs with black colleges
and universities, programs to help African-Ameri-
can students succeed at Bridgewater, and teach-ins
for the town and college community.\textsuperscript{110}

A proposal to recruit more minority students,
however, generated a great deal of debate that was
not always civil in tone. Although, as we have seen,
the admission of black students went back at least as
far as the 1860s when Sarah Lewis attended Bridge-
water, the number of African-American students on
campus was always quite limited.

One student, Peter Lieberman, who had worn
a sign with the slogan “THE KING is DEAD. Long
Live the King of LOVE” to the service for Dr. King,
claimed that some attendees had laughed at and
ridiculed him. His letter published in the \textit{Campus
Comment} generated the same sort of debate raised in
recent times about affirmative action. Some students
responded that the proposal was reverse-racism
favoring unqualified black applicants over qualified
white applicants and that this policy would lower
Bridgewater’s standards. Others said that if minorities did not have an adequate public school education, then the battle should be waged there. They believed it was not the college’s fault that the local area did not have a large minority population from which to draw, although in reality the nearby cities of Brockton, Taunton, Fall River and New Bedford did have substantial minority populations.111

Rondileau sought input from the student and faculty councils as to what steps might be taken to recruit minority students. The student council agreed that a cultural test was not a true indicator of minority student potential and indicated that students would be willing to provide tutoring and other assistance to minority students.112 Ultimately, however, the student council argued for a policy of helping disadvantaged students regardless of race. This generated some acrimony and name calling between the members of the student council and the members of the Martin Luther King Jr. Action Committee, which wanted to focus on recruiting urban black students.113

Dean Lee Harrington also indicated that the college was already trying to recruit minorities, and he had long been willing to waive the cutoff on SAT scores and other general guidelines when he felt they did not provide a fair assessment. The college’s financial aid officer often gave presentations at urban high schools, and he was finalizing plans to hire a black assistant director of admissions.114 Other events kept the debate going. The assembly committee brought African-American journalist William Worthy Jr. to campus to lecture on “Black Power.” Having had his passport revoked for unauthorized trips to China and Cuba, Worthy had often been the subject of controversy. He was also deported from South Africa, where he had worked for the Baltimore Afro-American and CBS News.115

Worthy’s appearance on November 12, 1968, began with what was called a black and white teach-in, where he expressed the view that racism could only be addressed by destroying imperialism and neocolonialism. He also criticized the Vietnam War for increasing racism in America. Dean Harrington also spoke as did faculty member Robert Daniel.116

Daniel was the college’s first African-American faculty member; he was hired in 1959 by Clement Maxwell. While a number of outstanding faculty and alumni have been discussed in previous chapters, an evaluation of modern individuals, many of whom are still alive, is probably best left to future historians. However, there are exceptions to this rule for those who hold a special place in Bridgewater’s history.

Daniel is one such individual. He graduated from Howard University in 1947, and, after serving in the army, received a master’s degree from Iowa State in 1950 and a doctorate from Penn State in 1958. He taught at universities in Florida and Louisiana, but with a wife and growing family, he decided to leave the segregated south and seek employment in the north. Having sent out resumes, he was invited to Bridgewater for an interview and took a bus to Massachusetts from New York City, where he was attending an art education conference.

He recalled that the issue of race never came up in the interview, although clearly he would be the first minority faculty member. In fact, being a male faculty member was almost equally unique in the 1950s, since “there were very few males of any color on the faculty at that time. This was Bridgewater State Teachers College and so the staff, like most of the students, was female.” Clement Maxwell offered him a position, which he accepted, although he had to take a $1,500 pay cut and a reduction in rank from associate to assistant professor.117

Daniel went on to have a distinguished career as a professor of art and retired in 1989 after 30 years.
of service. He remains active in college affairs and in the Bridgewater community. In 2003, the Hall of Black Achievement at Bridgewater presented Dr. Daniel with the Mary Hudson Onley Award. At the same time, his daughter, Dr. Beverly Daniel-Tatum, the president of Spelman College in Atlanta, Georgia, received the award.118

Eventually, Mr. Paul Gaines was hired as an assistant in academic administration, the first African-American administrator in Bridgewater’s history. In the spring of 1970, only 25 African-American students were enrolled at Bridgewater. Gaines was tasked with bringing minority students to campus and helping to ensure their retention. This was done through a program called PROGRESS (Program for the Recruitment and Retention of Special Students). Gaines also served as adviser to Afro-Am, the college’s only organization for black students. Gaines had high praise for President Rondileau and Dean Harrington who “… ‘cooperated magnificently’ in all his efforts to make blacks welcome here and to provide a place for them in the College Community.”119

In November 1981, Gaines was elected for a two-year term as the mayor of Newport, Rhode Island. Gaines had been the first African-American elected to the Newport School Committee, on which he served from 1969-1971; he was in his third term as a city councilor when he was elevated to the mayor’s office. Gaines and the Bridgewater administration worked out a mutually acceptable flexible schedule so he could simultaneously serve as mayor and as the college’s director of minority relations.120

A faculty committee, headed by Professor David Englund, was also established to recruit minority students. While there was obviously an emphasis on recruiting African-American students, the committee also sought out other ethnic groups who could not attend college because of a lack of finances or an inadequate academic background. Additional outreach efforts targeted students who, although not disadvantaged educationally, would contribute to the college by “… providing a more balanced ethnic and cultural mixture on campus.” Englund said the number of African-American students on campus was appallingly low, and he was working closely with Gaines to try to remedy the situation.121

In fall 1970, President Rondileau visited Brazil where he completed a six-week evaluation of Brazilian university administration under the auspices of the Agency for International Development. Upon his return, Rondileau stressed the importance of American aid for education in other countries.122

The year 1970 also witnessed the revival of a college-community relations issue that had lain dormant for a period of time. The question involved how much control and financial support the college and town would have over a proposed new training school. The state was willing to appropriate $9,000,000 for construction, but the college requested that the town assume all other costs. Bridgewater superintendent, Edwin Denton, balked at the town’s lack of control over administration, finances and curriculum; this prompted a letter from the school committee to key legislators. The committee indicated that the town could not commit to a new training school until a contract was signed, and the Legislature promptly canceled the appropriation. Denton indicated that a change to the contract – for some period of time the college and town had been extending an old contract on a yearly basis – would cost the town an additional $299,000 a year. The superintendent also reminded college authorities that the original 1926 agreement gave the town first option to purchase the building if it was no longer used as a training school. This threat prompted James Burke, state senator and a supporter of the college, to tell the Bridgewater officials...
that if they did not wish to retain the relationship, an arrangement might be made to bus in students from nearby Brockton. 123

This period also witnessed the resignation of one state college president, who was a Bridgewater graduate and former faculty member, and the appointment of a Bridgewater dean to head the Massachusetts Maritime Academy. Dr. Frederick Meier resigned as president of Salem State College in spring 1970 after a 16-year tenure; he returned to Bridgewater as a faculty member. While he had been involved in a dispute over censorship of the Salem student newspaper, he apparently had reached his decision before the dispute erupted. In 1972, academic dean, Lee Harrington, left the position he had held for a decade to head the maritime academy. Harrington said that a desire to keep in close contact with students – the maritime academy had 280 students, while the Bridgewater student body had grown to 3,500 – had led to his decision. He also believed that 10 years was long enough to hold an administrative post. President Rondileau assumed his duties as acting academic dean. 124

The first stirrings of possible faculty unionization are also evident during this timeframe. Department of Physics faculty member, Dr. George Weygand, a representative of the Massachusetts State Teachers Association, distributed information about faculty labor unions. A Comment article noted that two different groups had been seeking to represent the faculty – the American Federation of Teachers (AFT), affiliated with the AFL-CIO, and the Massachusetts Teachers Federation, affiliated with the MTA. The local AAUP (American Association of University Professors) chapter had also invited speakers to discuss unionizing. The campus paper discussed the downside to unions, including a possible adversarial relationship between faculty and administrators along with more limited student opportunities due to stringent union rules. 125

In December 1972, an ad hoc committee to stimulate support for collective bargaining was formed. Individual campuses at Fitchburg, Salem and North Adams were already represented by the Massachusetts Teachers Association, and Eduardo Robreno, the MTA field representative, announced that formation of the committee was an attempt to bring the unionization process to Bridgewater. 126

The early 1970s also witnessed state efforts to control the costs of higher education. These included proposals to raise tuition, which at this point was still only $200 a year. A study conducted by the board of education estimated that a $100 increase would eliminate 2,358 students. A $400 or $600 tuition would eliminate 4,716 or 9,432 students, respectively. One proposal by Governor Francis Sargent involved the creation of an open university, modeled on branches of either the University of London or the State University of New York at Albany. Courses would be delivered by television, correspondence or continuing studies, and the cost of educating an individual student would be 10 percent of the cost at a traditional college. 127 Eventually, in 1973, a pilot program was instituted in the behavioral and social sciences. The governor also proposed a three-year degree which would allow students to take a heavier load during the school year and combine this with summer courses, cutting costs by 25 percent. 128

Nearing the end of his first decade in office, Rondileau proposed a new academic calendar, which would end the first semester before Christmas break and provide a three-week winter holiday before classes resumed in mid-January. For decades, the college had taken a one-week break at Christmas and then returned after New Year’s Day for a week of classes and final exams. As usual, the president consulted with both faculty and students who agreed to the change, which went into effect for the 1972-1973 academic year. 129
Applying looking to reflect on his first 10 years as president, Rondileau announced that February 10, 1972, would be a self-study day with all daytime classes suspended. Departments with majors would meet with those students, while faculty in departments with no majors invited students to express themselves about issues concerning those departments. Recorders were appointed to document the discussions.\textsuperscript{130}

Along those same lines, the alumni association published a pamphlet, \textit{A Salute to Adrian Rondileau, A.B., A.M., Ph.D. on the First Ten Years of his Presidency, 1962-1972}. The alumni highlighted the growth that had occurred under Rondileau not just in buildings, but also in enrollment, which had grown from 1,000 to 3,650 day students as well as 6,000 students enrolled in continuing studies, the graduate school and the summer program. Future building projects included a new athletic complex, a teacher preparation facility with laboratory school, a building to house the professional education division and a new power plant.

They also noted that Rondileau had assumed the presidency at a time when student and even faculty involvement in administrative decisions was rare. However, they added, “He has encouraged broad participation in the forming of those decisions with a network of committees, councils and student and faculty organizations through which every voice can be heard and ideas or criticisms can be brought to the attention of those concerned.”\textsuperscript{131}

Finally, Rondileau had reached out to the wider community with programs such as Project Contemporary Competitiveness, which brought talented
eighth and ninth graders to campus for a six-week advanced studies program. The college was also a member of such collaborative groups as the Consortium of Four Year Colleges, the Southeastern Massachusetts Educational Council for Economic Growth, and the Southeastern Association for Cooperation in Higher Education in Massachusetts.

The tribute concluded, “The last ten years have been a watershed of unprecedented growth for Bridgewater State College and it is no mere coincidence that this period also spans the first decade of service by Dr. Adrian Rondileau, its seventh [sic] president.” Unstated, but perhaps implied, was the idea that since modern college presidents did not serve for decades like their predecessors had, and although Rondileau had accomplished a great deal and prepared a foundation to build on in the future, he might not be around for a 20-year tribute. However, it turned out that the president was only beginning his service; ultimately his tenure was the third longest in Bridgewater’s history.

1972-1982

As the second decade of his presidency began, Rondileau relinquished his position as acting dean upon the appointment of Dr. Wallace Anderson to the academic dean’s position. Anderson received his BA and MA degrees from Trinity College in Hartford, Connecticut, and his PhD in English from the University of Chicago. The new dean had served in a number of administrative positions during his 20-plus years at Northern Iowa, where he was also a nationally known scholar in the field of English literature. A recipient of Fulbright and Guggenheim fellowships, his academic specialty was the poet Edwin Arlington Robinson. Anderson brought a renewed emphasis on scholarship to the dean’s office and pledged to continue his predecessor’s open-door policy with students.

The college also made plans to participate in Governor Francis Sargent’s "Open College" program and received a grant from the board of trustees of the Massachusetts state colleges. As part of this program, the Department of History offered “Our Contemporary Civilization,” a social, intellectual and cultural survey of recent American history. Taped lectures were available in the instructional media center, where students could view them at their leisure. Instructors also met from time to time with students, and those who completed the 30-week course were awarded 15 academic credits. The Division of Behavioral Science offered a field internship in the behavioral sciences.

The board of trustees triggered a controversy when they decided to eliminate the study of a foreign language as a general requirement for the BA degree. This policy allowed individual departments to determine if they wished to retain the study of a foreign language for their majors. Each department held a series of meetings with its majors to discuss the issue.

In November, the president agreed to retain the language requirement for students in chemistry, biology, history, physics, psychology, anthropology, political science, earth sciences and geography, mathematics and English. Kevin Preston, the SGA president, wrote to Rondileau on behalf of the SGA to question the basis on which the decisions were made. He pointed out that, in his view, many departments had provided inadequate or invalid justification for continuing the language requirement and charged that the president had circumvented board policy in an effort to save faculty jobs.

This generated a rather lengthy response from President Rondileau, who pointed out that while the board had prohibited a blanket language requirement for the BA degree, individual departments were allowed to establish a requirement for their
own majors. Even if some departments had provided justifications to the curriculum committee that did not clearly relate to the major, he had no choice but to accept the department's decision as long as it provided at least one relevant reason. The board assumed that department faculty members were professionals who knew what was best for their majors, and the faculty council had endorsed all of the department decisions, even if the curriculum committee had not concurred in every case. In addition, a number of departments had reduced the requirement to competency at the intermediate level, so that many students could fulfill the requirement by passing a proficiency exam. With parts of the general education requirements (GER) under assault, plans were made by the college curriculum committee to examine the entire program with a view toward revisions. A working paper provided a number of philosophical underpinnings for a revised GER, including an ability to communicate; knowledge of oneself and one's place in the scheme of things; an ability to explore the manifold dimensions of human life; a recognition of vocational options; and possession of conceptual, investigative, logical and linguistic tools. Specific proposals to more strongly differentiate the BA and BS degrees were included, wherein the BA would contain more electives and the BS would require more cognate hours.

Another long-standing requirement that also came under assault was the physical education requirement. Bridgewater, Lowell and North Adams were the only state colleges still maintaining such a requirement, and at Bridgewater, the courses carried no credit. In March 1973, the student senate proposed that the current requirement be considered "null and void" and encouraged students to boycott physical education classes. Department chair, Dr. Kay Comeau, argued before the senate that the department had already liberalized the physical education curriculum when the requirement to pass a swimming test to graduate had been dropped. Additionally, the department had introduced coed gym courses and instituted electives. The vote on the SGA motion was 14 in favor; 5 against; and 1 abstention. However, since a two-thirds vote was needed for passage, the measure failed. The matter was submitted to a student referendum where 74 percent favored the proposal, 26 percent opposed it, and 55 percent voted to support a boycott. The senate believed the requirement had been eliminated, but the administration continued to enforce it. The committee announced a series of meetings and invited all division faculty and students to an open dialogue about the working paper. They also recommended preliminary departmental meetings be held. After the division meetings concluded, an all-college meeting would be convened.

The GER deliberations culminated in a revision that lowered total credit hours from 63 to 45. While the SGA recommended immediate implementation, the faculty council opted for postponing the date until the end of the academic year 1975-1976 to allow departments to restructure and to revise their curricula. Students charged that, once again, faculty were concerned with saving jobs.

The revised GERs grouped the requirements under five major academic areas. In the humanities, 3 credits were required in literature and philosophy and 6 credits were required in English composition, although a B or better exempted one from EN 102; students could also fulfill the requirement by a CLEP or challenge exam. Six to 12 credits were required in creative arts; 0-6 credits in communication arts and sciences; 9-15 credits in social sciences; 6-12 credits in behavioral sciences; and 9-15 credits...
in natural sciences and mathematics, including one laboratory course. Students had to take the minimum credits required in each area for a total of 39 credits with an additional 6 credits allocated to electives in any area. The credits in the major field were capped between 24-36, and students were given the option to design their own GERs, although very few ever took advantage of this opportunity.\(^{143}\)

The loosening of past restrictions continued when the college proposed to open a Rathskeller, an on-campus establishment that would serve alcoholic beverages. The proposal generated some controversy, particularly since the drinking age was being reduced to 18, which meant that most students could legally consume alcohol. Plans for the facility dated back to 1971 when the Student Union Board of Governors authorized the conversion of an area formerly designed to house a bowling alley.\(^{144}\)

Fearing loud music and rowdy behavior, townspeople who lived near the student union fought the licensing. Responding to the protests, town counsel ruled that a variance from the zoning board was required to operate a private business on the residentially zoned college campus. Ultimately, the college withdrew its variance request without prejudice, and Rondileau was given permission to apply for an alcoholic beverage license in the name of Bridgewater State College. He designated Edward Meaney, the student union director, as manager of the facility.\(^{145}\)

At the hearing, Rondileau and Meaney argued in favor of the license. Meaney pointed out that since the facility was located in the basement, it would be soundproof, and there would be no external signs indicating the Rathskeller’s existence. Among other supporters were S. Elizabeth Pope, who had enforced very harsh rules during her time as dean; Dean Ellen Shea; and Lee Harrington, former dean and now president of the Massachusetts Maritime Academy.\(^{146}\) Students testified that anyone who consumed too much alcohol would be escorted back to the dormitories, thus providing a means of control that was not the case with students drinking in other town establishments. Dr. Norman Johnson, whose home was nearby, argued, “It was not wise to make drinking more convenient.” Nonetheless, the selectmen voted 2-1 to support issuing the license. Dean David Deep noted, “… the Rathskeller will be naturally controlled and … it will be a great atmosphere for the students to help develop.”\(^{147}\)

However, licensing ran into further difficulties with the state Alcoholic Beverages Control Commission (ABCC). Since the Rathskeller’s board of directors was not an annually elected body, the ABCC rejected the application. The administration then sought a beer and wine license. Such a license was issued in February 1974, with the Comment hailing the announcement: “In Bridgewater we now have beer.” However, the neighborhood association was still seeking an injunction, and the Comment warned students, “People have been working for three years to get this privilege for the students, the students can lose it in one night.”\(^{148}\)

The warning proved true when problems with student behavior, including damage to the student union, forced the Rathskeller to close on Friday and Saturday evenings. While it remained open on weeknights, prices for beer and wine were raised to pay for an additional security guard. Eventually the facility did return to a weekend schedule.\(^{149}\)

In spring 1979, the drinking age in the commonwealth was raised from 18 to 20. After that time, a license and Bridgewater identification card were required at any event where alcohol was served.\(^{150}\)

The mid-1970s was also a period of economic problems and tight budgets. An oil embargo produced an energy crisis during the winter of
1973-1974. The president announced that thermostats had been set to 68 degrees in all buildings and that an energy conservation committee would be appointed. The administration was also reviewing whether these measures would require changes to the academic calendar, and it was possible that some statewide guidelines might be put into effect.151

A revised academic calendar was adopted. While classes resumed on January 15, a three-week vacation commenced on February 4 and lasted until March 4. A one-week spring vacation began on April 12 with the school year ending on June 5 and commencement on June 9. The SGA, apparently reacting to the difficulty in finding summer employment if the academic year ended in mid-June, threatened a strike if the revised calendar was not reconsidered. Rondileau was actually called at home and came to the SGA Council Chambers to discuss the rationale behind his decision.152

In light of ongoing problems, efforts were also underway for systemwide, long-range planning. Trustee Phillip Low, chair of the board’s Long Range Planning Committee, convened a meeting on campus. While affirming the autonomy of each college, the “Agenda for Renewal” encouraged each institution to develop programs to facilitate the transfer of community college students to state colleges; provide programs for older students; recruit minority students; grant students credit for practicum experiences; further examine the relationship between liberal arts and professional courses; improve communication with local high schools; examine the graduate programs; and allow course releases for faculty interested in pursuing professional development.153

On a positive note, in 1974 Bridgewater’s graduate school was admitted to membership in the Council of Graduate Schools in the United States. The 300 colleges and universities in this organization awarded 99 percent of all doctorates and 85 percent of all master’s degrees in America. Bridgewater was the only college in New England awarded membership and one of only eight state colleges across the country.154

Bridgewater’s influence in state politics continued. Governor-elect Michael Dukakis tapped David Flynn, a graduate of Bridgewater and the director of planning and development, to serve as his deputy director of administration and finance. Flynn, a former selectman and state representative, was responsible for overseeing capital outlay, purchase and maintenance of all state buildings as well as supervision of the capital’s police force.155

State budgets were an ongoing problem throughout the 1970s. A 1974 law calling for more transparency in budgeting led to an open hearing at Massasoit Community College on November 12, 1974, to discuss the fiscal year 1976 allocation. The board authorized a request of $9,285,005, a modest increase over the previous year’s allocation.156

The state looked to a reduction in higher education budgets along with higher tuitions, which often brought negative student reaction. Secretary of Education Paul Parks called for a 10 percent budget cut, a complete hiring freeze, a $200 tuition increase, and the closing of the Massachusetts Maritime Academy and Massachusetts College of Art, both of which had an almost 100 percent placement rate for their graduates. Students held a rally in the student union to protest these assaults on higher education. This was followed by a rally of 1,500 students on Boston Common, where they chanted, “Education is our right – no cutbacks – students unite.” Students from Boston State College and University of Massachusetts-Boston put on a skit in which they ridiculed Governor Dukakis as “Governor DuCutus” and the trustees as the “Bored of Trustees.” In November, another rally was held.
with 500 students admitted to the Statehouse to talk with their legislators.157

In February 1976, Dukakis and Parks visited the campus. The governor stressed that his three priorities were equal access for all to higher education, reasonable costs and extension of financial aid. Numerous questions were raised, including the impact of budget cuts on class sizes, faculty morale and the number of courses that could be offered. The governor and education secretary suggested that the college might investigate a co-op program similar to that offered at Northeastern University. Several faculty members made it clear that they did not want to be merged with the university system, and the governor indicated that he agreed.158

Ironically, while Rondileau had done more than any chief executive in Bridgewater’s history to involve students in the decision-making process, students were not satisfied and pressed for even more rights. The president faced a mass resignation by a majority of officers and senators of the SGA over the question of the SGA’s power to appoint student members of committees. The clash arose when Dean Ellen Shea announced her retirement at the end of the spring semester, and the SGA claimed the exclusive right to appoint five student members to the search committee for a replacement.159 Not all students favored the SGA’s claim, since groups like the men and women’s athletic associations and dormitory councils had been asked routinely for input about appointments to committees that affected their interests. Rondileau refused the student demands and notified SGA president, Thomas Hickey, that he was seeking legal counsel.
for advice about the issues raised. A *Comment* editorial criticized Rondileau for not being able to control students without a front group and added, “...if the selection cannot be made by the student body as a whole, should it not be made by the student organization that represents the interests of the student body?”

Ultimately, the board of trustees’ Student Life Committee held a hearing in their conference room in Boston to discuss the dispute. The students expressed shock when the board’s attorney, Morris Goldings, informed them that the SGA constitution was not binding on the trustees, since SGAs were not legally recognized by the laws of the commonwealth. The president controlled all power on campus, although it would not be in conflict with state law for the president to allow the SGA to appoint students to committees on which they served.

After some heated rhetoric, a compromise was reached. Rondileau would decide how many students would serve on each committee; the students would determine how the various student constituencies would be broken down on each committee. They would then recommend the students for nomination. However, if they could not come to an equitable decision, then the president would serve as the ultimate arbiter. On February 19, after a student referendum, the SGA members who had resigned were reinstated.

Budget cuts and lack of pay raises fueled a more contentious relationship between the faculty and the president. To deal with the pending 10 percent budget reduction, Rondileau attempted to limit sabbaticals and altered the workload computation to give laboratory instructors only one contact hour for a two-hour lab. Apparently the hope was to fire paid lab instructors and force full-time faculty to pick up the load. Both actions drew faculty ire, since neither decision had gone through the governance process.

At a very well-attended faculty meeting, the president was asked why he had decided to act unilaterally, particularly since neither of these actions had been mandated by the board of trustees. The SGA also backed the faculty on the sabbatical issue by a vote of 21-0. Reasoning that if full-time faculty had to teach labs, then independent studies, senior research projects and the honor’s program would suffer, students protested the change in workload. Rondileau agreed to rescind his actions.

While on the surface Rondileau’s relations with his deans seemed to function more smoothly than his relations with faculty and students – there was a remarkable continuity with many administrators serving lengthy terms – the resignation of the dean of students, Rose Breslin, who had replaced Ellen Shea, produced a public uproar. This occurred because there were rumors that animosity existed between the dean and president. Additionally, those objecting had concerns over how a new dean would be selected. Rondileau denied the charges that he and Breslin could not work together. He told a *Comment* reporter, “Your paper made a great deal about nothing. There never was any animosity between us.”

Students were particularly concerned, because they were the ones who had close dealings with the dean of students, not the faculty or administrators. Nevertheless, the committee established to recommend a replacement had 11 faculty and administrative members and only seven students. Given continuing budget constraints, the search would only include internal candidates, which produced more rumors that the outcome of the search was predetermined. This perception was reinforced when the president instructed the committee not to discuss the candidates as a group, but asked for each member to make an individual recommendation.

Ultimately, Rondileau reversed himself and allowed
a joint recommendation, although he made it clear that any recommendation was only advisory. The search culminated with the promotion of David Deep from associate dean to dean, and the appointment of Martha Jones, an associate professor of education, to associate dean, to replace Deep. 165

Interestingly, in the midst of the Breslin dispute, Dr. Harold Ridlon, director of the Division of Humanities and chair of the Department of English, wrote a long article for the Comment titled, "A Parable, Good Leader, Troubled Land." Ridlon praised the concept of college community, which, he said, was the only way that a modern college could truly function and enable the institution to resist some of the outside pressures beyond a college president's control.

Professor Ridlon admitted that sometimes the president had made mistakes and also had condoned mistakes made by those whose advice he had sought and trusted. Nonetheless, when the college community had reacted to perceived errors, he had been willing to re-evaluate his decisions. He concluded, "He had been true to his own convictions and to the high ideals of the college community he had sought so strenuously to create not for himself, but for those generations that would follow after." Although there is no evidence that Ridlon had consulted the president before writing the article, Ridlon was the president's very close confidante. The analysis, perhaps, indirectly reveals some of the president's frustration with the poor economic conditions and the increasing faculty and student demands. 166

One creative way in which the administration attempted to deal with the austere budgets was to adapt current buildings for new uses. With the opening of the new Maxwell Library, the former Albert Gardner Boyden Gymnasium, which had served as the library and humanities building, was converted into the art building, complete with studios and a gallery. It has served that purpose ever since. 167

The budget crisis also made it difficult to perform necessary maintenance on the campus buildings. The Comment ran a cartoon showing Boyden Hall with the columns falling down and the caption "Boyden's Cry for Help." Relying on the old adage that "one picture is worth 1000 words," the paper also carried photos of the deterioration. An editorial writer also noted, "It is only a matter of time before we will lose not only a building, but the symbol of the College." 168

Bids were sought for renovation of Boyden Hall in fall 1976, and state representative, Peter Flynn, predicted that necessary funds would be included in the capital outlay budget for 1977. Ultimately, the Legislature appropriated $2.2 million, and renovations commenced in May 1980. 169

Another college facility that suffered from the budget crisis was the library. Head librarian, Owen McGowan, detailed the problems caused by converting library space into classrooms and faculty offices. These included high noise levels, particularly during the change of classes, along with security issues, given the fact that some classrooms provided easy access to technical services and its valuable equipment. Additionally, there were concerns about physical security and security of faculty study carrels, where thefts had occurred. Faculty caused additional problems by removing books to their offices without charging them out, which, in effect, caused items to appear to be lost or stolen. Eating, drinking and even smoking (in a day and age before smoking bans) were causing a nuisance. 170

Pressures continued for the college to provide more dormitory space. One new project focused on constructing student apartments on East Campus. The project took place in two phases. Phase I,
consisting of eight buildings, commenced in 1977, with occupancy the following year. Phase I allowed for 192 additional residential students, while Phase II provided an additional 108 beds. The completion of the student apartments and the addition of 300 beds brought the total number of students living on campus to 1,433. Extensive renovations to Shea, Durgin, Pope, Woodward and Scott halls also took place during this timeframe. 171

In 1980, a major shift came to the resident population of Shea and Durgin dormitories after the decision was made to partially convert the dormitories into coed facilities. Prior to this, pleas for coed facilities, which had become common throughout the country, had generally fallen upon unreceptive ears at Bridgewater. The shift was driven not so much by changing community standards, but rather by the practical problem of a higher male student dropout rate which left rooms in the men's dormitory vacant. This was coupled with the need to house a very large incoming female freshman class.

Given this situation, the designation of one dormitory as female and the other as male ended. Two floors were designated for women, one floor for men, and the other two floors had mixed occupancy. The first floor of Shea was converted to a coed facility. This change was accompanied by tighter security rules and a more stringent alcohol policy. 172

Another dramatic indication of the impact of the hiring freeze occurred when Ridlon decided to enforce a cap of 25 on the freshman English course EN 101, after the registrar had raised the enrollment figures. Such a move entailed removing 150-160 students from the course. Ridlon visited the classrooms and arbitrarily removed students until the number reached 25. In response, the SGA passed a resolution denouncing the move, calling it “arbitrary” and “unjust” and threatened to take appropriate action. 173

Ridlon justified his actions in a lengthy letter, which noted that the department was serving many more students with a reduced number of professors. In his judgment, it was better to inconvenience a small number of students in order to provide adequate instruction for the majority. In reference to the president’s concept of “college community,” he said, “It is one thing to talk of college community when things are all going smoothly for all of us; it is quite another thing to make it work when we are all feeling the crunch of external and internal pressures.” He added, “So if you must blame someone, blame me.” 174

In response, Rondileau opened a new section of EN 101 and scheduled it late in the day to produce the minimum conflict with student schedules. Despite the fact that the drop/add period had ended, students were also added to Introduction to Canadian Studies and Introduction to the Old Testament, both of which would carry GER credit. Students could also take the course in the summer with no charge and would be guaranteed enrollment during the spring semester. Rondileau said of the incident, “It will not happen again.” 175

Talk of faculty unions continued. Several state colleges already had unions on their campuses, although there was no statewide union. The Bridgewater faculty had no union, but there were rumors that state college faculty were contemplating a strike, since they had not had a pay raise since 1973. 176 The unionized faculty members were particularly frustrated, since contracts had been negotiated, but the state refused to appropriate the money to fund them. At Salem State College, faculty voted to withhold grades at the end of the first semester in order to pressure the state to fund the raises.

However, at Bridgewater, Vincent Worden, chair of the faculty advisory committee, stated, “... any strike movement at this time would be premature in as
much as the Legislature has not funded any salary
adjustment for any state employees.”177

Driven by frustration with their economic situation and by the failure of the state to provide any raises over a several year period, faculty finally organized into a statewide union. When the Legislature ultimately granted a raise, it was for less than $1,000, an amount that was hardly adequate compensation in a period marked by extremely high inflation. The major unions vying to represent the faculty included the American Federation of Teachers, the American Association of University Professors (AAUP) and the Massachusetts Teachers Association (MTA). Despite the fact that Bridgewater had a strong and active AAUP chapter, the MTA was far better known on campuses that had a long history as education institutions. The MTA triumphed and the faculty union was designated the Massachusetts State College Association (MSCA).

A three-year contract was ratified on November 3, 1978. The statewide vote was 945 in favor of the contract, and 284 opposed. Bridgewater faculty favored the agreement 191 to 51. Surprisingly, since Bridgewater had not previously been represented by a union, the voter turnout at Bridgewater was, percentage wise, the highest of any of the state colleges. The new MSCA president, Dr. Charles Angell of the Department of English, praised the agreement: “The union will be a strong force in representing faculty interests, and we will continue in the same spirit of collegiality so characteristic of the BSC community.”178

Although ratified in 1978, the contract was retroactive to July 1, 1977, and would run through July 1, 1980. On average, faculty were already owed close to $2,000, which had to be approved by the governor and funded by the Legislature. The contract provided for a standard committee system with an All-College Committee that also had admin-
have vetoed negotiated raises, which led to bitter confrontations. In the long run, faculty made some gains. In the future, their contract would be a written one, as opposed to the previous system where presidents wielded, at least in theory, almost unlimited power. But the fact that state law makes it illegal for employees to strike – this provision is also written into the contract – means that government unions lack the ultimate power to challenge administrative decisions, at least legally.

At the same time as the faculty, middle-level managers also organized. The first election took place in 1976, and the contract for the National Association of Government Employees (NAGE) was ratified in November 1978.

Proof that relations between faculty and administration could be contentious – even with a contract – occurred over the issue of sabbaticals in spring 1979. The contract provided that a faculty member must have 14 semesters of teaching service in order to apply for a sabbatical. Although 27 qualified candidates had applied, Rondileau only granted 12 sabbaticals; he cited adverse financial conditions as the reason. The union filed a grievance, but the president insisted that the decision was made at his “absolute discretion.”

Referencing the AAUP statement that faculty input should play a key role in any sabbatical decisions, a letter, signed by over 100 faculty members, was sent to the president. Since all of the faculty who were rejected had been recommended by their departments, the letter charged that Rondileau had exercised his power in a manner contrary to the contract. Also, the signatories claimed that he should have given specific reasons for rejections, rather than just the blanket statement about funding. His actions, they said, demonstrated a lack of collegiality. The Department of History sent a similar letter on behalf of one of its members who had been turned down.

In spite of the fact that strikes were illegal, negotiations over a successor contract almost produced a job action. After a contract was ratified by the faculty and the board of trustees, Governor King took no action to sign off on the contract during the 60-day review period. The MSCA vowed to stand firm for the original financial settlement, and the board of directors pledged to hold a referendum on each campus, authorizing the withholding of faculty services (euphemistic language for a strike) if the governor did not reverse his policy by November 1, 1980.

When the vote was held, 1,010 voted in favor of a strike, and only 234 voted against. At Bridgewater, 179 faculty took part in the referendum. It is impossible, however, to determine individual campus tallies, since the votes were counted on a statewide basis. Bridgewater’s MSCA chapter president, Charles Angell, said, “I think many faculty just feel they’ve had enough and won’t permit themselves to be handled so indifferently by the Commonwealth.” The threat of a strike brought both sides back to the bargaining table, and an agreement was reached before the strike deadline; the governor signed.

The salary issue dragged on, however, since the governor did not file a funding bill until January 1981, and the legislation stalled in both the House and Senate. Finally, after informational picketing and more strike threats, the Legislature passed the bill, and Governor King signed it. However, faculty expectations were short lived, because when the comptroller returned the payroll including the raises to be recomputed, some job descriptions had been upgraded. Simultaneously, the American Federation of State, County and Municipal Employees Union (AFSCME) authorized a strike by a vote of 89-32, on the grounds that their negotiated raises had not been paid. The union announced plans to throw up picket lines during
final exams and threatened that they would not set up the campus for graduation if the raises were not resolved. The MSCA agreed to honor the picket lines and to conduct a rigorous grade audit; final grades would be submitted to MSCA president, Angell, rather than to the registrar. An agreement to pay the money averted the strike, but not before the campus had, once again, narrowly escaped serious disruption.

Negotiations also continued with the town over the construction of a new laboratory training school; planning for the new facility had been ongoing over the previous eight years. The new facility would also house a television studio, a gymnasium, an area for classes, and offices for the college’s education faculty. On September 27, 1976, Edward Meaney, the director of planning and development, met with the selectmen to discuss the project. The selectmen expressed their concerns about the impact of extra sewerage on the town’s system, the general impact caused by increased student enrollment and the fate of the old Burnell Campus School. After assurances from Meaney that the college would assume the full burden of new roads and of any traffic problems, the selectmen voted unanimously to authorize construction. Ground was broken in 1978 in a ceremony attended by Governor Dukakis.

The new facility was completed in fall 1979. Governor Edward King, who had succeeded Dukakis, spoke at the dedication. Stephen Childs, the Bridgewater superintendent, also delivered brief remarks: “In this International Year of the Child, we are giving one of the greatest gifts to children – a place to learn.”

Toward the end of the decade, the college returned to its 19th-century roots with a revived interest in international education. In 1977, the state college system’s Center for Education brought 86 Japanese business, industrial and government executives to campus to participate in an American Studies Program. Several Bridgewater faculty including Jordan Fiore (history), and Clay Greene and Andrew Plotkin (sociology), served on the teaching staff. A group of Polish students also visited under the auspices of the center.

One way the college attempted to project a more positive image to the public, in an effort to gain support for additional funding in spite of the economic crisis, was by instituting a Massachusetts State College Week. Activities took place from October 14-22, 1978. Academic dean, Wallace Anderson, noted, “For years, many people have had the idea of the state colleges, in general, that they are still normal schools (teaching schools). There’s very little awareness that state colleges have more programs other than teaching.” Highlights of the week included a dinner for legislators, business executives, publishers, media people, educators and Bridgewater staff. Chancellor of the Massachusetts State College System, James Hammond, was a featured speaker. The week’s activities also featured an open house, exhibits and a multimedia show. The dean concluded, “We are trying to get across the message that the State College relates directly to the needs of the community and offers great opportunities to students.”

The issue of a language as a general education requirement (GER) resurfaced; this eventually led to another examination of the college’s GER structure. A subcommittee of the Undergraduate Curriculum Committee (UCC) proposed reinstituting a language requirement at the intermediate level for the BA degree. Since a previous board ruling seemed to preclude this change, the committee recommended that the requirement apply to BA and BS degrees, with the exception of those students who received a BS degree in elementary education.

A dispute emerged between the UCC and the
All-College Committee as to whether the UCC should have even brought up the matter, since it had not been referred by all-college, which served as a clearing-house for college governance. Dr. James Brennan, chair of all-college, questioned the procedure and also expressed his belief that the board had made it clear that such decisions should be at the department level. However, the UCC had been granted the authority to examine the curriculum structure without any requirement for referral.195

While Bridgewater recently had been cited for its technological innovations, the college’s emphasis on technology dated back at least to the 1970s. Although the 1970s technology would be considered primitive by 21st-century standards, the Maxwell Library’s “Dial Access System” allowed 12 video and 240 audio programs to play simultaneously on monitors scattered throughout the building. Robert Gibbs, a veteran of 30 years service with General Electric, was in charge of the system. He said, “We believe it to be the only operational audio and video dial accessible system in the country. It’s one of a kind.” The modern system of technology teaching stations in every classroom, while far more sophisticated, is merely the latest generation of technologies developed from this pioneering system.196

Another of the periodic reorganizations of higher education at the state level occurred in 1980. A Special Commission for the Reorganization of Higher Education was established in 1977, but the
Legislature apparently became impatient with the commission’s progress. Chester Atkins, chair of the Senate Ways and Means Committee, proposed a plan that was incorporated into the fiscal 1981 budget. Under this reorganization, the board of higher education, the secretary of education, the five boards of trustees and the central office were all abolished. They were replaced with a 15-member centralized board of regents, whose members were appointed by the governor. James R. Martin of Springfield, an insurance executive, was appointed chair of the regents.

Members of the board of regents were given broad powers. They had authority over personnel policies, collective bargaining, tuition and admissions standards. They could also establish, review, approve, amend and discontinue programs. Each institution also had a nine-member board of trustees that functioned in an advisory capacity, although they had authority to set fees, appoint, transfer, dismiss, promote faculty and award tenure in accordance with the policies of the board of regents.297

As the economic downturn continued and as student enrollment in some of the traditional liberal arts majors continued a precipitous decline, President Rondileau made a conscious decision to move the curriculum in a new direction. History majors, for example, dropped from as many as 500 to a low of 50-60 in the 1980s. It was important to find alternative majors to attract students, particularly since any decline in overall enrollment would produce a corresponding decline in state funding.

A major step in this direction was a new aviation science major, launched in fall 1980, with concentrations in either professional flight training or aviation management. This program was designed to prepare students for careers in aerospace, aviation and related industries. The technical portion of the training was conducted by Wiggins Airways of Norwood.198

Aviation science was initially administered by the Department of Earth Sciences and Geography, but the change had significant implications for the future. Although the flight concentration always had a more limited enrollment due to the high costs of flight training, the management concentration eventually became the Department of Management Science, which attracted many majors. Today, Bridgewater State University has a College of Business, incorporating other disciplines such as accounting and finance, aviation science and economics. The aviation major also paved the way for other popular majors such as social work and criminal justice.

Simultaneously, the college launched a number of certificate programs offered through the program of continuing education. To be accepted, enrollees had to possess a high school diploma or the equivalent and had to apply to the dean. Certificates were offered in accounting, computer science, paralegal studies and public service.199

Bridgewater students also were affected economically by both national and state events. At the federal level, President Ronald Reagan proposed substantial cuts in financial aid. National direct student loans were reduced from $286 million to $186 million, while in Massachusetts, basic grants fell from $90 million to $60 million. The college’s financial aid director, David Morwick, urged students to contact their congressmen and also to adhere to strict deadlines, since missing a deadline might lead to loss of aid.200

At the state level, in November 1980, the passage of tax-limiting legislation in the form of Proposition 2½ led to massive teacher layoffs by cities and towns. That, in turn, brought fewer freshman applications and also fewer students majoring...
in education. Many education majors also switched fields due to the bleak job prospects. Education dean, Ray Harper, commented, “This year will be 'the poorest placement season since I've been in education – since 1954.'” In an attempt to find the silver lining, Harper predicted that the end of the decade would see a teacher shortage, scant comfort to currently enrolled students.

The college also became embroiled in a dispute over the firing of a tenured member of the Department of Physics, Dr. Erwin Harris. It was alleged that between 1974-1976, Professor Harris had used his classes to belittle nonphysics majors as “intellectually deficient” and to comment publically on the alleged incompetence of some of his physics department colleagues. After a student confronted Harris and threatened to strike him, Harris sought legal action. Although the complaint was dismissed at Harris' request, he neglected to notify the student, which he was legally required to do. On May 27, 1976, Rondileau sent Harris a statement of the charges against him. Dr. Gerald Doiron, president of the local chapter of the AAUP, sat in on the hearing as an observer, but after the hearing, Harris was dismissed. The court complaint was dropped, but the administration had brought charges against Harris and was determined to dismiss him.

In June 1981, after receiving a recommendation from its Committee on Academic Freedom and Tenure, the AAUP's annual convention voted to censure the Bridgewater administration for both its procedural and substantive handling of the case. The AAUP found that Bridgewater's procedures for dismissal of a tenured professor did not conform to the national standard, and that the specific allegations did not justify the extreme action of dismissal. Despite occasional talk of revisiting the case, Bridgewater still remains on the AAUP's list of censured institutions.

At the beginning of the spring semester in 1982, the *Comment* ran an article titled, “BSC to Close its Doors?” This was in reaction to the closing and merger of sister institution Boston State College with the University of Massachusetts-Boston. The article did not seriously suggest that Bridgewater was going to shut down but did highlight the founding of the Friends of Public Higher Education with chapters on each campus. Governor Foster Furcolo, who was the father of the community college system, was the driving force behind this organization. The purpose was to “attract support for the College among legislators, alumni, parents, business and community leaders.”

Partially in response to this continuing negative news, the first annual Heritage Day was launched to celebrate Bridgewater's long history. Students dressed in period costumes and participated in a parade, among other events. Hundreds of photographs and artifacts were displayed at the Maxwell Library.

The second decade of the Rondileau presidency had clearly been an increasingly tumultuous period. Although there had been positive developments, such as new majors like aviation science and the building of new facilities, a prolonged economic downturn brought pressure to run the college with fewer resources. Lack of funding agitated both faculty members, who received no raises, and students, who were under pressure to pay higher tuition. The president, who had demonstrated a commitment to college community, found himself under fire from campus constituencies who assailed his reforms as timid and not far-reaching enough. Some of these trends probably mirrored similar trends in society as a whole. These demands were accompanied by the introduction of a faculty union that put faculty-administration relations on more of a labor-management basis and that produced peri-
odic strike threats. Many of these problems were unresolved as Rondileau, who was already the third longest serving executive in Bridgewater’s history, entered the final years of his presidency.

1982-1986

One ongoing problem during Rondileau’s presidency involved cuts in financial aid. The Reagan administration’s Omnibus Budget Reconciliation Act of 1981 reduced the amount of money allocated to every major assistance program for education in the country. Under a new formula, any school with a default rate of more than 10 percent on previous loans would be penalized. Fortunately for Bridgewater, its default rate was less than that amount so it received no penalty.

Nonetheless, students with family income above $30,000 were now required to fill out a means-test form before being awarded financial aid. Between 450 and 500 students discovered that their aid had been completely cut or else drastically reduced. The total amount lost to Bridgewater students was $600,000. Since social security and veterans benefits had to be counted as income, other students found their eligibility to receive Pell Grants affected.

The cuts generated a student rally on Boston Common on October 15, 1982. Janet Robinson, a member of the board of regents, addressed the gathering and told those assembled that Governor King had proclaimed October 15-22 as Massachusetts State College Week. She also noted that the regents were working for a four-cents-per-pack cigarette tax; the proceeds would be used to fund financial aid. A number of politicians, including representatives Joseph Moakley and Barney Frank, and Senator Paul Tsongas, denounced what they called “Reagonomics” and encouraged students to become politically active.206

Eventually, the financial aid regulations were tightened and mandated that in order to receive financial aid, students be in good academic standing or, if on academic probation, be actively fulfilling conditions to end their probation. Satisfactory progress was defined as accumulating the 120 credits required to graduate over a six-year period.207

Fall 1982 witnessed the first issue of the Bridgewater Review, a faculty magazine filled with articles, poetry, book reviews and commentary. Dr. Michael Kryzanek of the Department of Political Science served as editor, a position he held until 2010 when he accepted the position as head of the newly established Center for International Engagement.208

From the beginning, the journal received numerous awards. In 1985, 60 colleges and universities submitted entries to the Council for Advancement and Support of Education. Only a handful of entries received medals, including Bridgewater (bronze), along with Cornell, William and Mary, Radcliffe, Bryn Mawr and Swarthmore.209

The end of fall semester 1984 marked the conclusion of the tenure of Wallace Anderson, vice president of academic affairs. He was replaced by Robert Dillman, chair of the Department of Earth Sciences and Geography; Dillman had been at Bridgewater since 1967. The new vice president possessed an undergraduate degree from New York University, a master’s degree from Penn State and a doctorate from Clark University. In accepting the position, he stressed the importance of working with both the faculty and administration: “The communication between the administration and the faculty must be good.” He also said that he planned to continue some teaching.210

The appointment, however, was not without controversy – not because of the individual appointed, but rather over the issue of the college’s administrators being almost exclusively white males. Paul
James, the only African-American member of the trustees, offered his resignation in an attempt to highlight his concerns. He withdrew the resignation after being given assurances that the college would follow affirmative action guidelines for future administrative appointments. Two dozen women faculty attended the same meeting at which James resigned to protest Rondileau’s plans to hire personnel director Edward Meaney as executive vice president and Kenneth Howe, a member of the Department of Biological Sciences, as dean of the School of Graduate Studies.

Newspapers, including *The Boston Globe*, *The Patriot Ledger* in Quincy and *The Enterprise* in Brockton, featured articles about the controversy as did a number of Boston radio stations. After pressure from the board of regent’s Chancellor John Duff and from Governor Dukakis, who had been re-elected and said he was personally monitoring the situation, the trustees agreed to reopen the search. They also created the position of dean of undergraduate studies.

One of the most active women faculty members was Professor Margaret Souza, who testified before the board about discrimination. Souza noted that when she was hired in 1960, there were 48 men and 43 women on the faculty. Seven of those men, none of whom were high-level administrators at the time, were promoted to high-level administrative positions, but not one woman was offered a promotion. The only woman dean was Ellen Shea, who, as noted, was replaced by Rose Breslin. After a short tenure and an open dispute with the president, Breslin had been replaced by David Deep; this caused Souza to speculate that Breslin might have felt isolated as the only high-level female administrator. She also cited the recently deceased Martha Rondileau who, while not militant, had been hailed at a memorial service as a champion of equal opportunity for women.

The Affirmative Action Study Committee, appointed by the faculty union, also sent a letter urging the trustees to hire more female administrators. Philosophy professor, Edward James, requested faculty and student input in the administrative hiring process.215

Although the search was re-opened, Meaney was appointed vice president, while an outside candidate, Dr. Carson Veatch (not Howe), was chosen as dean of graduate and continuing education. The position of dean of undergraduate studies was filled by Dr. Jacquelyn Madry-Taylor, an African-American woman, in a slight concession to the demand for more female administrators.214

As noted, in spring 1983 the president’s wife, Martha Denison Rondileau, died after a long illness. Mrs. Rondileau was born in Ohio, although she spent much of her childhood in Norfolk, Virginia. She was an alumna of Defiance College and received a master’s degree from Boston University. Mrs. Rondileau did additional graduate work at Columbia, where she met her future husband. They were married in 1936. At Bridgewater, as she had done at Yankton College in South Dakota, she founded the first faculty wives club in an effort to promote campus collegiality. Although confined to a wheelchair for many years due to chronic illness, she was active in the academic, cultural and social affairs of the campus.215

Although no one, probably including the president, seemed to be aware that his long tenure was rapidly drawing to a close, Rondileau gave one of his most wide-ranging public interviews to the *Comment* in January 1984. After reviewing his background and academic career, Rondileau addressed the changes he had observed at Bridgewater during his 22-year career. One major difference was that the college had become much more complex with a five-fold expansion of the student body, a significant
The president also reiterated the importance of the concept of college community, which he expanded to include not only faculty, administrators and students, but also alumni. It was the president’s job to work with these constituencies as well as with external agencies such as the governor, the Legislature, the board of regents and the trustees.

Assessing the future, he concluded that Bridgewater should build on its strengths in order to continue its outstanding reputation in Massachusetts and New England as well as across the United States and internationally. Although in the past, this excellence had been limited largely to the field of teacher preparation, the college now had strong majors in the liberal arts and sciences, social work, aviation science, computer science and management science.

When the Comment reporter asked about Rondileau’s relationship with the SGA, he responded that he enjoyed meeting with students both in groups and individually, although his busy schedule both on and off campus placed restrictions on his time. He added that, while the SGA was an important student voice, there were others, including the Student Union Board of Governors, the commuter organization, the residence hall boards and the student trustee. In a democracy, all of these groups did not necessarily agree on every issue nor did individuals always agree with the decisions of their representatives, but such
differences produced healthy debates. He also noted that students played a role on college committees, with five representatives on the All-College Committee and three on the Curriculum Committee.

Students ultimately gained additional input at the state level when a law was passed providing for student representation, with full voting powers, on the board of regents. The United States Student Association, headquartered in Washington, D.C., praised the commonwealth as having the most progressive student legislation in the country. The statute also clarified a previous controversy by recognizing the SGA as the representative of the student body and allowing campus SGAs to affiliate with each other without being considered lobbyists. To ensure fairness in representation, the student regent position rotated among the community and state colleges and the university system.

President Rondileau also praised students as among the most hardworking, serious and job minded that he had encountered. He expressed optimism about the future of American higher education and said he was looking forward to strengthening the college’s programs and to increasing the number of students over the next several years in an attempt to make Bridgewater known “as not only a very good college but as one of America’s truly great colleges.”

In 1983, the college made a major change in the way it conducted student advising. Prior to the change, all students, including freshmen, were advised through their major departments. Students who had not chosen a major were advised in large groups by Edward Haughey, former director of admissions and academic dean at Stonehill College, who was hired at Bridgewater to coordinate academic counseling. A paper by Haughey titled “Intrusive Advising” – an approach that combined intensive counseling and academic assistance – had been published by the American College Testing Program and had generated much discussion at seminars around the United States. The concept was that if students didn’t come to their advisers for help, then their advisers should aggressively go after the students.

At first, Haughey concentrated on high-risk students, but based on his own experience, he proposed to Vice President Dillman that all freshmen should be advised through a freshman advising center. The two decided that rather than hiring professional counselors, they would tap faculty members, who would be given a reduced load to work in the center. Despite some reticence on the part of faculty members who would not see their advisees until their sophomore year, the center proved to be a success. In October 1985, Bridgewater was one of only 17 schools to receive the National Recognition Program for Academic Advising Award.

The continuing saga of the Rathskeller also resurfaced in 1985, when the pub was not able to serve alcohol. In this case, the issue was not a violation of liquor laws but rather one of liability. Since courts had ruled that an establishment that served alcohol could be held liable for cases of property damage or death arising from the actions of intoxicated patrons, insurers refused to underwrite liability policies.

In January 1986, the Rathskeller resumed operations when the Legislature created the Joint Underwriting Association, which allowed the student pub to obtain the necessary liability insurance. In addition, security was tightened with both a student identification card and valid Massachusetts driver’s license required for admission.

One initiative supported by President Rondileau and academic Vice President Dillman was a faculty/student exchange with Shanxi University in China.
The two administrators accompanied by librarian, Joyce Leung, and Dr. George Sethares, of the Department of Mathematics and Computer Science, undertook an 11-day visit to China in fall 1984. The group met with both government and education officials and discovered that the Chinese government backed education exchanges with the United States.

An agreement was signed in November 1984, and the program went into effect in fall 1985, when Professor Nancy Street of the Department of Speech Communication, Theatre Arts and Communication Disorders, along with several students, left for a year of study in China. A week later, a number of Chinese students came to the United States to study for two years, among them Professor Cheng Qing Chang, the dean of the Shanxi language department, who planned to study American history. Cheng expressed his pleasure at being able to study in the United States, “We are delighted to be here and look forward to making many new friends.” Dean Cheng enrolled in a seminar on Abraham Lincoln, among other classes, and completed a paper about the 16th president from the Asian perspective; his paper was subsequently published in China. He also invited a student and her family, with whom he had become friendly, to visit him when he returned to China. Unfortunately, the Tiananmen Square Massacre of 1989 ended this China initiative. However, there were other exchanges with both England and Canada.

One institution that Chinese educators were interested in was the Children’s Physical Developmental Clinic. Governor Dukakis presented the Manuel Carballo Award for Excellence in Public Service to director Joseph Huber at a ceremony in Boston in 1986. The clinic enrolled 85 children who were physically, mentally or emotionally handicapped. The clinic was staffed by 110 student volunteers who neither were paid nor received academic credit. Nonetheless, there was a waiting list of additional volunteers.

President Rondileau offered his congratulations: “All of us in the College Community are delighted.” He added that when President Tao Benyi of Shanxi University had visited Bridgewater the previous year, he expressed his desire to duplicate the program in China. The children’s clinic is still in existence and has been widely praised both nationally and internationally.

Another program that began during the Rondileau presidency – and which has flourished and continues to bring widespread recognition to the college – is the Canadian Studies Program. Professor John Myers of the Department of History was the driving force behind this initiative. Dr. Anthony Cicerone, who would eventually succeed Myers, praised his predecessor: “I would definitely call John the father of Canadian Studies.” Myers indicated that he developed an interest in Canadian history in order to combat ignorance about our northern neighbor. He vividly recalled that even President Nixon once said that Japan was America’s largest trading partner when in reality it was Canada.

The program consists of a multidisciplinary introductory course, followed by a number of upper-level courses taught by several different departments. The program commenced in 1973, and during the 1974-1975 academic year, the college presented special programs and mounted displays in the library. The Canadian government also contacted the college to evaluate their high school book project. Between the program’s beginning and 1986, Canadian Studies received $70,000 from a variety of sources including the college, the chancellor’s office, the Canadian government and the province of Quebec. The Canadian government also
made Bridgewater a depository for Canadian documents and provided materials for distribution to Bridgewater and public school students.229

Another project undertaken during Rondileau's tenure was a revision of the GERs, which had last been revamped in 1976. A subcommittee of the Curriculum Committee commenced the process by distributing a survey to 8,000 alumni, all upper-classmen, faculty and regional employers. Members also initiated a series of public hearings. While the survey results showed fairly high levels of satisfaction with the current system, the committee still contemplated some changes.230

In April 1985, the subcommittee submitted its recommendations. After reviewing the committee’s procedures over the previous two and a half years, the report spelled out the philosophy behind the recommendations, which were “based on the idea that all educated persons, whatever their career interests, should possess academic skills in writing, speaking clearly and effectively, thinking critically and quantitatively as well as demonstrating the ability to locate and process information.” Specifically, the new GERs called for 6 credits in English composition; a 3-credit course in speaking; a 1-credit course in the ability to locate and process information; 6 credits in history; 3 credits in literature; 3 credits in philosophy; 6 credits in art, music, theater, dance or photography; 6 credits in the physical and biological sciences; 9 credits in behavioral and social sciences; 3 credits in mathematics; and a course on the Massachusetts Constitution.231 The report was voted on favorably by the All-College Committee and passed on to the president who accepted the new GERs in December 1985.232

The GER revision proved to be President Rondileau's last major undertaking. He was remarried in June 1985 to Mary Hamblen, a widow with five grown children and nine grandchildren. Hamblen was the longtime director of the Plymouth National Wax Museum. The two met at a reception for state Senator Edward Kirby and learned that they had much in common, particularly the fact they had spent time in Brazil. While there is no evidence that his remarriage played a direct role in his decision to leave Bridgewater, his first marriage had been childless, and after his wedding, Rondileau often spoke fondly of the grandchildren from Hamblen's marriage. Since, in his 1984 Comment interview, the president had spoken of leading the college for the next several years, it seems fair to speculate that a desire to spend more time with his family may have been at least one factor that influenced his retirement decision.233

In any case, whatever his motives may have been, his letter of January 15, 1986, informing the trustees of his intention to retire effective September 1 caught the campus by surprise. The president promised the trustees he would “do everything possible so that there may be a smooth transition.” The trustees immediately announced the formation of a search committee to include administrators, faculty, students, alumni and trustees.234

Looking back at Rondileau’s 24 years as president, the Comment noted the tremendous growth that had occurred during his time at Bridgewater. The student body had increased from 1,000 to 9,000, and the campus had expanded from 36 to 170 acres. In an interview, the president admitted he had been at the college longer than he anticipated: “I never expected,” he said, “to stay for 24 years. I expected to be here for a while, but not for that long.”235

He added that the focus of his first dozen years had been to strengthen programs that already existed: “Timing is essential, in business and in college administration … Thus, only after 12 years of extensive groundwork, did he feel that the college was prepared to accept new programs.”236
Additionally, in everything he did, he was guided by two basic principles. The first was the value of a broad-based education. The second was that a student should be prepared to be a productive citizen after graduation. He reiterated his belief in what he called the “Bridgewater Spirit” and the idea of college community and noted that in his experience a college either possessed a sense of community or else there was chaos.

The search for a successor took place during the spring semester, a relatively short period of time given that such searches usually take at least a year and sometimes longer. The search committee screened 128 applications before settling on the three finalists: Dr. Nancy Avakian, associate vice president of Academic Affairs at the University of Missouri; Dr. Thomas Law, chancellor for community colleges at the State University System of New York; and Dr. Gerard Indelicato, special assistant for educational affairs for Governor Michael Dukakis. On May 12, the trustees held two-hour public interviews with the candidates. They then went into executive session and voted unanimously to offer the position to Indelicato, a 1971 graduate who also held a master’s degree from Bridgewater and a PhD from the University of Connecticut. On June 9, the board of regents unanimously accepted the trustees’ recommendation.

Having delivered the convocation address in September 1983, he also had a high profile on campus. The following year, he was featured in Bridgewater Today as the chief architect of the Comprehensive Public School Improvement Bill. In addition, he accepted the alumni association executive board’s offer to be the 1984-1985 National Alumni Fund Raising Chairman. In his acceptance, he praised Rondileau for his strong leadership and support of the association. The campaign goal was to raise $100,000. Indelicato actually brought in $120,000, which was three times the amount of money that had ever been raised. For his efforts, he received the Bridgewater Alumni Award. All of this activity and the perceived backing of the governor obviously provided a strong boost to his candidacy.

Indelicato’s selection was greeted with wide acclaim by all segments of the college community. President Rondileau said, “The Board of Trustees has chosen an excellent president. Dr. Indelicato is not only an outstanding leader and educator but also a caring, compassionate, human being. He has demonstrated his allegiance to the College’s historical commitment to academic excellence.” Historian Dr. Jordan Fiore noted, “I think the choice is a very good one.” Added union president, William Murphy, “In my opinion the faculty and librarians should support enthusiastically and without reservation the choice of Dr. Indelicato. SGA president, Dennis Lawrence, concurred: “I believe the student body will be very pleased with the decision.”

Rondileau’s departure had been so sudden that it was not until December 1986 that a testimonial dinner, attended by Governor Dukakis, was held to honor his 24 years of service. The new president recommended that the student union be renamed the Adrian Rondileau Campus Center, and the formal dedication was held on the same occasion.
Adrian Rondileau’s legacy included an extensive building program and the willingness to open campus governance to more input from both faculty and students. As he left office, he was the third-longest serving chief executive after the Boydens. The new president, who was only 40 years old, promised to build on his predecessor’s legacy and told an interviewer, “Suffice (it) to say I am honored to carry on and continue with the same sense of duty, commitment, and affection for the college.” Unfortunately, while Adrian Rondileau looked forward to his retirement and spoke of being able to travel, a scandal created another crisis for the college, toppled Indelicato as president and brought Rondileau back for another brief term of service.
“It is a tremendous privilege to succeed Dr. Rondileau. In the truest sense, he is a gentleman and a scholar and everyone who loves Bridgewater owes him a debt of gratitude.”

GERARD INDELICATO

COMMENT, SEPTEMBER 2, 1986
Dr. Gerard Indelicato assumed the presidency of Bridgewater State College on September 1, 1986, and as previously noted, he enjoyed widespread support on the Bridgewater campus. Bridgewater alumnus David Flynn, a longtime state representative and dean of the Massachusetts House (who did not run for re-election in 2010), recalls, “The inaugural represented a rebirth of the institution and the enthusiasm was not limited to faculty and students.”

Indelicato, who at age 40 was one of the youngest college presidents in the country, was born in Boston on May 21, 1946. He attended the Boston public schools and graduated from Hyde Park High School in 1964. Service in the army delayed his enrollment at Bridgewater until 1967 when he was already 21 years old. In the 1960s, the vast majority of college freshmen had just graduated from high school, and Indelicato was well aware he was not a traditional student: “Back then … if you were a freshman at twenty-one you were considered an old man. However, I saw my opportunity at Bridgewater as my one shot to improve my life.”

Despite attending college during a period of student activism, Indelicato, who married during his sophomore year, was remembered by friends neither for his activism nor his scholarship, but for his determination to succeed. At 180 pounds, he was an offensive and defensive lineman on the football team before the days of platooning. His play was described by a classmate as "gutsy."

He received his degree in elementary education in 1971, although he was contemplating a different career during his senior year. Since he had applied to law school, he requested an exemption from the eight-week student teaching requirement as he did not plan to pursue a teaching career. However, Evelyn McCarthy, the sister of Justin McCarthy, president of Framingham State College and a Bridgewater graduate, persuaded him to reconsider and arranged the interview that brought him his first teaching job in the Downey School in Brockton: “She saw something in me that led her to believe I had the makings of a teacher, and as it turns out, I guess she was right.”

In Brockton, he taught sixth grade, and when he received his master’s degree from Bridgewater in 1973, he was promoted to assistant principal. In 1975, he entered a PhD program at the University of Connecticut. Apparently, it was at that time he set his sights on becoming a college president. At the University of Connecticut, he was also the associate director of graduate education and an assistant professor.

After obtaining his doctorate in 1977, he went to work for the Massachusetts State Department of Education where he studied the correlation between education and youth unemployment. He hoped to be appointed assistant commissioner, but when Commissioner Gregory Anrig warned him not to lobby the members of the board, he obtained the position of dean of undergraduate education at Worcester State College. Indelicato had become friendly with Governor Dukakis during the governor’s first term in office. After the governor’s defeat
in the primaries and in his effort to return to office in 1982, he convinced Indelicato to utilize his talents as a liaison to education groups. When Dukakis won, he named Indelicato his special assistant for educational affairs. Indelicato warmly praised the governor: “Getting to know the governor well has been a highlight of my life. I have great respect for him and for his integrity.”

In retrospect, warning signs of future problems lurked just below the surface even before Indelicato was appointed Bridgewater’s president. One immediate controversy concerned the impartiality of the selection process. Representative Christopher Hodgkins charged that Indelicato, in his post with the Dukakis administration, had personally screened six of the 11 Bridgewater trustees. Hodgkins asked, “Could it be that anyone selected by Mr. Indelicato felt beholden to him?” Indelicato called the representative’s request for an ethics probe “an insult” to the Bridgewater search committee, the trustees and the board of regents.

Admittedly, Hodgkins had his own agenda in making the request. The representative, who had been upset when education appointments were made in his district without consulting him, went to the education adviser’s office after Indelicato allegedly swore at him over the phone. The two engaged in a shoving match, and Indelicato pushed Hodgkins against a wall. Indelicato told a reporter, “That’s the wall, and that’s the picture I supposedly broke.” The trustees vigorously denied Hodgkins’ charges and claimed that Indelicato was the best qualified candidate as he possessed knowledge of both the college and the inner workings of Massachusetts government.

There were also claims that the appointment was at least, in part, an attempt by the governor to dump his assistant, because the governor had lost confidence in him. This lack of trust involved several issues. One was a scandal at Westfield State College where a mother complained that her son had been sexually assaulted by the college president. To settle the matter, the trustees paid the student a sum of $10,000. The situation supposedly caught Dukakis by surprise.

Another incident involved the board of regents’ appointment of Representative James Collins as chancellor of education, even though Collins’ name was not on the list of four candidates submitted by the search committee. Indelicato had assured the governor that the board of regents would not dare to take such a step.

Even Indelicato’s efforts at education reform, for which he was sometimes praised, caused problems for Dukakis. He convinced the governor to back a minimum starting salary of $18,000 for public school teachers, but when there was no legislative support, the governor had to back off and let the bill die. When rank and file legislators attempted to reinsert the starting salary into a revived bill, Dukakis did not support the measure, costing him political support from the powerful Massachusetts Teachers Association. According to one Dukakis adviser, “What’s amounted to the governor’s education policy for the last year and a half has been finding a new job for Gerry [Indelicato].” While all of this was public knowledge and might have raised concerns, no one at the time seemed to pay much attention.

In any event, as the new president of Bridgewater, Indelicato brought energy to the office and quickly outlined a broad agenda. When asked by a reporter for radio station WBET why he became a candidate for the Bridgewater position, he responded, “Every professional opportunity I have had is a result of the education which I received at Bridgewater, so I saw this as a chance to give something back.” One change he proposed was, at least tempo-
rarily, to slow the growth in student numbers that had taken place under Rondileau by capping day students at 5,600. He noted that Bridgewater had a larger student body than Salem State College, and yet Salem had 41 more faculty members. His position was that without adding additional faculty, “To grow in numbers doesn’t necessarily mean to grow in quality.” He added that he hoped to attract the best qualified students he could and to provide them with the best possible education.11

He also spoke of several other goals. One was to recruit higher numbers of qualified minority students in order to make the student body more representative of the region the college served. A second emphasis was on the appearance of the campus; he hoped to initiate a number of beautification projects. His highest priority was the advancement of scholarship. He promised to make funds available for travel to conferences and to allow faculty to conduct research and present papers: “The essence of college life is academic achievement – for students and for faculty.”

Indelicato even spoke of making Bridgewater “the best state college in the country,” the Harvard of public colleges. When critics would scoff at the idea, he would respond, “Why not?” His efforts gained statewide attention with an editorial in The Boston Globe noting that the college “has undertaken a well-conceived program to establish itself as a credible competition for well-regarded private liberal arts colleges.”12

Indelicato felt that Gates House, the traditional president’s home, was not large enough for his family. He, therefore, pledged to build a house in town so that his family might be intimately involved with the town affairs. He also pledged his personal attention to guarantee that Bridgewater would be a good neighbor: “We want to be a friendly force.” To that end, he directed his staff to refer any
complaints from town authorities directly to him in order that he might delegate them to the appropriate staff member who would ensure they were handled correctly.13

Interestingly, in light of Bridgewater’s recent efforts to achieve university status, he did not favor such a move: “I would have no problem with Bridgewater becoming compared to Williams, Smith, or Mt. Holyoke, which are all fine colleges. I just don’t see that there are that many advantages for us to launch an all-out effort at achieving university status.”14

Indelicato also promised he would be accessible to both faculty and students. While Rondileau had begun his tenure in a similar fashion, a perception had developed on campus during the latter years of Rondileau’s presidency, rightly or wrongly, that he had become much more aloof. For example, the annual humor issue of the *Comment*, which was published on April Fools Day, often ran fuzzy photos of a figure that the students referred to as a Rondileau sighting.

As part of his effort to engage the college community, Indelicato initiated president’s hour during which anyone might come to his office without an appointment. He also visited with campus groups, and photographs of these events appeared in a number of campus publications. These included photos of Indelicato with the Afro-American Society, members of the Canadian Studies Program and members of the football team presenting him with a jacket.15 Another photo showed the president in a Bridgewater barbecue apron grilling hamburgers at an all-college barbecue. This hands-on approach caused the *South Shore News* to comment, “He has been seen untangling traffic jams in the morning, attending even the seemingly most minor of functions, touring the college regularly, and participating in social events.”16

The new president attempted to implement his broad goals by adopting a series of specific policies. In order to encourage faculty scholarship, he instituted the Presidential Lecture Series and appointed a Lecture Series Advisory Group to help select the speakers and to plan the events. The first lecture was delivered by Dr. Jordan Fiore, a member of the Department of History, on the topic, “The Formative Years of the Bridgewater Experiment.” The second program was “Searching for an Eighteenth-Century Life in Britain and India,” presented by Dr. Thomas Curley of the Department of English.17

To promote more diversity on the Bridgewater campus, the president launched the first Dr. Martin Luther King Jr. celebration, an event that has been held annually ever since. According to the [Brockton] *Enterprise*, the college’s celebration was “the largest in the area.”18 Several hundred people attended despite icy roads and the threat of an impending snowstorm. The event was organized by Paul Gaines, assistant to the president for minority affairs, and Aida Bruns of the Department of Social Work.

Parenthetically, Professor Bruns was the first Latina appointed full time to the Bridgewater faculty. Although her family originally came from Puerto Rico, she was born in New York City after her parents relocated there. Some of her family members questioned the wisdom of sending a woman to college, but her parents insisted she receive a college education. Bruns enrolled at Hunter College which, at the time, charged $25 per semester for tuition.19

She had planned on a career in education, but the return of World War II veterans made employment difficult for a woman. Instead, she took a job at the National City Bank on Wall Street as a translator, but she found the work to be repetitive and boring. One of her classmates suggested she seek...
employment with the New York City Department of Public Welfare where she could use her Spanish skills. Bruns worked in Harlem and found not merely a new career, but a genuine calling.20

After marrying and having a child, she worked at King’s Park State Hospital and attended Smith College to work toward a Master of Science in Social Work. While she didn’t know it at the time, Smith College considered her an experiment. The Department of Social Work was attempting to ascertain if married women with children could successfully cope with the rigors of a master’s program. After graduation, she worked for the Veterans Administration at Northport and eventually relocated to the Veterans Administration Hospital in Brockton, Massachusetts. This led to a position as a social worker in the Brockton public schools.

Bruns came in contact with Bridgewater through her social work position. Also, since she needed certification as a school counselor, she enrolled in courses at Bridgewater. When the college developed a social work program in the late 1970s, she taught as a visiting lecturer and was approached about becoming the chair of the new department. The position, however, would result in a large pay cut for this mother of two children; she decided to remain in Brockton.21

When Lester Houston, the first chair of the Department of Social Work, died suddenly – and since her children were by then grown – Bruns accepted Adrian Rondileau’s offer to join the department in 1985. In 1986, she became chair and remained at Bridgewater until she retired in 1992. When she joined the college faculty, she immediately became friendly with Paul Gaines, and the two worked together with two minority segments of the student population – African-American and Latino students. It was, therefore, natural that Indelicato turned to Gaines and Bruns to organize the
college’s first Martin Luther King Jr. celebration. In 2003, in recognition of their good work, President Dana Mohler-Faria presented the duo with the Dr. Martin Luther King Jr. Award for Distinguished Service.22

One highlight of the initial King celebration was an announcement by the president of the Rose Scholarships. These full-tuition scholarships were awarded to two academically promising African-American high school seniors from the communities of Attleboro, North Attleboro, Brockton, Fall River, New Bedford or Taunton.23

On February 4, 1987, the college also instituted its first winter commencement. Ralph Fletcher, Class of 1953 and chair of the board of the Sadlier Publishing Company of New York, addressed the graduates. As part of the ceremony, Harrington Hall (the former Grove Street Building and the Martha Burnell Campus School) was dedicated in memory of Lee Harrington, former academic dean and president of the Massachusetts Maritime Academy, who had recently died. The president praised Harrington, whom he had known while a student at Bridgewater, and recalled that the academic dean had once called him to his office to inquire if he had enough money to buy groceries for his wife and daughter.24

In fact, Indelicato’s presidency saw the naming of a number of campus buildings. These included not only the Rondileau Campus Center, Harrington Hall and the Haughey Advising Center, but also the Dr. V. James DiNardo Faculty and Alumni Center (although, eventually the new student apartments, rather than Gates House as originally planned, were named for DiNardo), the Frank J. Hilferty Lecture Hall in the Conant Science Building, the James T.
Thomas Student Lounge in the Great Hill student apartments, and the David and Peter Flynn Dining Commons in Tillinghast Hall. All of the honorees were Bridgewater alumni. DiNardo was professor of education, dean of undergraduate studies and executive vice president; Hilferty was a professor of biology, chair and division director and dean of the graduate school; Thomas was a member of the Massachusetts State College Building Authority; and David and Peter Flynn held a number of political offices, including terms in the state Legislature.

President Indelicato also supported the expansion of the all-college honor’s program that had commenced in spring 1984. Dr. Charles Nickerson of the Department of English, the program’s director, said that the philosophy behind honors was to enrich the academic experience of gifted students. Honor’s students took colloquia linked to courses that awarded one academic credit; those completing the program received a degree with honors. In addition, several full-tuition scholarships were awarded each spring to the most outstanding members of the freshman class. At the junior and senior level, several departments offered departmental honors based on special coursework and completion of a thesis.

The new president also strengthened and broadened the foreign exchange program. Along with his wife, he visited Taiwan in March 1987. This led to additional exchange programs with the Taipei Municipal Teachers College and Shi Chien College. Additionally, Indelicato traveled to Crewe-Alsager College in England, which already had an exchange agreement with Bridgewater, and to Oxford University. He was accompanied by professors William Smith and Charles Nickerson, an Oxford graduate. The outcome was the beginning of a Bridgewater summer program at Oxford.

Although Indelicato assumed office in September 1986, he was formally installed in May 1987.
Despite the prior rumors that the president and governor were no longer on friendly terms, Governor Dukakis was on hand to perform the induction ceremony. The colorful inauguration included representatives of more than 200 colleges and universities including Harvard, the oldest private college, and William and Mary, the oldest public college. College marshal, George Weygand, presided. Among others delivering remarks were John Myers, chair of the Bridgewater selectmen; Edward Lashman, chair of the board of regents; and Vincent Magno, chair of the trustees. Dr. William Murphy, president of the faculty and librarian union, summed up the general satisfaction with the president’s first year: “During your first year here you have shown that dedicated service, accessibility, interest in the Bridgewater tradition, and vigorous personal support for academic enterprise are characteristics of your presidential style.”

The inaugural address was delivered by Dr. William O’Neill, interim president of the Massachusetts College of Art. In his induction remarks, the governor said of his former assistant:

Gerry had to find his way, this was something new, something different, but I’m very proud of the fact that he and I – and a caring, concerned, and supportive Legislature – and an educational community of which you are all part – made that four years what may have been the best four years for public education we have had in the history of the Commonwealth.

The new president spoke fondly of his Bridgewater roots: “Like so many students who came before me, and like so many students who came after me, it was this college – and the superb education I received from the faculty here – which gave my life a new direction and a new purpose.”

As an indication of his devotion to a liberal arts education, Indelicato prepared a lengthy pamphlet titled, Toward a New Understanding of the Liberal Arts at Bridgewater State College. At a time when some were challenging the liberal arts as outdated, the president affirmed that liberal studies were at the heart of the new GERs, which were scheduled to go into effect in fall 1987. He bemoaned the fact that liberal arts subjects did not always generate the excitement they deserved not only among students, but also among some faculty who were required to teach the GER courses. In his view, there was no dichotomy between liberal arts and vocational education. Too narrow a vocational education might be outmoded even before the student graduated, but a liberal arts underpinning would provide the tools to adapt to changing situations.

To ensure excellence, he also cut the number of students to be admitted in the freshman class by 150. In addition, writing samples were required of all those seeking admission. The Comment, however, asked if Bridgewater was getting away from its mission of providing a decent education for those who couldn't afford or might otherwise not be able to attend a private college. The president admitted he was not an “academic superstar,” and the paper wondered how he might have fared under the revised policies.

In the aftermath of the earlier dispute during Rondileau’s tenure about the lack of women administrators, the president appointed the first female dean of the graduate school, Dr. Marilyn Barry, Class of 1958. Dr. Barry had chaired the Department of Special Education for the previous seven years and had taught for a total of 14 years.

Spring 1987 also witnessed a change in the faculty and librarian union. An election was held that added part-time faculty to the day union although they had to teach a number of semesters
before they were eligible). It also established a separate entity for part-time faculty in continuing studies. Indelicato indicated he had been trying to raise part-time faculty salaries after he became convinced that they were substantially below those at some other colleges. Now the process would have to work itself out in negotiations for a new contract.

Some of the issues surrounding the role of part-time faculty – not just at Bridgewater but also countywide – generated a debate that continues to this day. Modern colleges and universities find it difficult to function without adjunct faculty, and yet it is clear that poorly paid and overworked part-time faculty cannot be expected to devote the same full-time attention to the institution that is expected of those who teach full time. President Indelicato indicated that he was attempting to hold the line on part-time hiring, and that he had asked the state for 60 new faculty lines over the next three years.36

By almost any standard, the Indelicato presidency was off to a good start, and most segments of the college community appeared to be quite satisfied. Nonetheless, at least in retrospect, occasional personnel problems conjured up images of the disputes he had encountered at the Statehouse. One of these involved an attempt to dismiss football coach Peter Mazzaferro, who had coached at the college for 21 years and who was coming off his most successful season. The 56-year-old coach filed a lawsuit against the board of regents and board of trustees in which he charged that athletic director George “Bo” Ruggiero was trying to remove him based on his age. A superior court judge issued an injunction blocking the college from hiring another coach.37

In a sworn affidavit, Indelicato said age had nothing to do with his decision; rather, he wished to change the policy of giving coaches who were faculty members release time to coach. He also indicated that this was part of a broader effort to overhaul the athletic department, as he wished to hire an administrative assistant to help ensure that all athletes also paid attention to their education. He had encouraged Mazzaferro to apply, but the coach was not happy with the situation.

The dispute about coaching apparently came to a head during a game where the coach ran out the clock and went for a tie rather than a possible victory. According to accounts, the president went on the field at the end of the contest and berated his coach for not playing to win. The two had to be physically separated.38 There is some indication that the animosity between Indelicato and Mazzaferro went back to the president’s own playing days when Mazzaferro was his football coach.39 Mazzaferro ultimately retained his job, but the confrontation was widely known and discussed on campus.

The athletic director, Ruggiero, ran into his own problems concerning the eligibility of a member of the women’s basketball team, which he also coached. The player involved had transferred from Northern Essex Community College, which supposedly had a club and not a varsity program. Based on evidence submitted by Bridgewater, the Eastern Collegiate Athletic Conference ruled that she was eligible. A subsequent investigation initiated by Salem State College determined that this was incorrect. Bridgewater was stripped of its Massachusetts State College Athletic Conference Championship (which was awarded to Salem) and was denied a berth in the NCAA Division III Tournament.40

While this was a fairly minor violation, Saul Auslander, of the Department of Management Science and a Naval Academy graduate, was appointed athletic director. Ruggiero was demoted to associate director, and the then associate director, Mary Lou Thimas, to assistant. Ultimately, both Ruggiero and Thimas would leave to take new positions elsewhere.41
Even more significant was the sudden replacement of Dr. Robert Dillman, vice president for academic affairs, by Dr. James Brennan of the Department of Biological Sciences. Dillman, who had tenure, was appointed vice president of academic planning. Brennan indicated that even though the position was only an interim one, he would not be afraid to make any tough decisions that came his way.**32**

Dillman made it clear that the president had made the change on his own, and that in his new job, he would be responsible for helping to formulate long-range academic plans. He also told a *Comment* reporter that he was a finalist for the presidency of the University of Maine at Farmington. The paper noted the speculation over the last several months that Dillman and the president had not been in agreement about the running of academic affairs, a claim to which the vice president responded, "I'm not involved with speculation … If I listened to all the rumors about me that have gone around in the twenty years I've been here, I'd be out on the West Coast or in New York by now."**43** While at the time most observers probably viewed these clashes as the usual frictions that can occur in any large organization, particularly when a new chief executive takes over, there was some speculation that other conflicts were festering behind the scenes.

However, despite these rumblings, the headlines announcing that the president was under investigation and facing possible indictment fell like a bombshell in November 1987.

According to *The Boston Globe*, the United States attorney had subpoenaed records from Governor Dukakis' office, although the alleged wrongdoing was at first said to be prior to Indelicato's time at the college.**44** As often happens in such a situation, there were, at first, denials that the charges could be true and claims that they might be politically motivated.

David Flynn, who admitted he had been aware of the story for several days before it broke, expressed his sympathy, "My heart goes out to President Indelicato and his family. I've seen too much of this over the past three decades in political life." Flynn also expressed his belief that this might be an effort to hurt Governor Dukakis in his bid to secure the Democratic nomination for president.**45**

The initial charges involved the president's association with disbarred Brockton lawyer Larry Reservitz, described by the [Brockton] *Enterprise* as a "confidence man, forger, jewel thief and drug dealer …"**46** Reservitz had allegedly approached Indelicato in 1982, while he was the academic dean at Worcester State College and solicited his help in the awarding of a cable franchise from the Nashoba Cable Company in Westford.**47** Indelicato was reportedly paid a $1,500 consulting fee, which Flynn said he had declared on his income tax returns. Reservitz had been charged in the case and became an informant in a plea deal that would lighten his sentence.

The situation unfolded rapidly. The trustees scheduled a meeting on December 7 to assess their options, but at 5 pm, the president's lawyer released a letter stating that he had resigned. He indicated that one reason was to spare Dukakis further embarrassment: "… my resignation should not reflect adversely in any respect upon the governor's superb record." The governor commented, "I believe it is appropriate for the board to accept his resignation."**48**

After a lengthy meeting, the trustees announced that they had accepted the president's resignation and would begin an immediate search for a successor. Edward Meaney, executive vice president, was placed in charge until the next meeting at which time they would appoint an interim president. The board also voted to retain Attorney Paul Conley.
of Boston as counsel, to procure a certified public accountant to audit the college’s trust funds and to seal the executive offices pending an investigation.\textsuperscript{49} State police officers attended the meeting, and they placed the president’s office, located on the second floor of Boyden Hall, under 24-hour guard.\textsuperscript{50}

Many found it hard to comprehend what was transpiring. Dr. Michael Kryzanek, of the Department of Political Science, expressed a sense of shock: “The feeling of the faculty … is like a wake. He’s done a great job here and has brought a great spirit to the college. The college was (beginning to) move forward very fast.”\textsuperscript{51}

Other allegations continued to surface. One involved a previous arson investigation. Authorities utilized Reservitz to trap Indelicato and his brother, Joseph, into making incriminating statements. Apparently fearing that Reservitz might be wearing a wire, the Indelicato brothers asked him to leave the meeting.\textsuperscript{52}

Another charge involved the president’s purchase of a piece of land from the Bridgewater foundation for $35,000 (some reports said the land was valued at $57,000). The parcel was situated at 25 Park Terrace across from the library on a site formerly occupied by the Alpha Upsilon fraternity. A tragic fire just before graduation in 1984 had damaged the building and had killed one student.\textsuperscript{53} Since the lot was too small to meet zoning requirements, Indelicato had to request a zoning variance from the town in order to build his new home.\textsuperscript{54} The foundation approved the transfer of the property, supposedly with the provision that it would have right of first refusal if the property were ever sold, although the directors apparently had agreed only in principle, and no written agreement had been executed.

Although the foundation had approved the transaction, Vincent Magno, chair of the board of trustees who also served on the foundation board, along with several other trustees, were shocked to discover that a deed, which contained a number of forged signatures, had been filed. It is still not entirely clear what was to be gained by forging signatures on a deed for a transaction that was already authorized.\textsuperscript{55}

Despite earlier denials, reports also surfaced that some of the alleged improprieties had occurred while Indelicato was the governor’s education adviser and, during that time, had used his position to split fees from state contracts arranged through a consulting group he had established.\textsuperscript{56} One of his partners in Administrative Associates was University of Connecticut professor, Patrick Mullarney, who had been Indelicato’s mentor at UCONN and who had been summoned to testify before a grand jury. The Bridgewater foundation had awarded a $7,500 contract for education consulting to Administrative Associates in 1986.\textsuperscript{57}

Investigators from the attorney general’s and auditor’s offices began to sift through the records to search for evidence about illegal contracts and real estate dealings.\textsuperscript{58} Various sources reported that federal indictments were imminent on charges of mail and tax fraud. At the same time, the state zeroed in on the possible misuse of college trust funds for personal purposes.\textsuperscript{59}

Speculation continued about the impact of the scandal on the presidential ambitions of Governor Dukakis. On December 11, 1987, the [Brockton] Enterprise carried the headline, ”Indelicato Case Seen as Hurting Dukakis.”\textsuperscript{60} The paper claimed that the governor, who had built his career on an image of honesty and on his reputation of selecting good people to help him govern, had been tarnished. A Boston Globe columnist added that Dukakis, “… has some explaining to do when he says ‘I have a reputation for picking good people.’”\textsuperscript{61} Scott Lehigh, writ-
ing in the *Boston Phoenix*, noted that if Dukakis had fired Indelicato when his advisers had urged him to do so, he could have avoided the entire situation.\(^6\) A Wasserman cartoon in the *Boston Globe* with the caption, “How Indelicato” pictured an automobile, labeled “Kickback Probes,” driving through a puddle and drenching Dukakis in mud and water.\(^6\)

In an effort to contain some of the fallout, the governor announced plans to tighten ethical standards for state employees.\(^6\) However, whatever damage this scandal had caused was already done. While Dukakis went on to win the Democratic presidential nomination, he was soundly defeated in the general election by George H.W. Bush. The extent of the defeat makes it difficult to say how much this tarnishing of his image had contributed to the loss or how widely the scandal was known outside of New England.

On December 18, a grand jury handed down indictments charging the ex-president with mail fraud and tax evasion in his dealings with Administrative Associates and Patrick Mullarney. The use of the mails to send contract payments constituted mail fraud, and he had failed to pay taxes on the money.\(^6\) An additional indictment accused Indelicato and his brother, Joseph, along with A. Michael Freedman and Antonio Perrotta, of mail fraud, conspiracy and perjury in a scheme to defraud the state of $70,000 in the handling of adult education funds. The group allegedly inflated renovation costs at the Center for Community Education in Roslindale and manipulated the rent paid to lease storefront buildings; the difference between the actual rent and the amount charged was allegedly pocketed by the defendants. Indelicato was also charged with arranging to have the center vandalized in January 1983, so that records documenting the fraud might be stolen or destroyed.\(^6\) The four accused men were taken into custody by the FBI, arraigned on the charges and released on bail. All pled not guilty.\(^6\) A trial date was set for February 22, 1988, but defense attorneys called the date unrealistic and said they would ask for an extension.

Even after the indictments, new areas of investigation surfaced. State police were said to be investigating a charge that Indelicato had forged the governor’s name on a letter reappointing Angelike Georgalos to the University of Lowell Building Authority. Georgalos then allegedly steered a $15 million no-bid contract to one of his close associates.\(^6\) The signature on the letter was produced by an automated pen machine, although Georgalos denied funneling any contracts or even knowing Indelicato. Top staff members had access to the pen for routine correspondence, but the governor said he always personally signed appointment letters. Other charges involved back taxes from a restaurant Indelicato allegedly owned and the awarding of a food service contract at the college.\(^6\)

In an effort to reverse one of the charges against him, Indelicato attempted to give Philip Conroy, director of the Bridgewater State College Foundation, a check for $7,500 as repayment for the contract that had been made with Administrative Associates. On the advice of counsel, Conroy and the president’s administrative assistant, Patricia Amaral, turned the check over to the state police. The two also stayed away from campus until the president resigned, as they feared retaliation.\(^7\)

The foundation also moved to protect its interests in the Park Street lot, and Conroy announced plans to institute legal proceedings.\(^7\) This action was taken, at least in part, after several contractors working on building the house filed a lien on the property with the Plymouth County Register of Deeds; the contractors stated that they were still owed money.
By April, Conroy announced that the college was pursuing an agreement with the Lincoln Trust Company, which held a $250,000 mortgage on the building. He estimated that between $50,000 and $100,000 would be required for the college to settle the matter, and he said that the alumni association would launch an effort to raise the money once any legal obstacles had been cleared. Ultimately, Stanton Davis, CEO of Shaw’s Supermarkets, through the Davis Educational Foundation, awarded $468,000 to the Bridgewater State College Foundation over a three-year period. Two hundred and twenty thousand dollars of the grant was earmarked to establish a conference center. Indelicato’s proposed residence became the Davis Alumni Center.

Although the former president had intended to fight the charges in court, his determination changed when some of his co-defendants agreed to a plea bargain. Antonio Perrotta admitted to fraud and perjury charges and agreed to testify against Indelicato in return for receiving no jail time. He was eventually sentenced to 18 months in jail, 60 days to be served and the rest suspended.

John Gaeta of Revere admitted he had been paid $500 to remove and destroy records at the adult education center. The enterprising Gaeta paid a subcontractor $200 to carry out the break in and destruction, and he pocketed the rest.

With his co-conspirators willing to testify against him, it became clear that Indelicato’s chances of acquittal were dwindling. Seeing the handwriting on the wall, he pled guilty to the diversion of roughly $80,000 in state funds from his adult education position between 1979 and 1983. He also admitted to counts of mail fraud, falsifying his federal income tax and lying to a grand jury. Two other counts were dismissed as part of the agreement. Prosecutors recommended a five-year prison term, three years of probation and restitution of the $80,000. Indelicato agreed to cooperate with federal authorities in their ongoing investigation.

All of the Greek organizations held annual banquets, usually in the gymnasium, although back in 1924, the annual Phi Beta Gamma annual meeting took place at Boston’s Hotel Vendome.
Ultimately, all of those accused, including Indelicato’s brother Joseph, cut their own deals, with the exception of A. Michael Freedman. In May, Indelicato testified at Freedman’s trial and freely admitted his own involvement in the illicit scheme.76 He also admitted he was uneasy in his role as a government witness telling a questioner: “How do you think I feel going in there … It’s lousy.” Due to some discrepancies in his testimony, which Freedman’s lawyers were able to exploit, the trial ended in a hung jury. Freedman then pled guilty to some lesser charges and was given probation.77 Interestingly, Indelicato testified that he had been aware of the federal probe a year before accepting the Bridgewater presidency, when he had been visited at his Norwood home by three FBI agents who questioned him about the kickback scheme. This raises the question as to how he believed he could avoid prosecution and why he continued to pursue the Bridgewater presidency.78 The deal to cover the federal charges did not end the state probe.79 A grand jury sitting in Plymouth heard testimony from Bridgewater employees Philip Conroy, Patricia Amaral and Joyce Davinos; a separate Suffolk County grand jury was convened in Boston. Both of those juries handed down numerous indictments, some 46 counts altogether. The Suffolk jury alleged improprieties in no-bid contracts awarded to Indelicato’s business partner, Patrick Mullarney. The Plymouth indictment claimed forgery on the deed for the Park Terrace property. Indelicato was arraigned in Boston on July 5, 1988, and in Brockton on July 6, and he pleaded not guilty on all counts.80 On July 8, he was sentenced on the federal charges. However, the judge ignored the plea agreement that had been made and sentenced him to 30 months instead of five years. Indelicato apologized for his actions: “I have no doubt that I have brought these events on myself … I’d like to apologize to the citizens who trusted me … I am sorry … and I apologize to the court for not telling the truth.”81 His brother was given a two-year term after two separate sentences were allowed to run concurrently. The former president began serving his sentence on August 5 in a minimum security facility in Allenwood, Pennsylvania.

An audit released by state auditor, Joseph DeNucci, at the end of August, criticized the trustees and certain Bridgewater administrators for abdicating their responsibilities, and, thus, for creating the loose oversight that allowed the president to use college funds to buy a boat trailer, Celtic tickets and a radar detector. The report documented questionable activities with the foundation and the alumni association, a lack of accountability and a lack of internal controls.82 The trial on state charges was scheduled for early 1989, but there were rumors that Indelicato had agreed to plead guilty to the state charges as well.83 On February 21, 1989, he admitted to corruption and was ordered to serve three years at Cedar Junction in Walpole and five years probation, the sentence to commence after his release from federal prison. Thirty-three additional counts were placed on file.84 He served a total of 27 months in federal and state prison before being released on November 3, 1990, from a minimum security facility, the Massachusetts Correctional Institution in Plymouth. The release occurred after a Norfolk County Superior Court judge said that he had mistakenly imposed a four-and-one-half-year sentence instead of two-and-one-half years. He had confused the federal and state sentencing guidelines, which led to Indelicato’s immediate release.85
There is enough drama in the Indelicato saga, so there is no need to use hyperbole to describe his presidency. Nonetheless, there are overtones of a Greek tragedy. A young man at the age of 40, Indelicato had rapidly reached the top of his profession and obtained the job he had been seeking all his life, chief executive of his alma mater. However, political corruption, which had commenced long before he accepted the presidency, inevitably brought him down in disgrace. The fact that he knew the FBI was investigating him demonstrates what the Greeks referred to as *hubris*, an overbearing pride that also reveals a recklessness and disregard for the consequences of one’s actions.

While the portraits of former Bridgewater presidents hang in the board of trustees’ conference room in Boyden Hall, the portrait of Gerard Indelicato is missing. The omission seems to be an almost conscious effort to obliterate this painful chapter in Bridgewater’s history. Perhaps the day will come when this lack of a presidential portrait is remedied, not to honor the individual who brought disgrace to himself and a great deal of negative publicity to the institution, but to finally provide closure. Institutions may be tempted to erase unpleasant memories, but no institution can escape the negative parts of its history, no matter how tempted it might be to do so.

In any event, the president’s resignation left the trustees with the problem of finding a temporary replacement and conducting a national search to hire a permanent president to lead Bridgewater beyond the crisis. The process was neither quick nor free from difficulty, but eventually the college would move beyond the crisis.
“I will do my dead-level best to keep your confidence in me.”

ADRIAN TINSLEY

COMMENT, DECEMBER 15 1988
The Indelicato scandal created a great deal of turmoil and frustration on campus, which affected the search for a permanent replacement. As noted, after Indelicato’s resignation on December 7, the trustees placed Executive Vice President Edward Meaney in charge. However, at their next meeting on December 16, they unanimously voted to appoint Dr. Robert Dillman as the acting president. The announcement came after a lengthy executive session that lasted well into the evening.1

This closed-door meeting sparked outrage on the part of faculty and students. Dr. Emanuel Maier, an emeritus member of the Department of Earth Sciences and Geography, shouted at the board: “Resign. You must resign. This is typical behavior of the man you have appointed … This is a tainted process. You have no moral standing here. This is a scandal that you produced.” This caused other faculty to echo similar sentiments. The trustees attempted to clear the meeting room; this was accomplished only after a threat to summon campus police. Dr. Edward James of the Department of Philosophy also referred to the selection process as “tainted.” This caused other faculty to echo similar sentiments. The trustees attempted to clear the meeting room; this was accomplished only after a threat to summon campus police. Dr. Edward James of the Department of Philosophy also referred to the selection process as “tainted.”2

The anger was not directed so much at the acting president but rather addressed the perception that faculty had been shut out of the hiring process. In fact, after Indelicato had decided to step down, the Comment ran an editorial: “President Wanted: How About Dillman?” The editor noted, “He has been a dynamic and respected administrator who has put his own children through our institution. We have every confidence in Dillman’s ability to lead and guide the College through this critical period.” The hope was expressed that he might be induced to remain at the college for a long time.3

By accepting the position, however, the acting president removed himself from the full-time search for a permanent replacement, since the board of regents had a policy barring a person currently holding a job on an interim basis from applying for that job when it was advertised. Many speculated that by deciding not to fill the academic vice president’s position – then filled on an acting basis by Dr. James Brennan, professor of biology – the trustees were leaving the door open for Dillman to return to that position.4

The trustees indicated that they had considered all five of the current vice presidents before narrowing the choice to Dillman. Ironically, the new acting president’s well-publicized clashes with his predecessor may have tipped the scales in his favor, as the board seemed determined not to appoint anyone who had been aligned with the former president. Trustee Paul Means revealed that Dillman had been interviewed for two hours before his selection and noted, “I don’t think I’ve ever seen a more difficult or grueling interview of any individual.” Dillman,

*There is a gap in dates between the Indelicato and Tinsley presidencies, since after Indelicato’s resignation, Dr. Robert Dillman served as acting president from December 1987 to August 1988. He was succeeded by Dr. Adrian Rondileau as acting president from August 1988 through June 1989, when Adrian Tinsley assumed the presidency.
himself, said, “I indicated I have nothing to hide, and I wasn’t under scrutiny of anybody that I know of.” He also added that while they had differences – the specifics of which he refused to discuss – he could not gloat at Indelicato’s downfall.  

Faculty anger spilled over into a letter signed by the union president, William Murphy, and sent to the governor on January 6, asking for the removal of trustee chair, Vincent Magno. A boyhood friend and high school classmate of the former president, Magno was a particular target, since he was perceived as having been very influential in his friend’s hiring. The letter indicated that Magno had lost the confidence of the faculty, citing not only his relationship with Indelicato, but also a conflict in his position as a trustee and member of the Bridgewater foundation as well as the lack of faculty input in the appointment of the interim president.

The acting president pledged he would not be a caretaker but would take whatever action he deemed necessary. He told an Enterprise reporter that he hoped to rely on Bridgewater’s long history and stability to get beyond the scandal. He also reminded people of the human tragedy in the events and of the fact that his predecessor had not been found guilty, which could only be done by his peers in a court of law.

Dillman also indicated some of the programs he intended to strengthen and continue. One was the recently adopted general education program, which he hoped by 1991 would lead to enhanced student skills in writing, foreign languages, performing arts, multiculturalism and citizenship. Additionally, faculty teaching skills would be upgraded through workshops and the sharing of teaching techniques between experienced and newer instructors. The college had already secured a $30,000 grant for this purpose. There was also a proposal to utilize the college as a site for the board of regent’s new five-year teacher preparation program. Bridgewater was also committed to a five-year plan involving new dormitory construction, rehabilitation of buildings, expanded athletic fields, and new degree programs in health, economics and music. An $875,000 investment in computers would allow student, financial, human resources, payroll and alumni records to be maintained electronically.

At the same meeting where they chose an acting president, the trustees also launched the search for a permanent successor. Although they hoped to have the person in place by September, they admitted that given the typical length of a search, the process was more apt to conclude sometime during the first semester. Above all, the process must be seen as fair and above reproach. They appointed a committee of three trustees, three faculty members, one student, a member of the APA union, a member of the staff, and an alumnus.

Dillman delivered on his promise not to be merely a caretaker during the few months he was in office. He continued the Presidential Lecture Series with Dr. Thomas Turner of the Department of History delivering the fourth lecture titled, “The Folkmyth Lincoln,” on February 17. He also announced to the faculty and librarians the criteria for the selection of a Boyden Fellow for the next academic year.

Also, Dillman, acting on an idea conceived earlier in the year, launched the Hall of Black Achievement (HOBA) as one of the culminating events of Black History Month. This was the first organization in Massachusetts honoring the achievements of persons of color. The initial inductees were W.E.B. DuBois, writer, lecturer and Harvard PhD; Frederick Douglass, abolitionist; Louis Temple, the inventor of the toggle harpoon; and Dr. Charlotte Hawkins-Brown, who ran a black finishing school in North Carolina. Also inducted was Mary Hudson.
Dr. Adrian Tinsley assumed the presidency of Bridgewater State College in June 1989, the first woman to lead the institution. Dr. Robert Dillman and Dr. Adrian Rondileau, president emeritus, were each, in turn, appointed acting president to fill the gap between the resignation of Gerard Indelicato and Tinsley’s appointment. Tinsley grew up in Virginia, graduated with honors from Bryn Mawr College (1958) and earned her master’s from the University of Washington (1962) and her PhD from Cornell (1969). She was a successful teacher and administrator prior to coming to Bridgewater.

During her tenure at Bridgewater, Tinsley accomplished much, including clarifying the vision for Bridgewater; establishing the new academic structure and creating new schools and academic programs; modernizing the financial systems; constructing the Tinsley and Moakley centers and introducing new computing and telecommunications technology; integrating alumni affairs and development into an advancement division; initiating the first capital campaign; and making and solidifying connections with political leaders in the commonwealth. Perhaps her most lasting influence, however, was her determination to bring a modern leadership style to Bridgewater. As of this writing, Dr. Tinsley remains actively involved with the institution.

Fees are again increased in mid-Nov.; this sets the precedent for the Massachusetts institutions of public higher education practice of leaving tuition relatively stable and charging fees that are double or triple tuition costs.
for a reversion of funds in order to balance the FY1988 budget. Dillman indicated that the college had become aware of the problem when the state froze accounts for part-time faculty and for purchasing of equipment. The visiting lecturer accounts were ultimately resolved, but the equipment budget remained a target. In the end, the commonwealth took $200,000 from Bridgewater’s accounts. While a balanced budget is required by state law, some commentators noted that Governor Dukakis acted aggressively, since his presidential campaign touted the Massachusetts “economic miracle.” The governor could not afford to fuel a public perception that the Massachusetts economy was weakening.15

The downturn also affected students. The board of regents chancellor, Franklyn Jenifer, proposed an increase in financial aid to all Massachusetts students, a move that inevitably would decrease the amounts available to students in public colleges and universities. He also proposed a 10-13 percent increase in tuition each year for the next five years, a significant increase in student costs. Students rallied outside the Statehouse in favor of the additional financial aid and against the tuition increases.16

Tuition hikes – then as now – pose a special problem for Massachusetts public colleges and universities. Not only do they increase student costs, but the money collected goes directly to the commonwealth’s general fund and does not necessarily mean additional dollars for the state universities and community colleges.

On March 18, acting president Dillman invited several legislators to a campus breakfast to brief them on key programs and projects. He also requested help in funding new faculty and pointed out that institutions of similar size and mission had both a larger budget and more faculty members.17

Near the end of the spring semester, the acting president held a series of open forums with student clubs to discuss key issues, one of which was the impact of the economic downturn on campus construction. Since dormitories were built by the Dormitory Authority on land leased to them by the college and supported by student rents, he assured the students that dormitory construction would continue.

Addressing other issues, he indicated that although the board of regents had been convinced to scale back the amount of the proposed tuition hike, students should expect tuition hikes to continue in the future. He also noted that a bond, providing for an upgrade of the train tracks and for a train station to be constructed on campus, had been passed by the Legislature. The downside would be an increase in pedestrian and vehicular traffic through campus. The upside would be 500 additional parking spaces and a pedestrian walkway under the railroad tracks to replace the existing footbridge and unite the two halves of the campus.18

During his time in office, Dillman’s low-key style of leadership helped to soothe the campus and restore a sense of stability. In a memorandum, he expressed satisfaction with what had been accomplished:

I would like to take this opportunity to thank you personally for helping the institution through the very difficult second semester of this past academic year. The Commencement ceremonies and the good feelings expressed by many of the visitors to the campus suggested that the College had moved beyond the difficulties that we all faced around the first of January.19

In the same memo, however, he also noted that the economic crisis had worsened. The governor’s initial budget cut Bridgewater’s appropriation by
$300,000, and the House budget raised that amount to between $500,000 and $700,000. He called a cut of this magnitude “extremely serious,” since it would necessitate major cuts in travel, attendance at conferences, reductions in release time and the imposition of a hiring freeze. Bridgewater had admitted 1,100 freshmen for the fall semester, and Dillman felt an obligation to sustain that number. However, he hoped to limit enrollment in other ways so the number of classes needed in the fall and spring semesters might be reduced. He requested faculty contact their legislators and urge them to return funds to the operating budget.20

At the end of June, Dillman announced that he had accepted the presidency of Fairmont State College in West Virginia. He said he had mixed emotions about leaving, but since the board of regents had made it very clear he could not be a candidate for the permanent position, he had no choice but to pursue other opportunities.21

In a candid interview published on August 5, his last day on campus, he admitted that the Indelicato presidency had been “15 months of hell.” He had felt a sense of injustice when the former president had removed him as academic vice president and indicated he should seek another job, but he added, “You should never lose faith in yourself … It will work out for the best. You’ve got to keep believing that the cup is half-full and not half-empty.” He also noted the irony that his last day on campus was the day that Indelicato began serving his federal prison sentence.22

As Dillman prepared to depart for West Virginia, the board of regents rescinded their policy that had barred interim appointments from applying for the positions which they were holding. It seems clear from Dillman’s remarks that had they done this earlier, he would have been a candidate for the Bridgewater presidency. He indicated,
however, since they had not taken this action, he had no choice but to move on, since he did not wish his successor to be pressured by his presence on campus.23

At the end of July, colleagues and friends assembled for an emotional farewell reception in the campus center ballroom to celebrate Dillman’s 21 years of service and wish him well in his new position.24 He remained at Fairmont until 1996, when he accepted the presidency of Stroudsburg University in Pennsylvania, a position he still holds as of this writing.25

Dillman’s departure forced the trustees to appoint another acting president. After considering Edward Meaney, James Brennan and Jacquelyn Madry-Taylor, the board turned to former president Adrian Rondileau. According to chair Carol Furr, the Rondileau appointment would be the least disruptive, since appointing any of the other candidates would require filling the position she or he vacated. Rondileau learned he had been selected when he was contacted by a reporter.26

When he heard of the appointment, Dillman called Rondileau “… a respected educator who brought this institution from a single purpose school to what it is now, an institution of much greater magnitude.”27 Rondileau, himself, believed his selection reflected a search for continuity for the college and said, “It’s going to get it.”28

The trustees advertised the Bridgewater presidency in The Chronicle of Higher Education. Additionally, the search committee reported that it had sent out over 1,000 letters requesting nominations from people in government, academia and business. The screening process was scheduled to commence on August 3 and continue into September, when the committee would make its recommendations to the trustees.29

It was assumed that Rondileau’s tenure would be brief, but his term lasted a full academic year. Much of the first semester was dominated by the search process, but one event that pleased the acting president was the Federal Aviation Administration’s granting certification to the aviation program at a ceremony on October 13, 1988. Rondileau had initiated the program, which became one of only 30 programs in the United States to be certified. Regional adviser Arlene Feldman noted the advantage that certification provided for graduates in the hiring process. Rondileau read a letter from the mayor of Taunton to the effect that prior to the commencement of the Bridgewater program, the Taunton airport was dying, but now it was once again flourishing.30

By October, the search committee narrowed its selection to three candidates: Dr. Richard Ekman, Dr. Adrian Tinsley and Dr. Russell Warren. Ekman was director of the Division of Research Programs at the National Endowment for the Humanities. Tinsley was the executive vice president and provost at Glassboro State in New Jersey. From 1972-1980, she served as dean at William James College of the Grand Valley State Colleges in Michigan and, from 1982-1985, as associate vice chancellor for academic affairs in the Minnesota state university system. Warren had been vice president for academic affairs and professor of economics at James Madison University, and he served as the college’s acting president during 1986-1987. He previously served as vice president of academic affairs at the University of Montevallo and taught at the University of Richmond.31

The on-campus procedure called for each candidate to visit for two days, during which time
32 Each would meet with students, faculty, administrators, alumni and trustees. These meetings would be followed by an open reception. Ekman visited October 23-25; Tinsley, October 26-28; and Warren, November 2-4. By mid-November, the search committee turned over the three finalists to the trustees, who scheduled a November 28 meeting to make their selection.33

The trustees actually postponed their meeting for one week and reconvened, instead, on December 5. Student trustee, Scott Longo, said this change was due to the extensive background checks being conducted on each candidate. He added that the additional time would allow the trustees to come to a better decision, although he hoped none of the candidates would be lost due to the delay.34

As events would soon demonstrate, the final selection process brought the college more negative publicity. The board unanimously chose Richard Ekman, and the trustee chair announced that Ekman had accepted and was expected to assume his duties early in 1989. However, on December 9, Ekman reversed himself. Citing the budget crisis and the financial problems facing the institution, he indicated that he did not believe he would be granted the decision-making powers he believed were necessary. He also cited constraints brought about by the collective bargaining agreements, which “would have put me in a position of having one hand tied behind my back.” This raises the question as to why he had not previously recognized these impediments, all of which were obvious when he applied for the job. The board, in turn, offered the presidency to Warren, who also rejected it on the grounds of “structural reasons and problems.”35

The board then made the historic move of offering the job to Adrian Tinsley, who would become the first woman president in Bridgewater’s almost 150 years of history. Tinsley indicated she
would give her reply early in the following week. On December 13, she attended the trustees meeting, indicated her acceptance and thanked the 50 or so faculty, students, staff and administrators in attendance. She said she was honored to be selected.

The new president said she believed the college had “a very bright future” and expressed her eagerness to move ahead with planned developments. She added that she had experienced similar budget difficulties during her time in Michigan and described her leadership style as “consultative.” Given her Glassboro position, she could not start immediately, but she agreed to assume the presidency no later than July 1.

While the faculty had been in strong support of Tinsley’s selection and had turned out in large numbers at the board meeting at which she was chosen, the turmoil surrounding the process produced a public perception that Bridgewater had to settle for its third choice. However, this demonstrates a lack of understanding of academic hiring procedures. Search committees simply make recommendations after narrowing the final choice to three or four candidates and then transmitting the names to the appointing and hiring authority. Customarily, the rules preclude the search committee from submitting the names in rank order. If three names are sent forward, they are all fully qualified; this gives the board the dilemma of picking one person from among three well-qualified candidates. Tinsley fully understood this when she said that she “did not feel like a candidate who was the ‘third choice’ of the Board of the college.” She also affirmed that from the first time she set foot on campus, she knew she had the right experience to lead this campus; she felt that this was the position she wanted, adding, “I never wavered.”

The new president was well aware of the historic nature of her selection. At the time she began her formal academic career, the only women presidents were in the women’s colleges. Beyond that sector, the highest position a woman could reasonably aspire to was that of dean. “I don’t know what led me to do that or why I thought that was a job I wanted,” Tinsley noted. “I really had no idea what a dean did, but I decided I would be a dean.” While she enjoyed leadership – “I always wanted to be at the top of things” – she also felt that other administrators were more gregarious and outgoing in temperament than she. This, she thought, might be a drawback to being a president, even if more opportunities for women became available.

However, the women’s movement of the 1970s was beginning to change expectations. Eventually, after serving as dean for 10 years and while working for a woman boss, Tinsley began to formulate the goal of becoming a college president: “I said, ‘Hey I can do this! And I would like to do this, and I think I would be good at it, and I think I would enjoy it, and I think I ought to aim for it.’” Before receiving the Bridgewater offer, she had probably submitted applications to 10 or 15 institutions and was an active candidate at five or six.

She also recalled that while the Bridgewater faculty had been enthusiastic about her candidacy and the search committee and board of trustees were impressed with her academic and administrative background, there were some reservations about her hiring. These centered on whether a college always led by men “was ‘ready’ for a woman president.” Tinsley was not pleased when the board offered the presidency to the male candidates, believing as she did that her background and experience were much closer to Bridgewater’s needs. While some candidates might have rejected the presidency under these circumstances, an associate involved in the search process said of Tinsley’s acceptance, “I think we’re speaking of a woman … who really had no type of pettiness in her.”
Since Tinsley could not take office immediately, Rondileau continued as acting president during the spring semester of 1989, which was dominated by the continuing budget crisis. All Bridgewater students had to pay an additional fee of $125, a 57 percent increase over the then student fee of $219. The additional fee was expected to raise an estimated $500,000 in an effort to deal with a total budget cut of $642,000 that had led to the imposition of a hiring freeze. The fee was slightly higher than first proposed, since the Student Government Association had taken steps to prevent the administration from dipping into its trust fund to close the budget gap.

Some students sought an injunction to block the fee, and 400 students rallied on the steps of Boyden Hall and chanted, “No way, we won’t pay.” There were also signs with the slogan, “Mike D. [Dukakis] get the $$ from Gerry I. [Indelicato].” On March 29, approximately 300 students, faculty and administrators gathered on the steps of the Statehouse to protest the underfunding of higher education.

As a result of the budget crisis, the Council of Presidents of the nine state colleges appointed Dr. William O’Neill, president of the Massachusetts College of Art, to oversee a public relations campaign. David Wilson, Bridgewater’s director of public affairs, was named to coordinate the effort. The campaign was designed to educate both the public and the Legislature about the contributions state colleges made on a consistent basis to the commonwealth.

To deal with campus problems and the aftermath of the Indelicato scandal, a new group called CREED (Coalition for Responsibility and Ethics in Education) was formed. CREED’s main focus was to highlight the budget deficit and general issues facing higher education. The group’s first activity was to hold a vigil in front of Boyden Hall, where participants held candles and wore black armbands.
In April, CREED sponsored a “Pride in BSC Day.” Various groups including the Massachusetts State College Association (MSCA), the American Federation of State, County and Municipal Employees (AFSCME) and the SGA set up tables. Tags were distributed proclaiming “Pride in Bridgewater” and “Bridgewater Belongs to Us.” However, eventually, the annual heritage day was canceled due to lack of support.47

CREED also protested the selection of Lieutenant Governor Evelyn Murphy as the commencement speaker. Anger centered on the fact that she was part of the Dukakis administration that was responsible for initiating massive budget cuts.48

As Adrian Rondileau prepared to relinquish his duties, another furor erupted in the press over the trustees’ plan to award him $19,000. In the light of recent Bridgewater history, the move seemed insensitive. The Boston Globe ran a scathing editorial charging, “… too many of the people who run this state’s public colleges are not astute enough to qualify for admissions as students.”49 In an interview, Rondileau said he appreciated the offer when it was made and assumed the trustees had acted in good faith, since he was the only president who had retired and had not been given a terminal payment. He finally rejected the money and said that, in hindsight, he wished he had done so immediately rather than waiting a couple of days.50

Rondileau and his wife also made a $25,000 contribution to the foundation to help bring “the best of the Arts, Sciences, and Humanities to this region.”51 They indicated that the gift was meant to do their part for the upcoming 150th anniversary of the college. Although there have been larger gifts since, at the time, this was one of the most significant single gifts in the college’s history.

The 149th Bridgewater Commencement on Saturday, May 27, marked the formal conclusion of Rondileau’s presidency. Despite the CREED protests, Lieutenant Governor Evelyn Murphy, the first woman elected to a constitutional office in Massachusetts, delivered the keynote address and was awarded an honorary doctorate of public administration.

The outgoing president was surprised by the trustees, who awarded him both an honorary degree and a public service award. In her remarks, Carol Furr, the board’s chair, said, “Dr. Rondileau, I believe I speak for everyone here today – and for all the alumni, faculty, students and so many others whom you have touched – when I say with all respect and admiration, we shall not see your like again.” Turning to Adrian Tinsley, who was present, she added, “Now at this Commencement we look to build on the legacy of Dr. Rondileau as he prepares to retire for the second time.”52

Adrian Rondileau enjoyed a number of years of retirement, remained active with the Bridgewater foundation and attended campus events. He died on November 20, 2002, at the age of 90, the longest lived of all Bridgewater’s presidents and the third longest in years of service. At a ceremony honoring his memory, Bridgewater’s current president, Dr. Dana Mohler-Faria, praised his predecessor: “Dr. Rondileau’s legacy is one that we can all share in and celebrate. And though he will be missed it is quite clear that he will never be forgotten. His spirit lives on in every brick of this campus and in every student that passes through our halls.”53

The incoming president, who assumed her duties on July 1, 1989, possessed extensive experience both as a teacher and as an administrator. A native of New York, she grew up in Virginia just outside of Washington, D.C. She graduated with honors from Bryn Mawr College in 1958 with a degree in psychology and earned a master’s degree from the University of Washington (1962) and a PhD
from Cornell (1969), both in the field of English literature. She also studied as a Fulbright scholar at the University of Bristol in England.54

Her teaching career began at Cornell, and in 1968, she was appointed an assistant professor at the University of Maryland. While there, she developed the first women’s studies program.

Her administrative career commenced with an appointment as dean of William James College, a unit of the Grand Valley State Colleges in Michigan. She served for a decade at William James and called her experience there “one of the most important times of my life … that was a time when we were all young together … we were all engaged in reforming education and building a better world.” She also continued to teach courses in writing, literature and management.55

In 1982, she left William James College to become associate vice chancellor for academic affairs in the central office of the Minnesota state university system. William James had been a small “alternative” college concerned with education reforms. At Minnesota, Tinsley worked in the board office, which coordinated educational affairs for seven state universities. Her duties included directing the strategic planning process, securing faculty grants and assisting in the preparation of the system’s long-range academic and financial plans.56

In 1976, she began an association with the Bryn Mawr/HERS Summer Institute, a four-week summer program for women faculty and administrators seeking broader leadership opportunities in higher education administration. Tinsley managed “The Academic Environment,” one of the curricular units; oversaw curriculum development; and taught in the HERS programs at Bryn Mawr and Wellesley. The HERS programs still thrive and now boast close to 2,500 graduates throughout the United States and internationally, including more than 50 faculty and administrators from Bridgewater.
In 1985, Dr. Tinsley assumed the post of executive vice president and provost at what was then Glassboro State College in New Jersey. Dr. Herman James, Glassboro’s president, said of her departure, “...we’re losing a very excellent person who has made a significant contribution to this college. Frankly, we’re ambivalent about the whole thing.”

He added that she was preparing the 10-year regional accreditation review and said, “If you take her away before that is completed, I’ll personally come up and kidnap her!”

Dr. Rose Glassberg, president of the faculty association, also had high praise and remarked that Dr. Tinsley was “the straightest shooter I’ve ever met.” This sentiment was echoed by several other Glassboro faculty members with many calling her “tough” but “fair.”

The new president expressed mixed emotions about leaving Glassboro and indicated that she would miss many of the people with whom she had worked. Additionally, she said she would miss the opportunity to see how the initiatives undertaken during her tenure worked out. Still, she had Bridgewater on her mind: “I wish it could happen today.”

The positive reports about her time at Glassboro together with Tinsley’s own enthusiasm caused faculty union president, William Murphy, to announce, “I’m very supportive of this. I’m enthused.” Similarly, the campus newspaper spoke for the students, “She is our choice. And we are happy with this choice.”

In an interview with Bridgewater Today just prior to assuming her position as president of the college, Tinsley covered a number of issues and reflected on...
the influences that had shaped her life and philosophy on education. She named her father, a fiction and speech writer, and her mother, whom she described as a good businesswoman, as positive role models. She indicated, however, that she had gained a sense of what she might achieve as a woman during her time at Bryn Mawr.

When asked by the same reporter about her decision to leave teaching to go into administration, she referred to her earlier opportunity at William James and said it “… was such an attractive opportunity I couldn’t turn it down and didn’t look back.” Reflecting on her career path, she added that she missed being in the classroom: “And I’m hopeful that at some point in my career at Bridgewater I can do some teaching.”

The Bridgewater community, having suffered from the Indelicato scandal, was particularly interested in her assessment of her administrative style. When asked, she replied, “I like to work as part of a team. I like to have people around me who are as good as I am or better … I like decisions to be joint decisions.” She also noted “the absolutely critical importance of the people who work for and with you. Just critical. I mean the presidency is not something you do by yourself. That is far more important than budget, finance, anything else.” While there might be a few occasions when a president might insist on having her way, she added, “But boy, those are very rare …”

Nonetheless, she believed that, ultimately, it was the president’s duty to shape a vision for the institution. She indicated she would probably lead the college through a strategic planning process, so the entire community might be involved in discussing priority issues. The president also acknowledged that she liked to work hard and expected others to do so as well.

Additionally, she believed in delegating responsibility to her staff and, therefore, a strong vice presidential team was essential. The vice presidents’ responsibilities, she said, should be crystal clear, and their evaluations should be based on how well they performed their assigned duties. In fact, Tinsley did not accept the board’s offer of the presidency until she was convinced that the trustees would eliminate the position of executive vice president and conduct national searches for the open positions of vice president for academic affairs and vice president for student services.

Although inheriting numerous problems as a result of the Indelicato presidency, Tinsley, nevertheless, was attracted to Bridgewater for a number of positive reasons. For one thing, the faculty was “pretty decent” for a state college in Bridgewater’s mission class. The faculty and staff she met with appeared to be committed to the college and believed in its potential. Looking to the future, she felt the core faculty needed for the college to thrive was already in place, and that was an extremely important asset. Equally important, the campus was highly attractive physically, with handsome buildings and plenty of green space; she did not see a huge backlog of deferred maintenance problems requiring immediate attention. Early on, she had heard the story that a movie company had once chosen the Bridgewater campus to replicate Harvard, and early in her presidency, she began to work with Dr. Wayne Phillips on additional campus beautification.

Tinsley acknowledged Bridgewater’s long history as a leader in education; she recognized Adrian Rondileau’s strong leadership. But Bridgewater was now an institution in transition, and many steps could be taken to strengthen and improve it. As far as immediate goals were concerned, she said, “I certainly hope that within a year, I would be able
to restore a sense of stable leadership, and within two years it would be obvious that Bridgewater is fully back and heading in the right direction.”

As she assumed the presidency, some administrators and faculty remained fearful about her outsider status and lack of political ties at the Statehouse, although the same had been true when Rondileau arrived. The new president applauded a statement by board of regents chair, Paul Tsongas, that he would support any college president who resisted political pressure: “That made me feel terrific.” However, the Brockton Enterprise reminded its readers how difficult it was to receive funds and get things done in Massachusetts without cultivating a political network.

Tinsley’s first meeting with the trustees took place on July 13, 1989. As part of an agenda for the next several years, she stressed a “sharper sense of mission and future direction and a focused, widely understood and widely shared sense of priorities.” She also presented a list of priorities for the 1989-1990 academic year. These included strengthening ties with leaders in business, politics and education; possible administrative reorganization; strengthening management accountability; performing a trust fund audit; and developing a comprehensive fundraising plan. She also proposed national searches to permanently fill the vice presidential positions for academic affairs and student services.

The setting of yearly priorities and a year-end report evaluating how well the priorities had been met were hallmarks of the Tinsley presidency. While previous presidents obviously did strategic planning, particularly with regard to campus expansion, she was the first chief executive to bring a truly modern administrative style to Bridgewater. Trustee John Hoy, president of the New England Board of Higher Education, said of Tinsley after hearing her presentation, that her speech, was “as crisp and clear a new president’s speech as I have ever heard.”

By the middle of August, after six weeks in office, she gave a report to the college community. In addition to reviewing her priorities, she indicated that seven tenure-track faculty positions had been filled, and that two new dormitories had been completed on East Campus. This added 400 beds and brought the total resident student population to 1,800. She also highlighted the continuing budget crisis and noted that a $900,000 budget reduction was impacting admissions and enrollment. She indicated that her main goal during the crisis was to ensure the continued quality of Bridgewater education.

Her top priorities and first major actions included her administrative reorganization at the senior level and her initiating of the vice presidential searches. As noted, Tinsley believed she had accepted the presidency with assurances of trustee support for these actions, but this proved not to be the case. Tinsley wished to eliminate the executive vice president’s job, since she believed her administration could not function effectively with this additional layer between her and the other vice presidents. To her surprise, Edward Meaney, who occupied the position, had not been informed of her intention and, apparently, had been led to believe he would be retained. Meaney, who had served at Bridgewater in a variety of positions since 1983, had many supporters who wished to see him retain his job. However, an appropriate severance package was negotiated, and Meaney moved to a position with the State College Council of Presidents before accepting a position with a private financial aid corporation.

The searches for the two open positions – vice president of academic affairs and vice president of student services – proved to be equally challenging. When Tinsley tried to launch the searches, several trustees responded, “The state’s in a crisis. We don’t
have the money. What’s wrong with the acting vice presidents you have?” A slim majority of the board allowed the process to proceed, but some trustees believed Tinsley was using the process simply to assert her authority. When trustee Frank Dunn said he believed she was trying to make a statement, she responded, “I’m not doing this to send the message that, by God, I’m in charge.”

Some administrators opposed the searches on the grounds that two searches were “disconcerting to the college community” and that national searches had never been conducted by the college. There was also support for acting vice presidents Jacquelyn Madry-Taylor and Martha Jones, both of whom would be forced to compete against a national pool of applicants. Since they had done a great deal to hold the college together during trying times, some felt they deserved special consideration for the permanent positions.

While the new president had ambitious plans for Bridgewater, the early days of her presidency were dominated by one of the worst economic crises in the commonwealth’s history. At the end of September, the Dukakis administration ordered the layoff of 700 state college employees by January 1, as part of a plan to reduce the overall state payroll by 5,000 workers. When the state college presidents refused to comply, the secretary of administration and finance threatened to withhold $70 million dollars in funds. Board of regents’ chancellor, Franklyn Jenifer, sent a letter indicating that due to the terms of the collective bargaining agreements, it was impossible to trim that many jobs by the deadline. Tinsley immediately appointed three task forces: one to find long-term strategies for dealing with diminished state funding; a second to examine the effect of budget cuts on enrollment; and the third to examine additional ways of creating revenues. Given the severity of the crisis, she stated there were only two choices: “The college must become significantly smaller or it must become significantly more expensive.”

One action supported by all of the public higher education presidents was a statewide march on the Statehouse, scheduled for October 18. Tinsley indicated that if a full five percent reversion of funds took effect, it would severely impact college operations, and that she believed this was just the beginning; further budget reversions were expected in March and July.

An estimated 20,000-25,000 students, faculty and staff from public colleges and universities in the commonwealth assembled in Boston to protest the budget cuts. Bridgewater sent 22 buses, probably the largest contingent from any school with the exception of the University of Massachusetts, which sent 40 buses. President Tinsley, who rode in a bus with the students, commented, “Our group was well organized, behaved responsibly throughout, and I am very proud of the way we conducted ourselves.”

Unfortunately, despite the rally’s success in terms of numbers and a generally well-behaved crowd, a number of drainpipes and flower beds in front of the Statehouse suffered some damage. Students from the agricultural program at UMASS returned to Boston to replant the flowers, but many stories in the Boston media focused on the damage and not on the threat to higher education. Speaking at the Bridgewater Unitarian Church sometime after the Boston rally, the president said she was disappointed by the media coverage. She noted that the minor physical damage could be easily repaired, “but the damage inflicted upon public education in Massachusetts is not so easily repaired.”

A week before the rally, the board of regents had declared a state of fiscal emergency. This action was necessary, since collective bargaining agreements mandated that employees be given a 60-day
notice before any layoffs could be made. The move also paved the way for higher tuition and increased fees.

In the midst of the budget turmoil, Tinsley was formally inaugurated as the college’s 10th president on October 28. A week of celebration led up to the installation. It began with a presidential lecture by Dr. Michael Kryzanek titled, “U.S. Policy in Central America: The Reagan Legacy, The Bush Agenda." This was followed by a dinner with residence hall students followed by a concert. Over 800 people attended the swearing-in ceremony, during which Dr. Franklyn Jenifer administered the oath of office. Trustee chair, Carol Furr, and SGA president, Michael Rothberg, presented Tinsley with the presidential medallion. Among others delivering greetings were: Dr. Clifford Wood for the alumni association; the heads of the campus unions; Carolyn Morwick, chair of the Bridgewater selectmen; Carl Pitaro, mayor of Brockton; Louis Ricciardi, Class of 1981, a member of the board of trustees who spoke on behalf of Mayor Richard Johnson of Taunton; and Mr. Robert Schwartz, chief education adviser to Governor Dukakis.

The incoming president was aware that, given the economic crisis, it would be difficult to deliver the typical inaugural address, and she told the Comment, "... I am supposed to outline the 'grand plans' I have for the college in the next few years. But with these cuts, what can I say?" In her remarks, she briefly traced Bridgewater’s lengthy history and praised the college’s faculty, students, and student service professionals. Addressing the fiscal crisis, she cited other "hard times," including the disastrous 1924 fire that the college had overcome. She acknowledged that as Bridgewater approached its sesquicentennial celebration, the institution stood at a crisis point. Calling the nine percent decline in state funds over the previous two years "the sharpest drop in the nation,” she pledged not to compromise Bridgewater’s historic commitment to excellence: "We do not intend to let this mission be eroded without a fight.”

To replace the budget cuts, the trustees voted in mid-November to impose an additional fee of $85, making the total fee increase for the year $335. Before the trustees' vote, the president addressed the SGA, telling the student leaders the budget was so severe that Bridgewater was actually involved in deficit spending. An expected spring reversion would leave the reserve fund at less than $500,000, which was not enough money to operate the college unless fees were raised. This practice of raising fees – while leaving tuition relatively stable – set the precedent for the Massachusetts state colleges and universities charging fees that were double or triple tuition costs. This was necessary because, in Massachusetts, these state institutions are permitted to use fees to support their current operations, while tuition goes directly to the state’s general fund. Tinsley was quoted as saying, "If you think that we are cutting it close, you're right.”

A number of other methods were employed to try to rally opposition to the budget cuts. One was a series of petitions circulated by the MSCA and TEAM (Tax Equity Alliance of Massachusetts) asking for higher taxes on large corporations and persons with higher income as well as making a serious effort to close tax loopholes. The groups also proposed a constitutional amendment mandating equal educational opportunities for all Massachusetts citizens.

Additionally, a voter registration drive was launched, during which those who registered also signed cards to be delivered to the Statehouse. The intent was to impress upon legislators that college-age students, who traditionally voted in low numbers, were organized and planned on support-
ing candidates who favored higher education and
voting against those who did not. In December,
President Tinsley and the SGA president, Rothberg,
along with Commuter Association president, John
Nardullo, presented legislators with the postcards.88

A legislative symposium was also held at the
college. Representatives Stanley Rosenberg and Dan
Bosley conducted a question and answer session with
Tinsley as moderator. The representatives urged
students to register and vote and not to give up
despite the severity of the crisis.89

The new year witnessed no easing of the
economic problems. On January 4, legislation was
passed requiring the colleges to pay for their own
utilities as well as for the fringe benefits provided to
residence hall workers. The bill was retroactive to
July 1, 1989. Students faced a potential $250 fee
hike to cover these costs.

A sarcastic editorial in the Comment asked what
was next: “Maybe the legislators of the Common-
wealth of Massachusetts want students to work by
candlelight – huddled up in 10 layers of clothes
because the heat costs too much – while doing their
homework. Or maybe we can get hamsters and hook
them up to treadmills to generate our own power.”90

Meetings with various government officials
continued. Student editors met with the governor
and chancellor at the Statehouse to discuss the
budget cuts. Dukakis noted the irony that Massa-
chusetts was the third wealthiest state in the nation,
but the eighth lowest in terms of spending versus
revenue on higher education. Chancellor Jenifer
told the students that a 15 or 16 percent tuition hike
was possible. For those not able to afford the higher
amount, tuition waivers were being considered,
meaning that those who could afford the raises
would have to pay more to subsidize those who could
not. Financial Aid director, David Janey, was inun-
dated with inquiries about increases in student aid.91

The president scheduled a breakfast meeting
with area legislators. The purpose was to make
direct contact with state legislators who often had
difficulty in dealing with the colleges in a general
way but who were more likely to respond to the
concerns of their constituents.92

The Massachusetts Teachers Association and
the Student Alliance for Education (SAFE) planned
a rally on Boston Common, preceded by a teach-in
on the college campuses. The rally leaders pur-
posefully chose the Boston Common location to avoid
a repeat of the negative publicity from the previous
Statehouse rally. The teach-in at Bridgewater drew
only a small number of students and faculty. A total
of 5,000 people attended the rally, a rather modest
number compared to previous demonstrations.93

At the end of March, Tinsley held an open
forum to provide an update on the financial situa-
tion and to report on progress toward her 1989-
1990 goals. She indicated that Bridgewater was
facing another potential cut, which would have to
be made up from the reserve account. This would
reduce the emergency fund below five percent of
operating expenses, which would be devastating.
She hoped to avoid a September fee increase, but
that decision was in the hands of the board of
regents. On a positive note, she had been busy creat-
ing better relationships between the college and
various South Shore cities and towns. She also indi-
cated she was pleased with the search process and
was hoping to fill the vacant positions shortly.94

Tinsley was able to fulfill that promise when the
search committees announced the candidates to be
invited to campus for interviews. The interviews
were scheduled between March 29 and April 12.95

After the candidate interviews and the search
committee’s reports, Tinsley chose Dr. John Bardo
as vice president for academic affairs and Dr. Lynn
Willett as vice president for student services. Bardo
held a PhD in Sociology from Ohio State University (1973). He taught for 10 years at Wichita State University before serving as the dean of liberal arts at Southwest Texas State University and as provost and vice president for academic affairs at the University of North Florida. Before making her selection, the president had personally traveled to North Florida to speak with students, faculty, administrators and trustees familiar with Dr. Bardo's work and career. Of her new chief academic officer, she wrote, "I judge Dr. Bardo to be well able to command the respect of Bridgewater State College faculty and to lead our faculty through the difficult challenges we must expect to continue to experience."

Tinsley's other choice, Dr. Lynn Willett, also held a doctorate from Ohio State University (1983), hers in educational administration. Previously, she had been a residence hall manager at the State University of New York-Geneseo, the University of Vermont and Ohio State University. She had also served as assistant to the vice provost for student affairs at Ohio State. At the time of her appointment as vice president for Student Services at Bridgewater, she was serving as chief student affairs officer at St. Mary’s College in Maryland. Tinsley had also journeyed to St. Mary’s, and she praised Willett as a "seasoned professional who is warmly admired and highly regarded by all constituent groups on her campus … "

The president recommended these appointments to the board of trustees for action at their next regularly scheduled meeting on May 16. The candidates were approved by the board at that meeting, but the process illustrates Tinsley's ongoing tensions with the board of trustees. Bardo's appointment, in particular, was difficult. Although he was clearly the president's choice, rumors circulated that the board might overrule her recommendation and appoint the current acting vice president as vice president for academic affairs, a position later renamed provost and vice president for academic affairs. Two hundred faculty members signed a petition urging the board to support the president. On the advice of a friend and mentor, Tinsley attended the May 16 board meeting with 15 copies of her letter of resignation in a folder in her briefcase. She was fully prepared to distribute it if the board could not support her. But when the meeting ended, both appointments had been approved, and the folder stayed in the briefcase.

Presidents rarely find themselves in such "all or nothing" situations with their boards of trustees. Had the board's vote gone the other way, Tinsley's presidency could have ended almost before it began. But this was the only time in Tinsley's presidency that she and her board of trustees experienced such conflict. As an associate noted, "In the future, the Board had increasing confidence in her, and probably more importantly, in itself as capable of [resolving any issues with the president or the new vice presidents]."

A final senior administrative change that had an impact on the college was the announcement by vice president of administration and finance, Joseph Chicarelli, that he would retire as of June 30, 1991. At the time of his retirement, Chicarelli had served the college for 27 years, during which time he chaired the Department of Mathematics, held the post of director of continuing studies, and served in several dean positions before accepting the position of vice president of administration and finance in 1978. Chicarelli had become an important and loyal adviser to Tinsley during the severe financial crisis. At his departure, Tinsley said, "I will very much miss his loyalty and dedication to Bridgewater State College, his many contributions in the area of administration and finance, and the advice and support he has so generously provided."
After a national search, which included a personal visit by Tinsley and her new vice presidents to Mt. Wachusett Community College where Dr. Dana Mohler-Faria served as assistant to the president, Chicarelli was replaced by Dr. Mohler-Faria. Tinsley knew Mohler-Faria through regional accreditation work they had done together. When the vice presidential position opened, she recruited him into the candidate pool. Mohler-Faria would not only become one of her most trusted advisers throughout her presidency, but also would succeed her in the presidency upon her retirement.101

One of the high-priority tasks that Mohler-Faria had to tackle immediately was the improvement of the college’s financial management systems.102 Given the Indelicato scandal, it is not surprising Tinsley discovered that the college’s financial systems and controls were woefully inadequate to meet current requirements. During a recent conversation with the author while researching this book, Mohler-Faria concurred and added that the words “woefully inadequate” probably understate the depth of the problems. He said that his first two or three years as Bridgewater’s vice president were consumed by work with a major national accounting firm to straighten out the college’s financial systems and get the institution on a firm footing for the future. First, the national firm did what was called a compilation. Then, following the compilation, a full audit was successfully completed. While UMASS had completed a similar audit in the past, Bridgewater was the only state or community college at that time

One action supported by all of the public higher education presidents was an October 1989 statewide march on the Statehouse in protest of proposed budget cuts in higher education. President Tinsley indicated that if a full five percent reversion of funds took effect, it would severely impact college operations. An estimated 20,000-25,000 students, faculty and staff from public colleges and universities in the commonwealth assembled in Boston to protest the budget cuts. Bridgewater sent 22 buses, probably the largest contingent from any school with the exception of the University of Massachusetts, which sent 40 buses.
to engage a national accounting firm to ensure that its finances were being reported accurately and completely to its board of trustees and to the state. Recalling the process almost two decades later, Mohler-Faria noted, “I am very proud of that achievement.”

With the vice presidential structure firmly in place, Tinsley and her new chief academic officer, John Bardo, began to develop an organizational structure for Bridgewater based on academic schools, each with its own dean. Noting that one vice president cannot effectively manage every department and department chair, Tinsley and Bardo established Bridgewater’s School of Arts and Sciences and School of Education and Allied Studies. Later, when Dr. Ann Lydecker was provost and academic vice president, a third school, Management and Aviation Science, was added. All of these changes gave Bridgewater a modern academic management structure that was unique in the state college system at that time.

The 1990-1991 academic year marked the sesquicentennial anniversary of the college’s founding. In her meeting with faculty and staff, the president presented her priorities for the upcoming year. She announced plans to prepare a similar annual report at the beginning of every academic year to report on goals and accomplishments for the past year and to set goals to be accomplished in the year to come.

Full and complete communication with all campus groups was among the many issues of importance to Tinsley. First, the vice presidents were instructed to review communications procedures within their own areas of operation. The president then scheduled a minimum of two open meetings per semester with the president and vice presidents. Held at the Davis Alumni Center, these informal conversations focused on priority campus issues.

Tinsley’s emphasis on more open communication was part of the collaborative leadership style she described when she interviewed for the Bridgewater presidency. In initial meetings with faculty and staff, she frequently had been told that earlier presidents had liked to keep information centralized and had tended to deal personally with even the most trivial of issues. Tinsley, on the other hand, strongly believed that vice presidents should be responsible for operational matters within their own divisions. When speaking of their dealings with her, senior managers used words like “interaction,” “exchange,” “give and take” and “back and forth.”

One area in which Tinsley’s collaborative style was particularly noticeable was the development of a formal departmental budgeting process. When she assumed office, only two or three people on campus had full details of Bridgewater’s budget, and the vice president for administration and finance had no authority to meet with departments to discuss their budgets. Under Tinsley, Mohler-Faria held discussions with each department about financial needs versus available resources. The cabinet then held discussions about divisional needs. Based on those discussions, the president allocated resources for the year to each divisional vice president, along with the responsibility to allocate the funds within the division and to monitor divisional expenditures.

The president also pledged to examine the college’s mission and to develop a long-term vision for the future. She admitted that at first glance – and given Bridgewater’s long history – examining the college’s vision might be unnecessary. But in reality, all were not in agreement. Some faculty and staff saw the college as a small institution strongly focused on undergraduate liberal arts and sciences. Others saw a larger institution strongly focused on graduate and professional programs but including undergraduate liberal arts and sciences. Reflecting
back, Tinsley writes, “It was important for all of us to consider what kind of institution could best serve southeastern Massachusetts and the Commonwealth as a whole.”

Additionally, she promised renewed attention to academic quality. This would include an examination of then current programs and of future plans and a thorough review of the general education requirements. Other goals included enhancing student life, continuing a focus on diversity and communicating frequently with the external community. The latter included improving communication with the Legislature as well as expanding regional partnerships. Emphasis was also placed on attracting private resources, fiscal planning, facilities management and the upcoming sesquicentennial celebration.

A major part of the sesquicentennial celebration was the convocation address by United States Secretary of Education Dr. Lauro Cavazos, appointed in 1988 by President Reagan and reappointed by President Bush. Twelve hundred faculty, students, alumni, administrators and invited guests attended the ceremony in the Rondileau Campus Center. One of the highlights of the event occurred when President Tinsley introduced Mrs. Laura Bradley Gere, Class of 1905 who, at age 107, was Bridgewater’s oldest living graduate. Mrs. Gere taught in the Springfield public schools for more than 40 years. In her remarks, the president highlighted Bridgewater’s history and speculated that if the first principal, Nicholas Tillinghast, could return to the campus to ask how the college fared at 150 years of age, he could be told, “In truth, Mr. Tillinghast, the College stands well.”

In his address, Dr. Cavazos read a letter from President Bush, congratulating Bridgewater on the sesquicentennial. Cavazos added, “Congratulations on this milestone achievement ... You can take special pride in your recognition as the ‘home of teacher education’…” Cavazos, of Hispanic descent, focused on the need to promote equal opportunities in education for all Americans. He recounted how, after graduating from high school, he would have been content to become a commercial fisherman. However, the world lost a potentially great fisherman when his father insisted he attend the local university. This experience developed his love of education and eventually led to his position in the White House.

As always, when America goes to war, the impact is felt on campus. Operation Desert Shield in August 1990 and Desert Storm the following year saw many Bridgewater students mobilized for the war against Iraq. The outbreak of these conflicts prompted students to gather on the steps of the Rondileau Campus Center for a candlelight vigil to support troops in the Persian Gulf. A rally followed in front of Boyden Hall. President Tinsley; Charles Doherty, president of the Student Government Association; and William Drapeau, veterans affairs officer, addressed the crowd. A total of 29 students were mobilized, and their names appeared in the campus newspaper.

Less dramatic events, though significant for the college, took place in the spring of 1991 when the trustees named and dedicated several college facilities. One of these was Gates House, which became the site of the Office of Admissions. President Indelicato had planned to convert the former presidential residence to the Dr. V. James DiNardo Faculty and Alumni Center, but those plans were dropped with Indelicato’s departure. The reception area of Gates House was named for longtime history professor Dr. Annabelle Melville. Admissions director, James Plotner, said Gates House was ideal for use as an admissions office, since it “… was away from the college’s ‘hectic environment.’”
Two new residence halls on East Campus were also dedicated. Formerly known as buildings A and B, they were renamed DiNardo and Miles halls. V. James DiNardo was a Bridgewater graduate, Class of 1939, who had served as a professor of education, principal of the Burnell Campus School, dean of undergraduate studies, and executive vice president before his 1983 retirement. Frankland Miles had served for 20 years as chair of the Massachusetts State Building Authority.

As the economic crisis worsened and amidst rumors that the state was going to request additional budget reversions, the president reinstituted weekly open meetings at One Park Avenue in the campus center. Tinsley also appointed a Strategic Planning Committee. She established the goals for the committee at a campus retreat on January 26. The use of campus retreats to discuss important issues was a hallmark of her administration. She indicated that while the committee was tasked with establishing long-range goals, those goals must not stretch so far into the future that the college community could not see the results. After the committee’s first meeting, Provost John Bardo revealed that marketing consultants would be brought in to assemble focus groups to assist with the planning process.

Bridgewater’s board of trustees was pleased with Tinsley’s progress and voted to give her a $4,800 raise based on their performance evaluation. This, however, attracted controversy. Part of the outcry came from faculty, whose wages were basically frozen because the collective bargaining agreements had not yet been funded by the Legislature. In response, Tinsley expressed her appreciation for the trustees’ vote of confidence, but added that “…whether or not I get that raise, I don’t know if that will actually happen.” Chancellor of Higher Education Randolph Bromery, in rejecting the raise, indicated that because of the severe economic crisis, no college president would be given a raise.

Louis Ricciardi, chair of Bridgewater’s board of trustees, criticized Bromery’s remarks and noted that the trustees had fully informed the chancellor of their actions and were operating within trustee guidelines and policies. Furthermore, he indicated that the trustees had asked for the raise to go into effect only if economically feasible and, if it was not possible, to place the matter in abeyance until funds were available. The president joked that here she was “taking all this criticism, and there is no money attached to it.”

At an all-college meeting in April 1991, the president indicated that she was focusing on three major issues. One was the state’s reorganization of the university system in order to create one university with five campuses and a single board. While this offered the university an opportunity to increase its influence, the move could have an adverse impact on the colleges. She did note, however, that this might provide a model for the state colleges to move toward a similar organizational structure.

Second, she expressed concern over Governor William Weld’s proposals for covering budget shortfalls by raising the cost of public higher education. While the governor had temporarily backed off of tuition hikes, furloughs and layoffs, it was clear he might still reinstitute them.

And finally, given the length of the economic crisis, morale was extremely low. Gerard Burke, the longtime president of Massasoit Community College, had told Tinsley that he had never seen morale so low. Even so, Tinsley pledged to continue moving forward so that when the hard times ended, Bridgewater would be as little weakened as possible.
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The sesquicentennial year concluded on May 3 with the unveiling of the Mount Rushmore flag and the honoring of the Bridgewater veterans – 31 students and one faculty member – who had served in Operation Desert Storm. Returning town veterans were also invited. The event featured a picnic, concert and a parade led by the Hallamore Company’s Clydesdale horses.

One area, which was not originally part of Bridgewater’s strategic plans but one which has become a hallmark of the college, was technology. In this period of economic downturn, no state college had funds to update its computer and telecommunications technologies. Bridgewater, however, through the efforts of Congressman Joseph Moakley, was able to acquire a $10 million federal grant for this purpose. When Congressman Moakley made his first visit to the campus at the urging of his aide Fred Clark, Class of 1983, Vice President Bardo had already developed plans for a technology center connected to computer labs, classroom equipment, and faculty and administrative desktop computers. Moakley was impressed with the plans as well as with Tinsley and Bardo’s enthusiasm, and he gave his immediate and full support to the project. He believed a state-of-the-art facility could benefit not just the college, but also the entire region of Southeastern Massachusetts. The $10 million grant that Moakley secured was believed to be the largest ever awarded by the federal government to a college in Bridgewater’s mission class.

In January 1992, the college announced plans for the Old Colony Center for Technological Applications. The goals included improving K-12 education and creating new economic opportunities for Southeastern Massachusetts. Secretary of Education Piedad Robertson indicated that Governor Weld was enthusiastic about the center and hoped it would be a model for the rest of the state. Tinsley called Moakley “The father of the Old Colony Center.” Moakley, like Governor Weld, hoped the center would stimulate the local economy and would help to bring Southeastern Massachusetts out of a deep recession.

John Bardo, vice president for academic affairs, who had been instrumental in developing plans for the center, referred to the facility as a “major showpiece.” Plans called for two electronic interactive classrooms, a satellite facility to enable remote long-distance learning, a 200-seat lecture hall, a teacher center and a computer center. A campus network would link all the major college buildings to the center.

Almost two decades later, Tinsley continues to praise the role that Bardo played in the development of both the Moakley Center and the upgrades to campus technology. She uses the word “limited” to describe her own familiarity with computer skills at that time. While, at the time, Tinsley did not envision the heights that Bridgewater would reach come the 21st century, she did realize how important technology would be in the future. That belief, in fact, was one of the reasons she had insisted on Bardo as her vice president. She knew he had genuine expertise in that area. She says quite simply, “The Moakley Center could not have happened without John Bardo.”

That same year, the president also announced a $535,000 National Science Foundation grant and a $599,000 Title III grant. The annual operating costs for the technology center were estimated at $1.5 million. Tinsley appealed for support from select business leaders: “Quite bluntly, we will need your financial help to keep it running and to help it grow and expand.” Ground was broken in fall 1992, and the facility was named for Congressman Moakley.

The Moakley Center opened on September 9, 1995. The significance of the date was not lost on
those assembled, since it marked to the day the 155th anniversary of Bridgewater’s opening. Although Congressman Moakley was recovering from surgery and could not attend the ribbon cutting ceremony, his friend and colleague Representative Barney Frank spoke and read a message from Moakley. State Senate president, William Bulger, was also present as featured speaker.

An article in the Comment was titled, “BSC Better than Harvard.”

Even before the Moakley Center opened, however, students reaped the benefit of technological advances at the college. Bridgewater students, like those at many institutions, had to stand in long lines to register for classes; some even camped out overnight on the steps of the student union. A new system, piloted in the Department of Management Science, allowed students to register by computer. Eventually, this process was expanded to the current system, whereby all students can register from their own laptop computers after clearance by their faculty advisers.

President Tinsley also announced that an additional $500,000 was available campus wide for new equipment. This money was reallocated from the college’s operating budget with the goal of bringing...
computer technology up to speed before the Moakley Center opened. Bardo indicated that the bulk of the money would be spent on upgrading scientific apparatus and new computers. One hundred and fifty computers were purchased in order to complete the connection of offices and classrooms.\textsuperscript{132}

Bridgewater’s new emphasis on technology opened doors for the institution. One exciting initiative was Bridgewater’s participation in Project Jason, the brainchild of Woods Hole Oceanographic Institution scientist, Dr. Robert Ballard. Widely known for finding the remains of the \textit{Titanic}, Ballard utilized a live, interactive cable teleconference to promote enthusiasm for science. Dr. John Jahoda of the Department of Biology was the Bridgewater coordinator. Woods Hole Oceanographic Institution provided the technology, which was set up in the Horace Mann Auditorium; school children came to campus from local school systems. The 1994 project involved exploration of the coral reefs and rain forests of Belize, and students were able to interact in a real-time framework with the scientists. Jeff Corwin, Class of 1992, who would gain fame on television with shows focusing on animal preservation and behaviors, also took part in the expedition.\textsuperscript{133}

At the same time, the always uneasy relationship between the town and college over the Burnell Campus School resurfaced. Prior to Tinsley’s assuming the presidency, the town converted the campus school from a laboratory school, attended on a voluntary basis, to a town school, which all students living in a specific geographic area were mandated to attend. The town concluded that busing students to Burnell from all over Bridgewater had become too costly. The college, however, which had continued to pay most of the operating expenses including teacher salaries, gave notice of termination of the contract, which was scheduled to expire in 18 months.

The college opened negotiations for a new agreement in which the town would contribute $800,000 to the college to cover the school’s operating costs.\textsuperscript{134} In response, the school committee asked the selectmen to research the legal status of Harrington Hall – the former Burnell school building constructed after the 1924 fire – to determine if it might still belong to the town. In the past, when the town had provided land to the state, both parties agreed that the land and/or buildings might revert to the town if they were not utilized for their original purpose. The selectmen hoped to determine if any of these agreements might still be in force and be legally binding. Some school committee members opposed this action, fearing as they did that it might poison further negotiations. The town also argued that it provided resources, such as fire protection, to the college, and it bore the expense of responding to numerous false alarms. Some, negotiating for the college, proposed phasing in five percent of the cost per year over five years, so that the town would pay 50 percent of the Burnell costs per year rather than the 25 percent they had been paying. However, Mark Peters, lawyer for the college, inquired if the amount could be raised to 100 percent over the same time period. While the town and college eventually reached an agreement to increase the town’s share, in the long run the contract would be terminated and end a relationship that dated back to the time of Nicholas Tillinghast.\textsuperscript{135}

The controversy over the Burnell Campus School was not the only major issue on Tinsley’s agenda in early 1992. During this period, she also proposed that Bridgewater be designated a university rather than a college, an idea which surfaced as a result of the visioning and planning process that Tinsley had initiated early in her presidency. The planning team envisioned Bridgewater as a high-quality, comprehensive regional university with...
strong graduate and undergraduate programs in the liberal arts and sciences and in select areas of professional study. When Governor Weld convened a Futures Commission, Tinsley, along with Salem State College president, Nancy Harrington, proposed that both institutions be designated teaching universities. They argued that both colleges already had the academic structures of a university. Opposition from the governor and from Boston legislators derailed the immediate implementation of the proposal, but Tinsley vowed to continue to lobby for the name change. The major benefit of the change in status would be additional private business and corporate funding.

In its final report, the Futures Commission not only did not recommend university status, but also included language that would have mandated a reduction in the number of majors at the Massachusetts state colleges. The idea was that the array of existing majors would be distributed among the state colleges as a system. Tinsley, who served as a commission member, said that if the language were not reversed, Bridgewater could lose majors in fields like English, history, sociology, social work, art, chemistry, biology and mathematics. Since 75 percent of Bridgewater students were commuters and 85 percent came from the local region, most of these students probably would not be able to attend programs offered in distant areas of the state. As a result of outcry from around the state, this particular policy recommendation was dropped and replaced by a policy stipulating that any major graduating an average of fewer than six students per year over the past three-year period was subject to termination. At one central board meeting, Tinsley actually stopped the dissolution of Bridgewater’s physics major.

The president continued to push toward implementation of her established goals. The trustees placed more emphasis on student issues when they split the academic/student affairs committee into two separate entities. Vice president of student affairs, Lynn Willett, indicated she had worked for the change, since under the old system, the committee spent more time on academic matters, while student issues were given less attention.

The trustees continued to stress diversity. The 1991-1992 minority student population varied between 4.2 and 4.8 percent. Admissions dean, James Plotner, outlined a proposal to raise the number to 10 percent; he also highlighted plans to better retain minorities who enrolled. He admitted the goal was ambitious, given the geographical location of the college. Also, there were problems with the lack of minority faculty role models at Bridgewater.

Progress was made by fall 1995 when 8.8 percent of the incoming freshman class identified themselves as minorities. This brought the total minority population to five percent, an almost 62 percent increase over the previous five years. Affirmative action officer, Paul Gaines, said he was pleased: “I feel as a black, minority administrator that this college is really trying hard. We may not have gotten there but we are on the path.”

The president pushed hard to increase the ranks of minority faculty. She indicated that 12 new faculty lines were allocated to begin in the fall of 1993; she hoped that a minimum of three of the new hires would be minorities. At the time, there were only six African-Americans, two Hispanics, and 10 Asians on a faculty of 244.

Another priority was pay raises for college employees, who had not received a raise for four years because the state college collective bargaining agreements signed in 1988 by then Governor Dukakis had never been funded. To correct this and fund the increases, Governor Weld must
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send the signed contracts to the Legislature with a request for legislative appropriations to fund them; the Legislature must then act to do so. No other state in the country was in a similar situation, and with the economy improving, Tinsley said, “Now it’s time for [Governor Weld] to pay attention to the contribution [of] state workers.”

The faculty pushed their own case for pay raises by attending a trustees meeting. Handmade signs proclaimed: “Fund our Contracts” and “Enough is Enough.” Since Bridgewater’s trustees had no authority to rectify the problem, this action was really more symbolic than practical, but the trustees understood the injustice, gave their full support and did what they could to advocate with the governor and Legislature for the contracts to be funded.

During the same timeframe that members of the faculty were expressing their discontent to the Legislature over the non-funding of contracts, the college coffers experienced an unexpected boost. At convocation ceremonies on September 25, 1992, the former Burrill Avenue academic building – part of the Burnell school complex – was designated the Walter and Marie Hart Hall in honor of the parents of Terry Hart Cogan, Class of 1951. Cogan, who was the convocation speaker, announced a $1 million gift to her alma mater, the largest single gift from a graduate in the college’s history.

In spring 1993, a dispute erupted with the Higher Education Coordinating Council (HECC) over the issue of raising tuition and fees. (In one of the periodic changes made at the state level, the board of higher education had been reorganized and renamed the Higher Education Coordinating Council in an attempt to bring better coordination and oversight to the entire public higher education system.) HECC inherited the board of higher education’s authority to set tuition, which reverts directly to the state’s general fund, while the college has the authority to set fees, which remain on campus to support college operations. HECC had announced that state college tuitions would rise between two and four percent and had requested a recommendation from the college as to how much they should rise within that range. Tinsley recommended that the trustees take no action, since Bridgewater’s board had no authority to set tuition and since tuition money might or might not be returned to the college in its state appropriation. Bridgewater’s board of trustees chair, Louis Ricciardi, agreed. He expressed anger that HECC was trying to force Bridgewater’s trustees to take part of the blame for the tuition increase, a matter over which they had no authority.

As more economic resources became available, work on the strategic plan continued. Provost John Bardo lamented that people outside of the campus were not aware of the good things that were happening. It wasn’t that they had a poor impression of Bridgewater: “It’s just that we’re not perceived at all.” Strategic planning was now at stage two, and he reiterated the goals: making the college one of the best in its mission class; improving the graduate programs; increasing the number of racial minorities among both students and staff; strengthening the college’s role as a national leader in teacher education; broadening revenue sources; stressing campus community; and enhancing the institution’s reputation among off-campus constituencies.

Bardo also called for a re-examination of the general education requirements and indicated that the dean of arts and sciences, Clark Hendley, was coordinating a search of other colleges around the country to see how they handled their GERs. He also revealed that plans for the Moakley Center were progressing, and the facility was scheduled to open by summer 1995. Other plans on the drawing board – but not yet funded – were five-year plans for
management, communication and aviation buildings; new residence halls; and a dining facility on the east side of campus.150

As part of the effort to increase private giving to the college, the president and board authorized a new position: the vice president for institutional advancement. Areas of responsibility included fundraising, alumni relations and public affairs. Dr. Richard Cost, who had held a similar position at Moravian College, where he had directed a capital campaign that raised $24 million dollars, was hired for the job.151

Cost indicated he was looking at past fundraising practices in order to determine the college’s fundraising base before instituting plans to move forward. He also addressed critics who questioned the necessity for his new position in light of a shortage of teaching faculty. The administration, however, believed strongly that with the cutback in state support from 60 percent to 40 percent over the previous two decades, raising funds from additional sources was essential. Such efforts could provide the means to add programs that could not be funded from commonwealth allocations and student fees. Cost planned to participate directly in the production of Bridgewater Today to keep the alumni apprised of what was happening on campus and to remind them that Bridgewater’s future depended on private gifts.152

Unfortunately, the problem with the funding of employee contracts continued. By fall 1994, the matter had dragged on for five years with the last negotiated pay raise for faculty received in June 1988. Despite a three-year contract negotiated to run from 1990-1993, Governor Weld still refused to submit the agreement to the Legislature for funding. To protest this situation, more than 150 faculty members gathered on the steps of Boyden Hall on October 26, 1994. The union had previously agreed to “work to rule” – that is, to withhold all voluntary services. Additionally, they had boycotted the September 23 convocation.153

On Monday, November 18, a faculty rally was held in Boston outside a HECC meeting on the campus of the Massachusetts College of Art. Originally scheduled for Bridgewater, the demonstration was relocated when the secretary of education, Piedad Robertson, canceled her Bridgewater appearance.154 Simultaneously, students rallied on campus and obtained 700 signed letters to send to the governor in support of the faculty. Provost Bardo spoke on behalf of President Tinsley, who was off campus, and congratulated the students for their activism.155

In December, the president announced the single largest infusion of capital funding – some $4.8 million dollars – for projects in the college’s recent history. Tinsley indicated that this was the first time the college had been provided with such resources during her tenure. The funds were to be used for remodeling Harrington Hall and for repairing both the Boyden Hall bell tower and the Horace Mann Auditorium. The other major expenditure was to bring campus accessibility in line with the Americans with Disabilities Act. She joked that the bell tower repair was particularly close to her heart as it stood directly above her office. She also praised her vice president of administration and finance, Dr. Dana Mohler-Faria, who was responsible for developing the plans for the various projects.156

Tinsley worked hard to restore the college’s image and reputation during the initial years of her presidency, not only because this was a necessity given the damage done during the Indelicato presidency, but also to pave the way for securing increased state allocations. She reached out to legislators with fact sheets describing the college’s role in the local economy. Bridgewater was located in the
fastest growing area of the state but was receiving proportionately fewer resources than the other state colleges. Her efforts were unsuccessful during the economic downturn, but they paid off eventually with the modest budget increases Bridgewater received in the latter part of the 1990s.\footnote{137}

One change the college initiated for the first time in its long history was a $50 parking fee, both as a means to raise funds and as a way to discourage students from bringing cars to campus. At the time, 3,435 parking spaces were available and 6,000 cars came to campus daily. As at most schools with a large commuter population, automobile traffic had a huge impact on both the college and the town. Designated administrators could reserve a parking space for $200 per year. The faculty, on the other hand, had had the foresight to negotiate into their contract that the only parking fee that could be imposed on faculty was $1 for a sticker. Since it would have cost more to collect the $1 sticker fee than the fee would provide, faculty continued to enjoy free parking. To enforce the new regulations, booths were constructed and staffed by parking monitors.\footnote{158}

Some students protested the imposition of the fee. A group called “Because Students Care/ Bridgewater State Student Delegation” argued that students were being forced to pay for parking lot maintenance. They also pointed out that they already paid $800 in fees to take 12 credits of classes. A forum was held to solicit student feedback.\footnote{159}

On a more positive note, a proposal was prepared and adopted in 1995 to convert the Freshman Advising Center into the Academic Achievement Center. The change was designed to consolidate all academic support services in one location to make it easier to obtain help. Also, while freshman advising was still critically important, all students could now receive assistance with basic academic skills, tutoring and help with such matters as refining term papers or preparing presentations. Two additional goals of the center were to help incoming students transition to college life and to assist international students with programs such as ESL. Over the years, the center has continued to grow and expand. With its current location on the ground floor of the library, it has become the hub of academic support services for the college.

Through it all, faculty continued to press for funded contracts and the salary increases that were now long overdue. If no progress was made, members of the statewide faculty union threatened votes of no confidence in their respective presidents and promised demonstrations during commencement. The Massachusetts State College Association at Bridgewater did, in fact, not only hold a vote of no confidence in the president, but also secured a majority in favor of the resolution. However, union leadership decided not to make the results of the vote public or to bring the results to the trustees, although the results were made known privately to the president, who notified Bridgewater’s trustees.

The vote created hard feelings on both sides. While the president believed that the faculty had a very legitimate, long-unresolved grievance, it was one she had no power to resolve. On the other hand, some faculty members were upset that they had taken the vote and that the results were not made public.\footnote{161}

In the end, the Massachusetts Labor Relations Committee handed down a decision that HECC (the Higher Education Coordinating Council) had not bargained in good faith with the MSCA.\footnote{162} Finally, in May, the parties came to an agreement which was ratified, but once more Governor Weld refused to immediately fund the contract. He proposed his own economic package, which the union ultimately accepted. Difficult negotiations
and disagreements continue to be part of the bargaining process to this day.

Contract disputes notwithstanding, plans to enhance the campus environment continued. One area of focus was the plan to return railroad service to Bridgewater. The Old Colony Line had made its last run in 1958, but a station on campus would allow students and faculty members to commute to campus by rail as they had been doing since the 1840s. In agreeing to reinstate the line, the MBTA also agreed to build an underpass connecting East and West Campus and replacing the existing footbridge. Students often ignored the bridge and cut holes in the fence to cross the tracks at ground level, which created a dangerous situation. An increase of 20-30 trains per day would have produced an even more hazardous situation.

Reflecting on the process, Tinsley noted that Mohler-Faria drove a hard bargain with the Massachusetts Bay Transit Authority. He, in turn, recalled that while the college wanted the station on campus, he was determined to have the MBTA provide a number of mitigation measures. These included a new access road to the train station and a parking lot. While this obviously benefitted train patrons, it also provided additional access to West Campus for Bridgewater students, faculty and staff.

The MBTA made several additional concessions. In exchange for the parking spaces at the train station provided by the college, the MBTA
built a new parking lot for Bridgewater students across Route 104 on land owned by the transportation authority. It also agreed, although it took some persuading, to build a tunnel to allow passage under the railroad tracks between East and West Campus. Previously, passage was over a bridge that was treacherous during the winter and which caused many students to simply cross on the tracks. As noted, this would have created a very dangerous situation with more trains running on the line. Additionally, and very significantly for future electronic expansion, the MBTA laid a fiber optic cable from Bridgewater all the way to the Prudential Center in Boston. Among other benefits from this action was the reduction of telephone costs. Today, in 2010, the college operates on three or four T-1 lines. The fiber optic system opened up the possibility for as many as 133 T-1 lines in the future.

Progress continued in other areas as well. The college continued to foster its goal of recruiting and retaining minority students. In addition to the administrative mechanisms that had been put in place, efforts to increase diversity on campus continued informally through the Afro-Am Society, a student group that represented the interests of minority students. When the second ceremony was held in 1997, Dr. Allen Comedy, assistant to the president for affirmative action and minority affairs, presented six awards including the outstanding service award, the unsung hero award, the Stella Fogelman award and the outstanding freshman award and made some special presentations. Today, the Afro-Am Society, which is one of the groups within the Center for Multicultural Affairs, not only continues to present awards, but also sponsors events such as Black History Month and an Afro-Am poetry night. In addition, an Afro-Am Alumni Association was founded in 1988. This group also holds frequent on-campus meetings.  

In addition to diversity, another area of emphasis was women’s issues. While a Women’s Center had been in existence for some time, a new center opened in fall 1995 with expanded staff and longer hours. The four major goals for the center were: 1) to serve as a resource center with a library; 2) to serve as a referral center; 3) to offer programs and workshops, and; 4) to provide a comfortable environment where women could eat, do homework or just relax.

Finally, in 1995, after a very long and difficult process, the MSCA and AFSCME had obtained funded contracts. Tinsley stressed that one of her 1995-1996 goals was to see that the Association of Professional Administrators (APA) contract was funded that same year. The APA agreement had been signed by Governor Dukakis. However, again, Governor Weld still hadn’t submitted it to the Legislature for funding.

Tinsley also indicated that the strategic plan needed to be extended to cover the next five years. Although the Moakley Center had successfully opened, she planned on securing more funding through partnerships, grants and sponsored projects in order to secure permanent supplemental funding for operations. Ongoing strategic goals continued to include better on-campus communication, improved transitions for transfer students and the completion of two new national job searches.

Provost and vice president of academic affairs, John Bardo, left Bridgewater to accept a position to lead Western Carolina University. A search for his successor commenced, and it concluded successfully with the appointment of Dr. Ann Lydecker to the position. Lydecker had served as acting provost during the previous academic year. She had come to Bridgewater three years earlier as the founding dean of the School of Education and Allied Studies. As dean, she utilized a collaborative leadership style.
similar to that of the president, and she worked closely with department chairs, graduate program coordinators and the campus school principal. Among her accomplishments were a modification of teacher preparation programs to meet new certification requirements, the introduction of a clinical master’s degree, and full National Council for the Accreditation of Teacher Education (NCATE) certification.170

Another administrative appointment was the selection of Dr. Howard London as dean of the School of Arts and Sciences. In a memo to the trustees, Provost Lydecker wrote, “Dr. London brings to this position the knowledge, skills, values and compassion of an administrator, scholar, and teacher as well as substantial experience in academic program development.” London, a nationally known scholar for his research and writing about higher education, had been a professor of sociology at the college since 1980 and had served two terms as department chair. The president called London an “outstanding choice.”171

Dean London outlined several goals. One was to help the college better serve a changing student population. Secondly, he wished to preserve and strengthen the college’s focus on teaching and learning. He also wanted to develop a new set of general education requirements. And finally, he planned to experiment, on a pilot basis, with developing learning communities for Bridgewater’s faculty and students.172

The college continued to make plans for long-range expansion. In February 1996, the college purchased five parcels of land totaling 45 acres for a cost of $1.1 million. Vice president of administration and finance, Dana Mohler-Faria, indicated that the purchase would provide for future growth of the college over the next 15-20 years, while President Tinsley was quoted as saying, “This land ensures the college’s need for land as far as I can see into the next century.”173 Funding for the purchase came from the aforementioned gift of Terry Hart Cogan and emphasized the significance of private giving and the importance of the establishment of the Bridgewater foundation to oversee such efforts.174

The FY1997 budget continued to present problems for the college. Governor Weld proposed a 4.8 percent overall cut to higher education; the Bridgewater reduction amounted to $3 million. The president observed, “It would be hard for BSC to absorb these cuts…” The only bright spot in the budget was the $618,000 allocated for the operation of the Moakley Center.175

At the same time that budgets continued to fall, HECC began a program of upgrading admissions policies, with the first changes effective September 1997. The new policies created four admissions categories: freshmen, transfers, nontraditional students and special admissions. High school graduates were required to have an additional unit of science on their transcripts (four science units rather than three) as well as maintain a high school GPA of 2.6, rising to 2.7 in 1998. Bridgewater trustees were required to respond to the new HECC standards by April 1. They were adopted for the college at the trustee meeting on February 21. While Tinsley said she generally supported the new standards, she was concerned that high schools did not calculate GPAs in a standard manner. Converting those high school GPAs into some kind of standardized format would place an additional burden on the college’s admissions office.176

Admissions standards continued to rise. Minimum SAT scores were raised to 1017 by fall 1999, and 1025 by fall 2000; the required GPA was gradually raised to 3.0. Also, the number of special admission students the college was permitted to accept was reduced to 10 percent of the incoming freshman class.177
In fall 1996, the trustees approved the addition of a new school – the School of Management and Aviation Science – scheduled to begin operations in academic year 1997-1998. According to Tinsley, the new school would provide a structure for enhanced program and faculty development and, at the same time, would strengthen program leadership and visibility both internally and externally. The three major departments included were aviation science, accounting and finance, and management studies. The latter department was, at the time, the largest on campus with 1,220 majors.\(^{178}\)

In May 1996, like a number of her predecessors, Tinsley traveled to Japan. She was invited by the National Collegiate Network to address Japanese students who would be attending American colleges and universities in the fall. Bridgewater was expecting 16 Japanese students in addition to the 39 already attending the college.\(^{179}\)

The following year, the president established the Bridgewater Institute in an effort to identify issues of current importance to higher education professionals and to bring the campus community together to explore the ways in which these issues impacted Bridgewater. The first institute examined learning communities as a teaching-learning tool. Dr. Thomas Angelo, director of the higher education program at the University of Miami, was the keynote speaker. Bridgewater faculty, administrators and staff worked as small group facilitators.\(^{180}\)

The fall convocation witnessed the beginning of a new procedure to honor long-serving faculty and staff members. Those with over 25 years of service were presented with a silver medallion designed by John Heller of the art department and intended to be worn with academic regalia. The awarding of this service medallion became an annual tradition.\(^{181}\)

This academic year saw some dramatic changes for students in the teacher preparation programs. Massachusetts was one of only seven states that did not require the passage of a mandatory test before granting licensure. Under the board of education’s new regulations, all students applying for teacher certification after January 1, 1998 had to pass a test demonstrating communication and literacy skills as well as mastery of subject matter.\(^{182}\)

The department of education announced that a pilot administration of the test would take place in April and July 1998. However, the test scores were to be used to norm the exam and could not be used for licensure, although seniors were encouraged to participate in order to gain valuable practice in taking the test.\(^{183}\) One hundred and eighty-five students from Bridgewater took the test, the largest number from any of the 53 institutions providing candidates. The pass rate for Bridgewater students was 81.8 percent for reading; 74.9 percent for writing; and 69.9 percent in the subject area. Fifty-five percent passed all three test areas, ranking Bridgewater 22\(^{nd}\) in the state overall and 28\(^{th}\) in reading and writing. The results clearly indicated that different approaches needed to be taken to prepare students for the licensure exams.\(^{184}\)

The issue of alcohol on campus also resurfaced during this timeframe. Concern was driven, at least in part, by reports of collegiate binge drinking and the death of a freshman student at MIT. The president commented, “Although I do not personally drink, I see nothing wrong with responsible drinking in compliance with the law.”\(^{185}\) She did note that many campus problems including rape, assault, disorderly conduct, false fire alarms and vandalism were more often than not linked to alcohol consumption. The problem also concerned the town, and the selectmen had asked the trustees and president to “implement a dry dormitory policy as quickly as possible and to decrease the hours at the Rathskeller.”\(^{186}\) Tinsley indicated that she was
stationing a campus police officer at Shea/Durgin dormitory, the completely dry freshman dormitory, to enforce alcohol rules.

On October 14, the board of higher education approved a policy that “no person shall give, sell, deliver or have in their possession any alcoholic beverage in any building, including residence halls ... within the system of higher education.” At their November meeting, Bridgewater’s trustees accepted the board of higher education’s recommendation, and as of January 1, 1998, students could not drink legally inside or outside of the residence halls.

Parents were sent a letter informing them of the new alcohol policy. Students over the age of 21 could still drink in the designated 21-plus apartments and in the Rathskeller as well as at licensed college events. Students who violated the rules could be punished by sanctions starting with warnings and notification to parents and culminating in expulsion for a third offense.

As part of efforts to make technology more readily accessible, computer stations were set up around the campus. These allowed students to access email, transcripts, schedules, grades and financial aid information. Placed in high traffic student areas, the stations were also designed to free up computer labs for academic work, such as the writing of term papers.

One major change that occurred in regard to tuition was a return to the policy of treating day and evening enrollment and tuition separately. Tinsley had instituted a “one college policy” in the spring of 1991; this allowed matriculated day students to enroll at no extra charge in evening courses. This was partially designed to reduce the college’s administrative costs. It also unified the course catalogue, advising and billing as well as generated a single transcript for each student (rather than a day transcript and an evening transcript).

However, a board of higher education decision to reduce tuition over a several year period led to significant tuition losses in the college’s evening and summer programs, for which Bridgewater had the authority to set its own tuition rates and keep the revenue locally. Between 1997 -1999, the loss to the college was estimated at $1,520,737 and, according to Dana Mohler-Faria, “financially the ‘one college policy’ was no longer feasible.” He recommended that Bridgewater’s trustees return to their previous practice of setting evening and summer tuition rates locally, and that day students pay the evening rate to enroll in evening courses.

With the Burnell Campus School agreement between the town and college about to expire in summer 1999, President Tinsley, Provost Lydecker and Superintendent of Schools Edward O’Donoghue put together a new concept paper redefining the college’s relationship with the town’s schools. The proposal would shift maintenance and management of the Burnell school to the Bridgewater school committee. The principal would oversee day-to-day operations and would report directly to the superintendent. The college would maintain its rights to the classrooms and to academic programs for the preparation of teachers. When Burnell teachers holding tenured faculty status at the college objected to losing that status, they were permitted to transfer to the appropriate college departments. The agreement was to remain in effect for 10 years and was subject to termination by either party.

In fall 1998, as the president was approaching 10 years in office, she gave an interview to the Comment in which she reflected on the previous decade. The tenure of presidents was now generally much shorter than during the periods of the Boydens or Rondileau, and as she noted, “I am now the longest serving president in the Massachusetts state college system.” She indicated that during
the time when she grew up, in the 1950s, the best most women could aspire to was a career as a nurse, secretary or teacher. Except in the women’s colleges, the idea of a woman as a college president was literally unheard of, and yet now, the presidents of Salem State College and the Massachusetts College of Art were also women.195

Tinsley described her typical workday as usually lasting around 12 hours, the bulk of her time spent in meetings. A lot of her work took place off campus. She usually spent at least two or three days a week attending meetings in Boston and around the state. Although she had originally hoped she might do a bit of teaching, she regretted that her presidential schedule limited her interaction with students. Fortunately, email still allowed her a means to communicate with the student body.

She also noted some accomplishments during her 10-year tenure. She listed the successful opening of new buildings like the Moakley Center as well as other projects in various stages of completion. These included a new residence hall, a 700-seat dining hall on East Campus and a new field house. All would be open by spring 2001, if plans went as anticipated. She was also excited about the development of learning communities, which would link students and faculty in more than one course at a time.

Tinsley concluded the interview with a couple of observations. First, she said, “I thought I’d come to love this college and I did.” But also, since she served at the pleasure of the trustees, she stated, “Any time they are not happy, I will leave.”196

On June 25, 1999, several hundred faculty and staff gathered on the quadrangle in front of Boyden Hall to honor Tinsley with a surprise party to
celebrate her 10 years as Bridgewater’s president. Tinsley returned to campus from Boston, where she had attended a meeting accompanied by Dr. Dana Mohler-Faria. She was told that a fire alarm had sounded, but when she was led out the front door of Boyden she was greeted by applause. Louis Ricciardi, Class of 1981, then chair of the Bridgewater foundation, and Fred Clark, Class of 1983, chair of the Bridgewater State College Board of Trustees, delivered tributes. As part of the ceremony, it was announced that a bench would be placed around the beech tree standing by the Horace Mann Auditorium, and a stone plaque in Tinsley’s honor would be erected nearby. The stone, which was unveiled on May 16, 2000, contained a sentence she had often used to inspire students and colleagues: “There is a person you won’t become if you don’t take the next step.”

Given Adrian Rondileau’s recent long tenure, the Bridgewater community probably had every expectation that President Tinsley would remain at the college for many more years. However, while no one realized it at the time, her tenure was drawing to a close.

Tinsley accomplished a great deal more before announcing her retirement. On October 20, 2000, a general groundbreaking ceremony for the planned new construction took place. The new athletic complex would contain a main gymnasium with seating for 1,000 spectators at basketball and volleyball games. An indoor track would be located above the gymnasium, and the main floor would include a state-of-the-art fitness center and space for indoor practices and intramurals. Two other sections of the building would contain classrooms, laboratories and office space.

The story of securing funds for the athletic facility – eventually named the Tinsley Center – is an interesting one. The athletic complex was not on the board of higher education’s initial list for capital funding projects, while facilities at a number of the other state colleges were. Mohler-Faria, however, approached the president and asked for authorization to spend internal funds for planning purposes. He thought that the other colleges, although their projects were on the capital funding list, might not be ready with plans when the funds were released, and he wanted Bridgewater to be ready. She gave the okay. When the funds were finally released, Bridgewater was, indeed, ready to go and did, in fact, receive the funding. Tinsley notes, “As the Moakley Center could not have happened without John Bardo, so the Tinsley Center could not have happened without Dana Mohler-Faria.”

Designs for the new dining facility on East Campus included a bookstore, convenience store and coffee shop. The new residence hall would have space for 300 upperclass students in an air conditioned facility and would feature a study room on each floor and a conference room. The total project cost $56 million. When all projects were completed, Bridgewater became the second largest public college or university in Massachusetts in terms of square footage, behind only the University of Massachusetts-Amherst.

In addition to its new construction projects, the college purchased the town’s Hunt Elementary School for $250,000. As part of the acquisition costs, the college agreed to provide $600,000 in computer services to the town. After an additional $225,000 in renovations by the college, Hunt Hall opened in the spring of 2001 as a classroom and office building.

One initiative for which Tinsley deserves a great deal of credit was Bridgewater’s commitment to expanding undergraduate research. While the proposal came originally from a number of faculty led by Dr. Edward Brush of the Department of Chemistry, the president generously supported this
initiative, and the foundation trustees allocated an additional $50,000 in foundation funds to the Bridgewater Undergraduate Research Opportunities Program (BUROP). Simultaneously, the college was awarded a $50,000 NCUR/Lacy grant. One of the reasons NCUR (National Council of Undergraduate Research) committed the funds to Bridgewater was the fact that the college had already planned a summer research program in which students would be advised and mentored by faculty members.

Undergraduate research at Bridgewater really took root with several initiatives between 2000 and 2004. In 2000, Bridgewater established the first undergraduate research program, which provided funding for 10 undergraduate students whose research focused primarily on environmental issues. From that modest beginning, the program has grown and expanded. At the time of this writing, the Undergraduate Research Program at Bridgewater offers opportunities each year for well over 900 students in a wide variety of disciplines.

In March 2002, Bridgewater students were provided another opportunity for undergraduate research when the college became a member of the newly created Commonwealth Honors Program. The college's own honors program dated to 1982, but the commonwealth program allowed cooperation with the University of Massachusetts-Amherst as well as other state colleges and universities. The program's directors created an online network, allowing students to communicate with other students and colleges in the program. Bridgewater was one of the first state colleges admitted, and according to Director Charles Nickerson, "It's an indicator of the honors activity here at BSC."

Then, in 2004, an Office of Undergraduate Research was established and, today, is under the direction of a full-time administrator. The student grants are very competitive and require students to apply. The program, now named the Adrian Tinsley Program for Undergraduate Research, was named in President Tinsley's honor, as are the individual grants. Students present their findings at an end-of-year program on campus. Many are then funded by the college to travel to the NCUR conference to present to a national audience. Additionally, the alumni association funds a smaller program – the Shea Scholars – which also promotes undergraduate research.

Within this same time frame, the college received international attention for its Canadian Studies Program. In March 2001, Bridgewater became the first public college to receive grants from the Killam trusts to support its Canadian Studies Program, thus joining an elite group of colleges and universities including Cornell, Harvard, Smith and MIT. The Killam Professorship of Canadian Studies is principally funded by the Constance Killam Trust and the Elizabeth Killam Rodgers Trust to support Canadian-related undergraduate activities including visiting professorships, scholarships for Canadian students to study in the United States and American students to study in Canada, and the acquisition and maintenance of Canadian materials for the library.

Tinsley thanked the directors of Killam trusts and praised Dr. Anthony Cicerone, the director of Bridgewater’s Canadian Studies Program, and the other faculty involved, for their efforts to make the program so successful. Cicerone noted, “This is an honor to be recognized by the trusts as one of the premier Canadian studies programs in the country.”

A few short months later, at commencement in 2001, Tinsley announced that the academic year 2001-2002 would be her last. Speaking to the graduates, she said:
As this is a time of transition for you, it begins, as well, a time of transition for me. I have mixed emotions about concluding my presidency because I feel such a close attachment to this college … but I believe it is now appropriate for me and for the college to plan for a transition.

Tinsley went on to indicate she was extremely proud of what had been accomplished, and that most of the goals that she had set for herself had been fulfilled.

Focusing on her last year at Bridgewater, she zeroed in on several projects she hoped to work on. One was the long-awaited review of the general education requirements. She expected to see the construction projects brought to a successful conclusion in order that the new buildings might be opened by fall 2002. Additionally, she hoped the college’s campaign for a $10 million endowment fund, launched in the spring of 2000, would conclude successfully.

Other priorities included finishing the college’s self-study in order to prepare for a New England Association of Schools and Colleges (NEASC) 10-year accreditation review scheduled for fall 2002. Also, Provost Ann Lydecker had resigned to take the presidency at the University of Wisconsin-River Falls, and a search to replace her had to be undertaken. However, since this would take place during a period of presidential transition, it was important to conclude the search after Bridgewater’s new president had been selected. This would enable the incoming president to be involved in the interview and recommendation process.

Another project on Tinsley’s agenda to be completed before her departure was the Vision for Bridgewater State College, which needed to be reviewed and approved by Bridgewater’s trustees.
The goals described in the document could then be incorporated into Bridgewater's operational planning processes.

A draft of the Vision document had been published on campus in June 2001, and campus groups and individuals were invited to comment. It was designed to "articulate and implement a longer-range vision for the future academic development of the college."210

The paper contained a comprehensive examination of faculty, students, diversity, undergraduate education, general education, majors and concentrations, the undergraduate academic experience, academic advising systems, graduate and continuing education, technology, physical facilities, service and research centers, support for K-12 education and cultural activities. In addition, the report dealt with assessing and documenting institutional effectiveness through performance accountability, academic program review and assessment of student learning. Finally, the document detailed Bridgewater's efforts to achieve university status. The Vision Paper provides an excellent analysis of the college's status in 2001 as well as its future direction not only for the remainder of the Tinsley presidency, but also for the successor administration of Dr. Mohler-Faria.

Like all of America, Bridgewater was affected by the tragic events of September 11, 2001, not merely in a general manner but also through the death of William Hunt, Class of 1992, who had worked on the 84th floor of the World Trade Center. On September 19, students, faculty and staff gathered on the quadrangle. President Tinsley addressed those assembled and called the attack "a tragedy of enormous dimensions."211 She noted the pins designed by Bridgewater students: red ribbons stood for love; white for hope; blue for support; and black, not only for the victims, but also for the troops who would be heading into battle. Concluding her remarks, she added that the town and college had always gathered on the quadrangle during national crises, most recently in 1991 when students and citizens lit candles for the soldiers involved in Operation Desert Storm.212

The attacks were also the topic of the convocation address by WBZ reporter David Robichaud, Class of 1983. Robichaud recounted his experience of reporting from ground zero and called it a "very humbling experience."213

Fulfilling one of her final goals in October 2001, Tinsley appointed a faculty committee to commence the GER review. The general education requirements had last been changed in 1985, and a 1996 review had concluded with no change to the current system.214

The search for Tinsley's successor proceeded very rapidly. By November, trustee David Jenkins, the head of the search committee, announced that the original pool of 62 applicants had been reduced to eight, with four semi-finalists invited to campus for interviews. These included: Livingston Alexander, provost and psychology professor at Kean University in Union, New Jersey; D'Ann Campbell, interim president at White Pines College, Chester, New Hampshire; Richard Davenport, provost and vice president for Academic Affairs at Central Michigan University, Mount Pleasant; and Dana Mohler-Faria, Bridgewater's vice president for administration and finance. Each candidate was scheduled for a two-day visit between the end of November and early December.215

After the campus interviews and feedback from the various individuals and groups who met with the candidates, the search committee provided its analysis of the candidates to Bridgewater's board of trustees. Following the report of the search committee, Dr. Dana Mohler-Faria was enthusiastically endorsed and unanimously elected by Bridgewater's
board, and quickly approved by the commonwealth’s board of higher education as Bridgewater’s 11th president. The new president pledged to take Bridgewater to the next level of excellence. Speaking of his predecessor, he said, “She’s just been incredibly important to this institution.”

Mohler-Faria indicated that he intended to stay connected with students and faculty in order to be aware of their needs. This would allow him to utilize his wide-ranging experience in higher education to support and improve the college for all of its constituencies. He hoped that students might graduate not only with a depth of knowledge in their majors and a broad understanding of the liberal arts, but also with a sense that “they are a critical part of a larger community.”

In order to help students feel a part of the campus community, he planned to walk around campus on a regular basis, attend at least two SGA (Student Government Association) meetings per semester, meet with academic departments and employee groups, and bring together groups of students to meet with him regularly.

He also planned to continue – and to extend – the college’s emphasis on technology. Praising William Davis, Bridgewater’s chief information officer, he predicted, “With his expertise, vision, and knowledge, I see even greater things happening.”

The search for a new provost and vice president for academic affairs also concluded successfully with the appointment of Dr. Nancy Kleniewski to the position. The new provost had earned her bachelor’s degree from Emmanuel College and her MA and PhD from Temple University. Tinsley and Mohler-Faria worked together to review the final candidates and jointly conducted an on-site visitation for the finalist. Kleniewski replaced Dr. Laurence Richards, the dean of the School of Management, who had been the acting provost for the previous two years.

As the 2002 commencement and the end of her presidency approached, Tinsley gave a long interview to the Comment. Topics ranged from her accomplishments at Bridgewater and the honorary degree Bridgewater would award her at graduation to her plans for the future. The president had previously received an honorary degree from the University of Massachusetts-Dartmouth in June 1996. In awarding the degree, UMASS-Dartmouth Chancellor Peter Cressy referred to her as a role model for aspiring women as well as “…a role model for all of us who labor in the educational vineyard.”

Tinsley reiterated that the average tenure for a college president was now about six years, and she had already served more than double that time. At about the halfway point, she had considered other positions. Realizing, however, that much of her work had not yet been completed and, more importantly, that she had become very attached to Bridgewater, she had decided to remain and to help finish the work she had put into motion. Perhaps thinking of the Indelicato scandal and the recent economic difficulties, she said she thought the longer time-frame was good for her personally and good for the college.

Tinsley also noted that despite Bridgewater’s becoming the largest of the Massachusetts state colleges, she was pleased that the college still retained a warm, informal atmosphere. She noted, “There is a family and community feel to [the] BSC campus, and I like that very much.”

When the reporter asked if she would miss anything, she chuckled and said that she would miss the great view of the quadrangle from her office. In a more serious vein, she indicated she would miss the people – the students, the faculty, the administrators and the trustees. She added, “I am very proud of the team here and nothing I have accomplished could have been accomplished
without that team of people."  

One thing she would not miss, she said, was the ongoing budget crises, which frequently caused her to have to drop everything else she was doing and travel to Boston. Nonetheless, much had been accomplished, in particular, the building program and the new field house, a facility that had been discussed since 1976. Given the economic woes, she had been surprised but very pleased to receive the funding for construction, and she praised Mohler-Faria for his role in this process.

Tinsley referred to the building of the field house as one of her greatest accomplishments. As a fitting tribute, Bridgewater’s trustees chose to name the facility the Adrian Tinsley Center. The other achievement she cited was the academic structure she brought to the college, and particularly the establishment of the three schools, which laid the foundation for Bridgewater to attain university status. She expressed her hope that the university designation might be granted in the near future. When asked how she would like to be remembered, she responded, “I would like to be remembered as a president who wanted to make the lives of the faculty and students better. As a president who really wanted to bring out the potential of the campus. As someone who wasn’t afraid to speak her mind, be a straight shooter. And as a president who had personal and professional integrity.”

Finally, turning to her successor, she reiterated that she had worked very closely and well with Mohler-Faria over the previous 11 years, and that he had a passion for the job along with the proper temperament for being a college president. She also noted that the board’s choice signaled it liked the direction in which the college was moving and wanted it to continue. She added this piece of advice, “You have a great new incoming president, give him a honeymoon.”

Adrian Tinsley’s tenure formally ended with two events – the annual Chairmen’s Dinner and Spring Commencement. The Chairmen’s Dinner celebrated the successful conclusion of the “Campaign for Bridgewater,” which was launched in 1999 and was designed to double the college’s endowment from $5 million to $10 million over a five-year period. Tinsley thanked those who had made this possible and told an audience of over 300, “Resources count of course, of course they count, but what really counts is people.”

The following day’s commencement was President Tinsley’s last official college ceremony. Addressing the graduates, she reflected on the elements that are important for a successful life and career:

To have good work to do is a privilege …
To build an institution is a privilege.
To have the opportunity to help make an institution stronger—that’s a privilege …
To serve the public good is the greatest privilege of all. This graduation morning, underneath this tent, we see in the faces of our graduates what can happen when a public college is created to serve the public good.

In a gesture that brought a sense of finality to her time in office, she also read from Marge Piercy’s poem, “To Be of Use.” Piercy, a Cape Cod resident, had read that same poem at Tinsley’s inauguration in 1989.

In a 2009 memorandum to this writer, after having been retired for seven years, President Emerita Tinsley once again reflected on her legacy. Probably the thing she is most proud of is the people she recruited to Bridgewater. Four of her vice presidents went on to become presidents themselves: John Bardo at Western Carolina University; Ann Lydecker at the University of Wisconsin-River Falls; Richard Cost at the University of Maine-Fort Kent; and Dana Mohler-Faria at Bridgewater.
Speaking of Mohler-Faria, Tinsley noted they shared a vision of what the college could become, and that between the two of them, Bridgewater State College had 19 years (as of this writing) of uninterrupted development toward that vision of a high quality, well-managed, comprehensive, regional university. She added, “My presidency could not have been successful without Dana, and my presidency, I think, laid the groundwork for the terrific accomplishments Dana has been able to make in his.”

Thinking back to the other accomplishments of her presidency, she highlighted a number of areas. Internally, these included: clarifying the vision for Bridgewater; creating the new academic structure and the new schools and academic programs; modernizing the financial systems and achieving the first unqualified audit by a national auditing firm; constructing the Moakley Center and acquiring new computing and telecommunications technology; and building the Tinsley Center, East Campus Commons and the new residence halls. Externally, she listed among her significant accomplishments: the integration of alumni affairs and the development function into an advancement division; the growth of the Bridgewater foundation; the expansion of the college’s fundraising capacity; the first capital campaign; and the connections made with legislators, the executive branch, the board of higher education, and government and business leaders in Southeastern Massachusetts.

From the historian’s perspective, the Tinsley presidency was a significant period for Bridgewater State College, and not merely because she was the first woman president, which in itself was a historic event. Assuming office in the wake of the Indelicato scandal, she quickly restored a sense of stability and moved the college beyond the bad publicity it had received. Although hampered at first by a severe economic downturn that threatened college funding
and forced a significant rise in fees and tuition, she was able – with the help of Congressman Joseph Moakley – to secure funding for a new technology center that gained Bridgewater recognition as one of America’s most technologically oriented institutions of higher education. As the economy recovered, the college embarked on a new program of land acquisition and building, which assured that Bridgewater could meet its space needs as it entered the 21st century. The establishment of schools of arts and sciences, education, and management allowed her successor to move aggressively to seek Bridgewater’s transition from a college to a university.

Perhaps her most lasting influence, however, was her determination to bring a modern leadership style to Bridgewater. Summing up this part of her legacy, she highlighted her effort to create “a well-functioning institution that is absolutely functioning at the forefront of colleges and universities in the 21st century. I wanted to bring the best national practices to Bridgewater and I believe with the people that have come here, that has happened.”
“Ladies and gentlemen of the Bridgewater State College family, I happily accept this challenge and this honor. As your native son, I come to serve you, not to be served by you...not to be ministered unto, but to minister.”

DANA MOHLER-FARIA

INAUGURAL ADDRESS, OCTOBER 18, 2002
If the presidency of Adrian Tinsley, the first woman president, marked a milestone in Bridgewater's history, the inauguration of the college's first African-American president was an equally momentous occasion. Dr. Dana Mohler-Faria shared a close bond with many Bridgewater students as he came from the same socio-economic class that the state's normal schools and colleges had been established to serve. The new president's father was a construction worker; his mother had labored in the cranberry bogs of Wareham and had worked in the factories of New Bedford. Mohler-Faria was the first member of his family to complete high school and attend college. Growing up, the notion of someday becoming a college president would not have seemed possible as a career goal.

In spite of his humble beginnings, Mohler-Faria credits his optimistic outlook on life to being raised in the close knit Cape Verdean community of Wareham. The parents and leaders of that community expressed a strong belief in the future success of their children and hoped they would fulfill the American dream of achieving social and economic success. Not only did Mohler-Faria become the first person of color to lead Bridgewater, but also he was only the second person of Cape Verdean descent to lead an institution of higher education in the United States.

After graduating from high school and still not sure what career path he wished to follow, Mohler-Faria enlisted in the Air Force. During this time, he was encouraged to take some courses, which kindled an interest in pursuing higher education. As a result, after his discharge, he decided to pursue an associate's degree in liberal arts at Cape Cod Community College (1972). He then went on to obtain a BA (1974) and an MA (1975) in history from Boston University and an EdD from the University of Massachusetts-Amherst (1984). He also undertook post-doctoral and professional training at St. Anthony's College, Oxford University; the Oxford Roundtable; the American Association of State Colleges and Universities Millennium Leadership Institute, University of Massachusetts-Boston; New England Resource Center for Higher Education; Harvard University Institute for Educational Management and the Harvard University John F. Kennedy School of Government, Massachusetts Senior Executive Program.

Mohler-Faria assumed the Bridgewater presidency with extensive experience in Massachusetts public higher education. From 1975-1984, he was director of financial aid and of the SACHEM (Southeastern Association for Cooperation of Higher Education) outreach program at Cape Cod Community College. From 1984-1987, he served as assistant dean of administrative services at Bristol Community College. He then moved to Mt. Wachusett Community College where he was executive dean of administrative services and student affairs, dean of administrative services, and assistant to the president for business and industry, before his selection as vice president for administration and finance at Bridgewater in 1991.
During his 11 years in that position, he worked very closely with Adrian Tinsley on a number of important projects. These included the construction of the John Joseph Moakley Center for Technological Applications, made possible with a $10 million grant from the federal government thanks, in part, to Congressman Moakley. Equally important to the campus was the $7 million agreement with the Massachusetts Bay Transportation Authority to bring rail service to campus. Mohler-Faria was closely involved in negotiating the construction of a pedestrian passageway to link East and West Campus as well as the construction of a new parking lot, the installation of additional lighting and other improvements. He was also responsible for a major capital development plan that involved the building of a new field house, residence hall, dining facility, operations center and the renovation of Harrington Hall. Taken together, these projects constituted the largest building program in the college’s history.

He negotiated the purchase of 80 acres of land, the acquisition and renovation of the Hunt School, and the purchase of a home at 180 Summer Street to house the Department of Political Science, among other projects. He established several regional outreach organizations, including the Institute for Regional Development. And, most importantly, he developed a system of comprehensive fiscal controls that were praised by state auditors. As the college’s liaison to the town, he emphasized improving town-gown relationships.4

Tinsley heaped praise on her successor: “It’s been a wonderful 13 years and the capstone for me is that our board has chosen Dr. Mohler-Faria as my successor.” Mohler-Faria summed up his own rise to the presidency: “My entire 30 years in Massachusetts public higher education has been in preparation for this moment … Everything else has been a dress rehearsal to get to this place.”5

In his first official act as president, Mohler-Faria addressed faculty and staff at the opening breakfast, which marked the beginning of the 2002-2003 academic year. He informed those assembled that the freshman class, which numbered 1,300 students, was 12 percent larger than the previous year’s class. Minority students made up 10 percent of the incoming class, which represented a 25 percent increase. Enrollments in graduate and continuing studies had increased by five percent.

However, the budget situation remained problematic. In addition to budget cuts that had occurred over the summer, additional cuts loomed for the end of September. When Governor Jane Swift vetoed funding for negotiated APA and AFSCME contracts, Mohler-Faria promised, “We will pursue every political avenue possible to resolve this situation.”6

The president noted that plans were being developed for two new schools – the School of Communication Studies, and the School of Fine, Visual and Performing Arts. To support this and other initiatives, the college would require a new residence hall and a performing arts building. He added that renovations to the Maxwell Library, Kelly Gymnasium, the art building and Hart Hall were needed.

The president also planned to increase the number of faculty by 10 percent over the next five years. Continued emphasis would be given to Bridgewater’s international programs and to the Adrian Tinsley Program for Undergraduate Research. He noted that “teaching and learning at Bridgewater must transcend the physical boundaries of the campus.”7

Mohler-Faria outlined the issues he hoped to address during his first year in office. These included increased dialogue with various constituencies in the region, a salary equity study and the
filling of some key administrative positions, including vice president of administration and finance, vice president of institutional advancement, dean of the School of Education, director of libraries, director of admissions, and assistant vice president of human resources.

Finally, he hoped to build a strong connection with faculty and staff by simply walking around campus. He also planned to invite groups of randomly selected employees to breakfast once a week so they might get to know not only him, but also each other.

During his inauguration, which took place on October 18, he reiterated and expanded on some of these themes. His inaugural address titled, “A Journey to Excellence,” outlined a vision for his presidency. Building on the Tinsley legacy, part of this vision was to continue to attract excellent faculty, staff, students and administrators, who, Mohler-Faria said, had enabled the college to attain its current level of success. Addressing the fiscal issues that constantly plagued Massachusetts public higher education, he pledged to increase faculty compensation in order to ensure the recruitment and retention of high quality faculty. He also reassured the APA and AFSCME unions that he would work with the Legislature to secure funding for their signed, but unfunded, contracts.

The new president also pledged to make Bridgewater the educational and cultural center of Southeastern Massachusetts. To achieve that goal, he promised an examination of ways to realign Bridgewater’s teacher education programs to meet the demands of the primary and secondary schools. This would necessitate a regional approach in order to forge lasting partnerships with school districts, community colleges, government leaders and teachers throughout Southeastern Massachusetts. He called, publically, for the construction of a fine and
performing arts center that would be a magnet for the entire area.

Finally, he promised to make the college a dynamic contributor to help business and industry thrive. This would be accomplished by expanding the scope and reach of continuing education and by developing satellite programs. By establishing close ties with the business community, Bridgewater would ensure that its graduates were well-suited to meet the requirements for future economic growth.

Mohler-Faria concluded his remarks by stating how enthusiastic he was to be assuming the presidency of Bridgewater. He reminded his audience of Bridgewater’s motto, “And perhaps most important of all, you see before you a man humbled by the challenge and the honor you have bestowed upon him … I come to serve you, not to be served by you … not to be ministered unto, but to minister.” His lifelong friend, Dr. Donald Monteiro, who grew up with the president in Wareham where both had worked odd jobs to support themselves, offered a few remarks, noting that Mohler-Faria’s career demonstrates, “You can go from the cranberry bogs to the presidency.”

In conjunction with the inaugural ceremony, the college opened three of its recently completed buildings. These included the East Campus Commons, East Hall and the Adrian Tinsley Center. Tinsley called the opening of the building named in her honor, “The happiest and proudest day of my whole life.”

Another facility that reopened after extensive renovation was Harrington Hall, the former Burnell Campus School. The building, which had closed in 2001, served as the new home for the School of Management and Aviation Science. The renovations

During his inauguration, which took place on October 18, 2002, Dana Mohler-Faria outlined a vision for his presidency. Part of his vision was to continue to attract excellent faculty, staff, students and administrators, who, Mohler-Faria said, had enabled the college to attain its current level of success. Addressing the fiscal issues that constantly plagued Massachusetts public higher education, he pledged to increase faculty compensation in order to ensure the recruitment and retention of high quality faculty. President Mohler-Faria became the first person of color to lead Bridgewater and only the second person of Cape Verdean descent to lead an institution of higher education in the United States.
Dana Mohler-Faria is selected as vice president for administration and finance at Bridgewater State College.

Mohler-Faria works closely with President Tinsley on: construction of John Joseph Moakley Center; the agreement with Massachusetts Bay Transportation Authority to bring rail service to campus; negotiating the construction of a pedestrian passageway to link East and West Campus, the construction of new parking lots, additional lighting; development of a major capital plan that involves building of the new field house, residence hall, dining facility, operations center and the renovation of Harrington Hall, among other projects.

Dr. Dana Mohler-Faria is inaugurated as the 11th president of Bridgewater on October 18.

Freshman class numbers 1,300 students, 12 percent larger than the previous year’s class; minority students makes up 10 percent of the incoming class, which represents a 12 percent increase from the previous year.

Bridgewater concludes a successful 10-year NEASC evaluation.

Institution opens three of its recently completed buildings: East Campus Commons, East Hall, and the Adrian Tinsley Center.

GER review committee is formed in the spring to explore GER requirements, which have remained unchanged since the 1980s (Revised GERs take effect during the 2006-2007 academic year).

Operations center opens, housing campus police, the facilities department, the carpenter’s and plumber’s shops, central receiving and storage areas.

In an effort to ease difficulty in finding parking on campus, the college institutes a ban on freshmen bringing cars to campus.

East Campus also became more of a center of campus life. In the summer of 2003, the operations center opened; it housed the campus police, the facilities department, and the carpenter’s and plumber’s shops as well as central receiving and storage areas.

And in the summer of 2005, three years after assuming the office of president, Mohler-Faria initiated the extensive rehabilitation of the Maxwell Library, which had opened in 1971. The library’s three floors underwent major renovations over a three-year period.

The new president moved quickly to implement several of his policies. He began to host groups of 15 employees at his Friday breakfasts. This reflected his concern that Bridgewater had grown to the point where it was impossible for campus employees to know all of their colleagues. The development of East Campus had exacerbated this challenge. He began the breakfasts by asking if each attendee knew everyone else seated around the table and quickly discovered that no one, including himself, was able to answer yes. At the end of each breakfast, he asked participants to send an email to someone they had met for the first time in order to continue the association.

In attempting to make the same sorts of connections with students, he told a group during a question and answer session that he planned to spend at least one evening per week walking through the residence halls to see what living conditions were like and to discuss any concerns students might have. He indicated his biggest fear as president was that political or other sorts of roadblocks might prevent the college from meeting its goal of providing students with broad opportunities.
As an example of his outreach to the business community, the president hosted an alumni breakfast in November at the North Quincy financial complex of the State Street Corporation. Dozens of alumni who attended were invited back to campus, particularly if they had graduated before 1995: “If you have not been there in the last five years, you need to go there. The campus is absolutely gorgeous.”

In an ongoing indication of the prestige accorded Bridgewater’s technology program, the college was honored for excellence in telecommunications by the Association for Communications Technology Professionals in Higher Education (ACUTA). The college received the award in recognition of its providing technology to the town as part of the agreement whereby the college acquired the Hunt School.

Bridgewater also underwent a successful 10-year NEASC (New England Association of Schools and Colleges) evaluation. Dr. Nancy Hensel, head of the visiting team and president of the University of Maine at Presque Isle, praised the self-study report, which made the visit that much easier. Students who were interviewed spoke very highly of their Bridgewater experience. She also complimented the attractive, clean campus and the ongoing capital improvements as well as the $10 million endowment campaign. Other positives included technology and the good relations with the town of Bridgewater and other nearby communities.

The NEASC team also reported that in spite of the ongoing labor disputes and unfunded contracts, the majority of employees enjoyed working at Bridgewater. Hensel also commended the vision statement for being “expansive and widely accepted on campus.”

With regard to the college’s needs, NEASC recommended a more comprehensive assessment of student learning outcomes. Space requirements ranked high on the priority list, with student housing, faculty offices and classroom space all calling for more attention. Additionally, while the vision statement was excellent, NEASC urged the college to establish priorities and devise ways to transform the vision into reality. Hensel concluded her report by stating, “We wish you much success in what we think will be a very positive future.”

The board of higher education also gave Bridgewater high marks for its mission implementation plan for 2001-2002. The board evaluated state colleges on two components: performance on a set of standards established by the board and performance on priorities established by the institution. Bridgewater met or exceeded 54 of 61 of its own target goals, including capital construction and renovation, the endowment campaign, new academic programs, outreach to the community and technology. The college achieved success on seven out of seven board targets, including student recruitment, most effective use of resources, and quality reporting and data submission. The board referred to Bridgewater’s report as “exemplary.”

One indication of the growth in student enrollment was the challenge of finding parking spaces. Vice president of student affairs, Dr. Lynn Willett, announced that a ban on freshmen bringing cars on campus would go into effect in fall 2003. The 500 spaces freed up by this move would be allocated to commuters. Despite some student complaints about the change, the move was in line with most other state colleges, which had also either eliminated or greatly reduced freshman parking. The challenge of finding parking on campus paled in comparison to the more pressing global issues of the day. By February 2003, the reality of the September 11, 2001, attacks on the World Trade Center hit home as the nation prepared to go to war with Iraq.
Fifteen mobilized student reserve members withdrew from classes. Those affected were provided a number of options, among them having all of their classes dropped with no record on their transcript, receiving a grade of “W,” or taking an incomplete and making up the work upon their return to campus. The prospect of war brought some anti-war protests to campus. Most of the 40 students, faculty and townspeople assembled at a January 29 forum spoke against the impending conflict. Subsequent rallies featured both pro- and anti-war speakers, and the Comment occasionally published news about service members who were called to active duty.  

The cost of the war came home to the Bridgewater campus in a tragic manner, with the death of Captain Anthony Palermo Jr. on April 6, 2007. A 1998 graduate of Brockton High School, he attended Norwich University from 1998-2002, where he was active in the ROTC program. Palermo graduated from Bridgewater in 2003 with a degree in criminal justice and was commissioned as an infantry officer. He was on his second tour of duty in Iraq when his Humvee struck an improvised explosive device.

Due to the ongoing financial crisis, Governor Mitt Romney employed the BAIN Group to examine ways to close a budget shortfall potentially as high as $150 million. The proposal called for the consolidation of three state colleges in central and western Massachusetts and of three community colleges. Niche schools, such as the Massachusetts Maritime Academy, Massachusetts College of Art, and the UMASS-Medical School in Worcester, would be privatized. Some discussion even focused on privatizing the flagship UMASS campus in Amherst.

The plan also called for an education secretariat and regional councils. The heads of all boards of education would be appointed by the governor, and their terms would be coterminous with the end of the governor’s term.
A joint session of the House Ways and Means Committee met at Bridgewater to hear testimony about the proposed changes. Critics charged that privatization would destroy public higher education and that having board members responsible solely to the governor would politicize the system. Mohler-Faria criticized a proposal to roll all education budgets into one line item and challenged the assumption that a savings of $100 million could be realized. He also spoke against the reorganization and pointed out that it would be impossible to institute any plan by July 1. He concluded, “We are at the crossroads and the decisions we make today will last … and impact the lives of individuals across the state.” He added in an interview with the Comment that “this proposal could bring about the most troubling changes that could be made.”

The Legislature did not accept most of the Romney proposals, but the college finally was forced to make up a $6.3 million budget shortfall by raising fees 23 percent and imposing an additional $650 student fee. This was coupled with $1 million in savings from the FY03 budget and with a seven percent decrease in the college’s operating budget.

After a public outcry that tuition and fee increases were unnecessary and exorbitant, the president brought the college’s case to a legislative committee. He testified that contrary to public perception, Bridgewater’s tuition and fees were very much in line with those of peer institutions. When adjusted for inflation, they had actually been declining rather than rising. Although tuition and fees rose from $3,225 in 2000 to $3,735 in 2003, they were also still far below the average $30,000-plus tuitions of private schools.

In October 2003, the trustees approved an additional $175 fee increase for the spring semester. This was based on the state’s FY04 budget and reduced the Bridgewater appropriation by another $1.8 million. The remainder of the deficit was made...
up by a 10 percent cut to the budgets of the non-academic departments of the college. The president told student leaders that he disliked raising their costs, but he had no choice: “I struggled myself through college so I understand.”

In spite of the economic problems and on a more positive note, the college was awarded a Teaching American History grant, one of the largest competitive grants in its history. The official applicant for the grant was the Plymouth School Department, but the college was the administrator of the grant. Dr. Margaret Lowe of the Department of History managed the grant for the college. Over a three-year period, nearly 140 teachers came to campus for lectures and workshops presented both by Bridgewater faculty and by outside scholars, including Dr. Thomas O’Connor of Boston College; Dr. Laurel Thatcher Ulrich, university professor at Harvard University; and Dr. David Hackett Fisher of Brandeis University. Participation in summer field trips earned participants academic credit.

The president also launched a review of the general education requirements (GERs), which had basically remained unchanged since the 1980s. A GER review committee was formed in the spring of 2002 and was co-chaired by Dr. Frank Gorga of the Department of Chemistry and Dr. Robert Fitzgibbon of the Department of Philosophy. According to President Mohler-Faria: “Specifically, I felt that the GERs currently require too many credits, and I want to reduce them.” He also added that a reduction in GER credits would allow students to take more courses in their major and to take additional electives.

The GER committee met with every department chair to ascertain what departments might like to see changed. They also held a series of meetings open to all faculty, administrators and students to solicit input. Making use of the college’s technology,
they also hosted discussion groups on Blackboard. The committee then assembled a draft, which they believed was representative of the discussions. One highlight of the draft, distributed in May 2003, was a reduction in overall GER credit hours to 43, which freed up 12 credits. The new GERs focused more on skills such as writing and speaking and allowed students to choose from a wide variety of courses to fulfill the requirements.\(^{32}\)

The revised GERs took effect during the 2006-2007 academic year. Associate Dean Rita Miller praised the changes: "The GER system was a little more prescriptive … We felt that with the Core Curriculum, students will be able to have a much more personal base of knowledge."\(^{33}\) The required courses included two English composition courses and one course each in philosophy, mathematics and communications. Freshman and sophomore seminars were required, but the remaining credits could be fulfilled in the broad areas of the humanities, arts, and natural and behavioral sciences.

Unlike the old GERs, the new system also allowed for double counting, potentially lowering the number of courses that a student must take. These changes applied to incoming freshman and transfer students, although a computer program was developed so students could analyze their transcripts against both sets of requirements, in order to determine which was more advantageous for them.\(^{34}\)

Vice chair of the board of higher education, Aaron Spencer, proposed another initiative requiring incoming freshman students to purchase a notebook computer. The added cost, ranging between $1,000 and $1,200, would be included in calculations for financial aid, since possession of a computer would be mandatory. A four-year maintenance package was included, and students would receive replacements on loan if their computers required major repairs. This mandate took effect in fall 2004 and allowed students to take full advantage of Bridgewater’s wireless network.\(^{35}\)

Economic issues continued to cause problems. In January 2004, Governor Romney appeared to reverse course on his education policy. After numerous budget cuts, his “Legacy of Learning” plan increased the amount allocated to state colleges by $179 million, an increase of 8 percent. The governor also instituted the John and Abigail Adams Scholarships, which guaranteed free tuition to any of the state’s colleges and universities for any students who scored in the top 25 percent on the MCAS exam. The scholarships could be renewed from year-to-year, providing the recipient maintained a B average.\(^{36}\)

Around the same timeframe, the *Boston Globe* published an article that criticized a decline in graduation rates at the state colleges. Mohler-Faria felt called upon to respond. The president reacted to the charge partly because the article made no mention of the slashed appropriations that inevitably had an adverse impact on higher education. Acting vice president for student affairs, Catherine Holbrook, added that while many freshmen left the college, either dropping out or transferring, Bridgewater took in hundreds of transfer students who were not counted in graduation rates. Also, unlike private school students who could afford $30,000 to $40,000 tuitions, many Bridgewater students took a longer time to graduate, since they had to work and occasionally even take a semester off to earn tuition money.\(^{37}\)

The poor economic conditions generated new faculty protests about lack of progress in negotiating and funding a new contract. MSCA president, Jean Stonehouse, sent a letter to faculty asking them to boycott the fall convocation ceremonies. Most faculty joined the boycott, and speaking at convocation, Mohler-Faria acknowledged the grievances and
called the faculty “grossly underpaid.” He added, “They deserve a compensation package … But it’s going to take time – far more time than it would be reasonable to ask someone to wait.” While the Romney administration planned on committing more funds to higher education, such support apparently did not extend to faculty pay raises, as the governor continued to veto money to fund signed contracts.

The faculty continued to highlight the controversy on September 29 by organizing a “Day of Outrage.” Bridgewater faculty held signs and passed out flyers to students. After vetoing $76 million in approved raises, the governor offered a new contract with no raise the first year, and a one percent raise per year over the next three years. Mohler-Faria admitted that the contract dispute and low salaries were making it more difficult to recruit qualified faculty. Nine of 27 positions offered the previous year were turned down by the applicants, due to low pay rates coupled with the fact that the cost of living in Massachusetts was high. Arts and sciences dean, Howard London, and the president both indicated that they would not accept a raise until the faculty contract was settled.

The union finally agreed to a new contract that provided a base salary raise of three percent as well as merit raises of between $400 and $700 depending on faculty rank. Union president, Stonehouse, said that while the MSCA was not entirely happy with the agreement, it was the best that could be had in a very hostile environment: “Our expectations weren’t particularly high … but it was a take it or leave it situation. We took it.”

Fall 2004 also brought an administrative change with the hiring of Dr. David Ostroth as vice president of student services. Ostroth replaced Dr. Lynn Willett, who left to assume the position of vice president of student affairs at Coastal Carolina University.
University. The new vice president set several goals, including more diverse staffing, more attention to commuting students, expansion of the dormitory population and a greater emphasis on community service.42

As promised, the president continued to meet frequently with students. During a “Conversation with the President” held in the Moakley Center Auditorium, Mohler-Faria discussed a wide range of issues. Addressing a recent sexual assault and other campus safety issues, he promised to make Bridgewater a safe place for students. He also explained his views about campus diversity:

What it means for me … is creating a campus where everyone, so this is not focused on race or gender or you know, sexual preference, but everyone [on] this campus is in an environment where they feel valued, where they feel welcome, where, in fact, they are celebrated as people, so it really is more than race or gender. The broader focus is how do you create an environment that feels really comfortable and diverse.43

He also addressed a number of other issues and acknowledged problems with faculty pay and particularly with the matter of inversions, in which some faculty who had taught for eight years were making less than the starting salaries of new faculty. Speaking about new residence halls, classroom space and expanded parking, he noted that the college had always had to address peripheral problems associated with expansion. For example, an increase of 800 beds would mean that dining halls would be overextended. More parking might be desirable, but in order to expand parking, a feasibility study would be necessary. Echoing Vice President David Ostroth, he said he hoped to pay more attention to commuters, who often slipped beneath the radar.

Crimson Hall, a LEED-certified residence hall, opened September 2007. In addition to its aesthetic appeal, this award-winning building meets nationally recognized criteria for energy conservation and is a tangible example of the university’s institution-wide commitment to energy conservation.
Additionally, Mohler-Faria addressed the issue as to whether Bridgewater should seek university status. He answered this question the way he had when the matter had been raised several times previously. The issue was not strictly whether Bridgewater should become a university or not, but how the college might provide a high quality education for its students. As late as November 2005, Mohler-Faria indicated that while there had been a lot of discussion on and off campus about university status, the college is “not seriously entertaining the idea at this point.”44

Finally, the president praised the fact that Bridgewater had raised admissions standards: students admitted must have a 3.0 GPA and SAT scores of roughly 1170. He recalled attending a Bank Boston internship program with 60 alumni who worked for the bank. When he asked how many came to Bridgewater with a 3.0, only one-third of the audience raised their hands. He jokingly told the other two-thirds that now they would not be admitted. The point he was making was that higher standards were sometimes a two-edged sword. Relying heavily as they did on high school GPA and SAT scores, all of these Bank Boston alumni, who were very successful, would not have been able to attend college without some flexibility in admissions policy.45

The president also made a strong push to build a new Conant Science Building, which he said would “catapult BSC into new heights of excellence.”46 The estimated $83 million price tag made the new facility the most costly construction in the college’s history. In fact, the total price was $30 million more than the cost of the Tinsley Center, East Campus Commons, East Hall, the renovation of Harrington Hall and the purchase of Hunt Hall combined.

Plans called for 60 percent of the existing science building to be demolished, 40 percent to
be renovated, and a new wing to be constructed at the back of the building. This would replace a parking lot and the football team’s practice field. The design also called for green space in front, which would be connected with the campus center and library. The building would contain an estimated 95,000 square feet and encompass 200,000 square feet.

Addressing the SGA one year later, the president discussed plans for the next several years. The science building — whose price tag had risen to $88 million — was still a high priority, and he predicted it would be completed in three to four years. One hundred and fifty rooms would be added to both Pope and Scott halls, which meant that combined with the new dormitory that came to be called Crimson Hall, 708 additional beds would be added to the campus over a three-year period: “I think the campus, as you might guess, then becomes more and more residential, and I think that’s great.”47 The Scott and Pope hall renovations, which had originally begun as a plan to upgrade the existing facilities, began in spring 2008, with student occupancy in September 2009.

Groundbreaking for the new science and mathematics facility took place on October 30, 2009. Over 800 members of the college community gathered for a ceremony in the Rondileau Campus Center. Trustee chair, Louis Ricciardi, Class of 1981, noted, “This is a good day.” Even though the country was experiencing difficult economic times, “We still have a future to plan for. We still have an obligation to educate our future innovators.”48 President Mohler-Faria said that the center “was long overdue,” while Governor Deval Patrick added in his remarks that “Bridgewater State is totally committed to creating opportunities for young men and women, and this science building is a fitting example of that.”49

Alumna Megan Dobro, Class of 2006, also spoke. She thanked professors Jeff Bowen and Meredith Krevosky, both of whom prevented her from “dropping out of school and running off to join the circus.” Due to the fine education she received at Bridgewater, she was accepted into a doctoral program at the California Institute of Technology.

State representative, David Flynn, Class of 1958, summed up the significance of the occasion in remarks directed to President Mohler-Faria: “If Horace Mann, John Quincy Adams and Daniel Webster came through the door right now, they would say ‘Mr. President, job well done.’”50

Another campus change was the re-establishment of a presidential residence. When a private home at the corner of Park Terrace and Shaw Road became available, the trustees and Mohler-Faria discussed purchasing the property for use as a presidential residence. An agreement was reached, and thanks to a generous contribution from former dean, Dr. Marilyn White Barry, Class of 1958, and her husband, Dennis Barry, the Bridgewater Foundation made the purchase. Dr. Barry had served as a professor of special education and also as dean of the graduate school. Trustees Louis Ricciardi, Class of 1981, and Terry Hart Cogan, Class of 1951, also made generous donations to furnish the facility.51

The new facility was dedicated in August 2006, with a reception and dinner attended by 80 guests. Among those delivering remarks were the president; Louis Ricciardi, chair of the board of trustees; and Fred Clark, a former trustee chair. The ceremony concluded with the unveiling of a plaque designating the presidential residence as the Barry House. Dr. Benjamin Spence, Class of 1959, an emeritus history professor, researched the history of the building and that information was also included.
Adrian Tinsley, who had not lived on campus but had purchased a house in Bridgewater, was also present. While most presidents had lived in Gates House since the time of Zemos Scott, Tinsley explained that when she arrived, Gates House, which had been vacant during the Indelicato presidency, required $300,000 in repairs. Given the economic scandal that had occurred, she did not think it was a wise way to begin her presidency, and so she had purchased a house in Bridgewater. She welcomed the return to the prior tradition: “This is a major step forward because it changes the look of the college, the feel of the college and the leadership dynamics. It permits the president and his family to function as the heart and the emotional center of the campus.”

The trustees also saw the move in the same manner and envisioned the president living on campus as a boost to a capital campaign that was getting underway. While the president also expressed his enthusiasm, he did cite some concerns about lack of privacy and even about financial matters. Eventually, he decided to return to his home on Cape Cod. Mohler-Faria indicated that his wife had taken a full-time job in Mashpee, and since she had made many sacrifices for his career, he felt it was important to spare her a long commute.

Given Mohler-Faria’s Cape Verdean roots, Bridgewater also began to forge ties with the island nation. Prime Minister José Maria Neves first visited the campus in 2003, at which time he and the president discussed ways to build ties between Cape Verde and the United States. On a second visit, they talked about Bridgewater’s role in helping to transform Cape Verde into a “cyber island” and to assist in constructing a national university. Mohler-Faria

Groundbreaking for the new science and mathematics center took place on October 30, 2009. Over 800 members of the college community gathered for a ceremony in the Rondileau Campus Center. The public’s investment of $98.7 million for Bridgewater State University’s new science and mathematics center constitutes the single largest capital project ever undertaken by an institution in the state university system.
also noted that Bridgewater was exploring ways to aid in business development. 55

Prime Minister Neves returned to Massachusetts in July 2010 to present President Mohler-Faria with an Achievement and Humanitarian Award for helping to improve relations between the United States and Cape Verde, particularly in the area of education. In his remarks, the prime minister said, “Today, we distinguish a great Cape Verdean citizen because he is a great American citizen.” Neves, who was also at UMass-Boston to attend a conference on Cape Verdean youth violence, referred to the Bridgewater president as a model for Cape Verdean youth. 56

One personal and inspirational story about Bridgewater’s involvement with Cape Verde concerned Jack Moreira, a college maintainer, who worked as the day supervisor for Boyden and Harrington halls. In 1999, he returned to Brava, Cape Verde, where he had been born and saw shoeless children who were not attending school, since the building was an hour away and too far to travel. Returning to the United States, he founded the Nossa Senhora da Graça Association to raise money to build a school. The venture was successful and raised $220,000. The college awarded Moreira the Martin Luther King Jr. Distinguished Service Award for his efforts. 57

As he prepared to leave office in January 2007, Governor Romney imposed one last budget cut, reducing Bridgewater’s appropriation by $935,000. The college struggled to absorb this cut by freezing purchases of administrative equipment and leaving 25 line item positions unfilled. William Davis, the
acting vice president of administration and finance, expressed hope that the cuts might be only temporary and that some of the funds might be restored by the incoming administration of Deval Patrick.  

Despite the budget cuts, the Bridgewater tradition of excellence continued when the Bridge, the literary arts student journal, was awarded the Golden Crown by the Columbia Scholastic Press Association. The previous year the magazine had won the Silver Crown. According to faculty adviser Dr. Jerald Walker, “There is no more prestigious or important award in student journalism than a Gold Crown.” The only other New England school to receive the award was Harvard University. Since then, the Bridge has gone on to win over 100 awards in various categories. 

One major change to the Bridgewater academic calendar – and one which broke a long standing tradition – was the decision to cut spring break from two weeks to one. Since Bridgewater initially had specialized in teacher training, the college shared the public schools’ February and April vacations. When that changed, the college adopted a two-week spring break, one of the few colleges in the country to have such a long spring vacation. Pressure had been building for some time to end the spring semester earlier in May. A proposal was submitted through the college governance process, and the Academic Policies Committee recommended to the president that he reduce spring break to one week. Some faculty who opposed this change resubmitted the proposal and the committee reversed its decision, opting for the traditional two-week break. President Mohler-Faria rejected this recommendation and opted for the future to have a one-week spring vacation commencing with the 2007-2008 academic year.

One very significant event for the president, personally, as well as for the college and Massachusetts education, was an announcement that Governor Patrick had appointed Mohler-Faria to serve as a special adviser for education. Mohler-Faria was tasked with providing a comprehensive assessment of the state of education in the commonwealth. Patrick wanted him to look at education overall, the results of which would help guide changes in education over the coming decades. Patrick hoped Mohler-Faria, eventually, would become secretary of education. The governor’s mandate also included looking at the separate boards for early childhood education, pre-kindergarten through grade 12, and higher education, to determine if a unified system might operate more efficiently. As a college president, Mohler-Faria was also asked to assess how high school students might be better prepared to meet the challenges of college.

Mohler-Faria’s association with the governor began with a meeting facilitated by Dr. Michael Kryzanek of the Department of Political Science. Patrick visited the campus in April 2006 to speak with students and employees. The president and Patrick met for lunch before Patrick’s address. Though Patrick grew up on the south side of Chicago and Mohler-Faria in Wareham, they discovered a bond in that each had been the first in their families to go to college. This had created in both the deep-seated belief that the way to advancement was through education. 

Mohler-Faria’s schedule as an adviser was often quite hectic and entailed a seven-day work week, including meetings with the governor in Boston and numerous additional meetings throughout the state. In spite of this, he said, “I think the ability to make some changes with a governor who is really focused on a high quality of education in this state is just terrific.” He also pledged that once his work was completed he planned to return full-time to Bridgewater: “I have no intention of leaving amidst many
other opportunities … I’ve already made my commitment to this institution, and I’m not going to break it.”

Governor Patrick made a historic visit to the college in spring 2007, when he met with nearly all of the chancellors and presidents of the community and state colleges and the University of Massachusetts to discuss the coordination, funding and governance of higher education. Apparently, the meeting was the first held by any Massachusetts governor with all three higher education constituencies at one time. Patrick told those assembled that he would be a champion for higher education, although subsequent economic woes have made it difficult to implement many of his education plans as of this writing.

After 18 months working with the administration, Mohler-Faria made good on his pledge to return full time to the Bridgewater presidency amidst rumors that the governor had wanted him to become secretary of education. He reflected on his time working as Patrick’s adviser in an interview with Bridgewater magazine. The culmination of his tenure was a “Readiness Report” that centered around four broad goals:

Meeting the learning needs of each student and providing the understanding, encouragement, support, knowledge and skills each requires to exceed the state’s high expectations and rigorous academic standards;

Ensuring that every student in the commonwealth is taught by highly competent, well-educated, strongly supported and effective educators;

Preparing every student for post-secondary education, career and lifelong economic, social and civic success;

And unleashing innovation and systemic change through the commonwealth’s schools, school districts, colleges and universities as well as in the partnerships and collaborations among educational institutions, communities, businesses, and nonprofits.

The president recalled days during which his schedule would change eight or nine times in the course of a few hours. His travels took him over 90,000 miles, the equivalent of driving the length of the Massachusetts Turnpike 650 times. Summing up his experience, Mohler-Faria said, “My time with Governor Patrick was exhilarating. It was the honor of a lifetime to be asked to serve … but Bridgewater is the place I ultimately wanted to be.”

The governor was also the commencement speaker at the 2009 spring graduation. Patrick urged students to embrace life despite its many challenges: “Crisis is a platform for change … out of this crisis, make a change.” Echoing the governor’s message, the president quoted Horace Mann, “Be ashamed to die until you have won some victory for humanity.” Sharing the platform with the president and the governor was the prime minister of the Republic of Cape Verde, José Maria Neves, with whom the college had recently forged an international partnership.

Mohler-Faria was not the only individual from Bridgewater who helped to shape education policy. Two Bridgewater alumni also played a significant role. Fred Clark, Class of 1983, was appointed to chair the board of higher education. Clark, who was a political science major as an undergraduate, had served as a college trustee, a Bridgewater Foundation board member, and a statewide executive for the state college system. As district chief of staff for Congressman Joseph Moakley, he was instrumental in gaining support for the $10 million grant that funded the Moakley Center. In appointing Clark,
the governor said of his choice, “His experience in higher education, business and public service, makes him an excellent fit to lead the Board of Higher Education.” Unfortunately, the severe economic downturn eventually forced Clark to resign in order to focus his attention on his business interests.

Louis Ricciardi, Class of 1981, chair of the college's board of trustees, was elected to a five-year term on the Massachusetts Board of Higher Education (BHE). Ricciardi represented the nine state colleges on the BHE and was the first person from Bridgewater elected to that position. In 1990, at age 30, Ricciardi was the youngest person ever to chair a state college board of trustees.

As part of the college's commitment to diversity, the Gay, Lesbian, Bisexual, Transgender and Allies (GLBTA) Pride Center opened in January of 2007. Director Lisa Forest said, “We hope to promote many events, programs and training for all the BSC community.”

Bridgewater also continued to explore ties with overseas higher education institutions, in this case with Jordanian universities. Dr. Jabbar Al-Obaidi traveled to Jordan for eight days in fall 2006, where he met with the heads of a number of Jordanian institutions. On his return, he indicated that any Bridgewater student could benefit from a semester of study at a Jordanian university. There was not even a language barrier as most professors had studied in either the United Kingdom or the United States and were very fluent in English.

Bridgewater developed an exchange program with four universities including Tafila. In spring 2007, when a visiting lecturer was needed to teach a course in Arabic, Professor Atallah Aroud journeyed from Jordan to the United States to fill the position.

Like most American colleges and universities, Bridgewater was not immune to tragic events on other campuses. This was particularly true of the deaths of 32 students and faculty members at Virginia Tech in Blacksburg, Virginia. David Ostroth, the chair of Bridgewater’s crisis prevention team, had spent 28 years at Virginia Tech before coming to Bridgewater, so there was even a personal connection. The college held a candlelight vigil as a sign of support and sympathy, and Ostroth and the president addressed an open forum on campus safety.

In May, fear swept the Bridgewater campus when messages were discovered in the staircase between the first and second floors of the Shea/Durgin residence halls; they warned students not to go outside if a fire alarm sounded. Campus police increased patrols to deal with the threat. The college eventually developed a notification system whereby, in case of emergency, the college community could be alerted by email or cell phone.

Unfortunately, another scare rocked the campus when a direct threat to President Mohler-Faria was discovered in one of the women's bathrooms. This came a mere two weeks after a gunman killed seven students and wounded an additional 15 at Northern Illinois University. Again, campus police stepped up patrols, and protection was provided to the president, who maintained his normal campus schedule. According to Mohler-Faria: “It is important not to have our campus live in fear because it puts the person writing these threats in control.” Ultimately, a former student was arrested and charged with making the threats.

The search process also began to replace Provost Nancy Kleniewski who had accepted the presidency of the State University of New York at Oneonta. Despite the fact that searches can often take a year or longer, Mohler-Faria hoped that the position could be filled by February 2009.
a national search, Dr. Howard London, a longtime professor of sociology and dean of the School of Arts and Sciences, was selected as provost. London, an expert on higher education in the United States, holds a BA from Bowdoin, and an MA and PhD from Boston College.

Another administrative appointment was that of Dr. William Smith as dean of the School of Graduate Studies. Smith, a professor of English since 1986, had served as acting dean since August 2005. He holds a doctorate from Duquesne University and is an expert on romantic, Victorian and modern English poetry.

One initiative that the president cites proudly is the CONNECT Program, a partnership of southeastern Massachusetts higher education institutions linking Bridgewater with Bristol Community College, Cape Cod Community College, Massasoit Community College, Massachusetts Maritime Academy, and the University of Massachusetts-Dartmouth. CONNECT was established in January 2003 with the goals of improving the quality, accessibility and affordability of higher education along with advancing the economic, educational and cultural life of Southeastern Massachusetts.

Mohler-Faria made CONNECT one of his first priorities upon assuming the presidency, but he discovered that the other presidents were reluctant to meet. However, an editorial in the New Bedford Standard Times praised the concept and a meeting soon followed that led to the agreement.

CONNECT has led to cooperation in a number of areas, including professional development, workforce development, standardized writing and mathematics assessment, and a strong transfer program. The president calls CONNECT one of the strongest cooperative groupings that he has been involved with during his long career in higher education.

There are many specific examples of cooperation, but one that has had particular significance for Bridgewater is sustainability. On September 23, 2008, a CONNECT Sustainability Summit was held on the Bridgewater campus to discuss environmental problems facing the various institutions. Bridgewater committed itself to reducing its carbon footprint with new conservation initiatives reportedly generating savings of nearly $1 million annually in utilities costs.

The college also finished in first place in Massachusetts in a competition among colleges and universities called “Recycle Mania,” although it was not associated directly with CONNECT. The International Facility Management Association presented an award for excellence for the sustainable design practices incorporated into Crimson Hall.

President Mohler-Faria also sought to honor long-serving faculty, who had taught at the college for over 30 years. An issue of the Bridgewater magazine profiled 34 faculty members and librarians who had served the college for decades. Bridgewater’s senior faculty were said to have accumulated a combined total of more than 1,200 years of service, and it was estimated that they had taught more than 140,000 students. In his introduction to the magazine article, the president wrote:

They have been true pioneers of institutional excellence, and though they may be a little grayer than they were decades ago, they’ve shown absolutely no signs of slowing down. The energy of today’s Bridgewater flows directly from their innovative spirit, just as the nobility of our public institutions is anchored in their long and distinguished service.

In December 2008, long-serving employees received plaques at a dinner held in their honor.
The president also honors faculty at an Awards for Excellence ceremony held at the end of each academic year. Faculty members are presented with awards for teaching, scholarship, research, artistic expression and community service. In addition to longstanding awards such as the Lifetime Award for Research and the V. James DiNardo Award for Excellence in Teaching, Mohler-Faria established additional awards such as the Award for Excellence in Collaboration to Improve Teaching and the Presidential Fellowships, which allow two faculty members a stipend and a reduced teaching load to focus on research for an entire academic year.85

One change to the administrative structure of the college – prior to receiving university status – was the renaming of the School of Management and Aviation Science to the School of Business. One reason for the change was that the school contained six different departments and yet only two were included in the school’s name. Then dean, Catherine Morgan, noted, “We wanted the name to better convey what the school has to offer. It’s really a matter of branding the school properly.”86 The change also conveyed more clearly the fact that Bridgewater had a business program and potentially opened more doors to the business community.

One Bridgewater graduate made history in this period: Warren Phillips, Class of 1975, MAT in physical sciences, was named by USA Today to the All-USA Teaching Team. One of 20 honorees, he was presented with a trophy and a check of $2,500 for his school. According to Nicola Micozzi, Class of 1971, the Plymouth public schools science coordinator and Phillips’ supervisor for 25 years, “Warren is one of the most remarkable science educators I’ve ever known.”87

Mention has previously been made of the Killam trusts and their support for Bridgewater’s

Highlighting the importance of international engagement to Bridgewater’s central mission, strategic planning and core curriculum, Mohler-Faria announced the creation of the Center for International Engagement, which opened in spring 2010. The center supports the Canadian, African, Latin-American, Asian, and Middle Eastern Studies programs.
Canadian Studies. The Constance Killam Trust and the Elizabeth Killam Rogers Trust provided a $1 million grant to establish the Killam Professorship in Canadian Studies, the first endowed chair in the state college (now state university) system. The funds allow a visiting Canadian professor to reside at Bridgewater for up to a year. The Killams, who lived in Marshfield, were the sisters of Izak Walton Killam, a Canadian financier who was one of Canada’s wealthiest men and greatest philanthropists. Other contributors to the grant were the Federal Government of Canada and the Commonwealth of Massachusetts Endowment Initiative Program.

One of Bridgewater’s unique programs, the aviation program, suffered a setback when Delta Connection Academy decided to close its flight training business. The college decided to deal with declining enrollments by making the bold decision to run its own flight training program. In January 2009, arrangements were made to lease a building at the New Bedford Regional Airport, where Bridgewater would utilize its own flight instructors and curriculum. According to associate dean, Frank Sargent, “The control we are enjoying over the program is not the same for faculty when the program is contracted out. It is truly the faculty’s program now.”

The college also leased eight aircraft and two Piper Arrows, which allowed standardized training for all students. Additionally, the program led to job opportunities with regional and national airlines. There are currently 191 students majoring in the two concentrations – aviation management and flight training – and that number is expected to grow to 300.

The often uneasy relationship between the town and college over the Burnell Campus School had ended in June 2008 with the closing of that facility. Although a long tradition ended, President Mohler-Faria spoke fondly of Burnell’s place in the college’s
history: "It has a long, deep, rich history and attachment to this college and to this town … The spirit that exists in that school, what we have been able to do in that school in this town, will continue to make a tremendous difference." While the Burnell students were absorbed into other Bridgewater-Raynham district schools, the building reverted to the college and was converted into space for college use.

Both the Tinsley and Mohler-Faria administrations had been plagued with major budget problems. In 2008, the situation worsened when both the nation and the state were faced with one of the worst budget crises since the Great Depression of 1929. On October 15, the governor announced a $1.4 billion budget cut, which reduced the college’s appropriation by roughly $2 million. Among several measures the president announced was an immediate hiring freeze for any new positions, while vacant positions would be filled on a case-by-case basis, depending on priority. Out-of-state travel by administration and staff members was curtailed, unless it was deemed critical to the mission of the college. The good news was that thanks to Mohler-Faria’s fiscal foresight, there would be no layoffs as this, he said, would be "catastrophic to the enterprise of educating students." He also did not plan a mid-year fee increase for students. Finally, Mohler-Faria promised that planned construction of the new Conant Science Building would not be affected, since the appropriation was locked into a security bond by the state.

The president addressed the severity of the economic downturn in an interview in the Bridgewater magazine, in which he expressed his belief that this was not merely a normal economic cycle, but rather part of a more fundamental change to the economy. Given the economic problems Mohler-Faria faced when he took office, he had immediately begun to restructure the college’s financial systems along with building reserves. His early planning meant that the college was able to avoid layoffs or major reductions to the operating budget. Despite being forced to increase student fees by six percent, a modest increase given the depth of the problem, the college had simultaneously increased financial aid by almost a half million dollars.

Mohler-Faria also spoke about plans for the use of possible federal stimulus funds. He pledged not to put any of that money into the operating budget but suggested funds be used for one-time critical expenditures, investment in revenue-generating initiatives and efforts to reduce long-term costs, particularly those relating to energy. He noted that if the funds were used for continuing expenditures, and they went away, then the college was putting itself in a precarious position.

While the future can never be entirely clear for any institution and particularly public institutions which rely at least partially on tax revenue, Bridgewater’s integrated strategic plan – guided by the president, prepared over the course of 18 months and adopted by the board of trustees in December 2009 – is a blueprint for the future. The plan addresses five strategic goals:

Maximize the intensity, diversity and richness of teaching and learning relationships forged between faculty, students and members of the broader community.

Promote a vigorous and dynamic institutional environment focused on developing and enhancing leadership skills.

Expand the institution’s ability to foster the cultural, scientific, economic and intellectual capacity of Southeastern Massachusetts.

Increase global and cultural awareness and encourage a diversity of perspectives on campus and in the region.
Serve as an agent of social justice and sustainable practices, instilling in all members of the college community a deeper understanding of the impact they each have on the greater good and our world.

The plan also identifies members of the leadership team responsible for the implementation of each goal and a method of measuring progress toward the goals.

The president also proposed – and the board adopted – the creation of two new schools (renamed colleges following the institution’s rise to university status): the School of Humanities and Social Sciences and the School of Science and Mathematics. This eliminated the previous School of Arts and Sciences. A nationwide search was launched to hire two new permanent deans.36

Highlighting the importance of international engagement to Bridgewater’s central mission, strategic planning and core curriculum, Mohler-Faria also announced the creation of the Center for International Engagement, which opened in spring 2010. The center, which is located on the third floor of the Maxwell Library, supports the Canadian, African, Latin-American, Asian, and Middle Eastern Studies programs. Another key mission for the center is to work with the Office of Grants and Sponsored Projects to obtain external funding to support Bridgewater’s international initiatives. Dr. Michael Kryzanek, longtime political science professor, serves as director of global studies and executive director of international engagement.37

Plans also called for a number of capital improvements in addition to the new science facility. These included renovation of the Swenson Field athletic facilities (February-July 2010); an addition to Hunt Hall (May 2010-February 2011); renovation of the Rondileau Campus Center Auditorium (summer 2010); renovation of the central instructional technology computer rooms (fall 2010); and ongoing modernization of the Great Hill Apartments (fall 2010). As of this writing, discussions are also underway to build a new 500-bed residence hall and to upgrade the Maxwell Library Lecture Hall.

Even with the economic downturn, Mohler-Faria appointed a 21-member steering committee to launch a capital campaign aimed at raising $15 million. By December 2010, the institution had raised close to $11 million toward that goal. Mohler-Faria expressed hope that the campaign could be completed successfully by June 2012.38

The demand for a Bridgewater education remains strong; applications continue at a record pace. To fill slightly over 1,000 seats for the class entering in September 2010, the college received more than 10,000 applications. Retention rates also continue to rise, from 75 percent to 82 percent overall; from 68 percent to 80 percent for students of color; and from 72 percent to 81 percent for low-income students. Overall enrollment topped 11,000 for academic year 2010-2011, highlighting the need for additional classrooms, parking spaces and dorm rooms as well as more faculty.

Even while the economic downturn cast a shadow on the immediate future, another momentous chapter in Bridgewater’s long history began with the attainment of university status. Discussions about university status were, of course, not new. As far back as October 1963, the Fall River Herald News carried the headline, “Bridgewater College Would Be University.” Academic dean, Lee Harrington, told a Herald News reporter, “Bridgewater lends itself to expansion,” and added that the college “deserved university status.”39 A group of legislators visited the campus in November to explore the possibility, and Harrington urged them to move forward with the proposal. Nothing came of this initiative, but from time to time, new proposals...
surfaced. However, neither the economic nor political climate was right for such a change.\textsuperscript{101}

In an interview with the author, President Mohler-Faria explained the process, both public and behind the scenes, whereby university status was achieved. He described the significant role played by a number of Bridgewater alumni including David Flynn, Class of 1958; Peter Koutoujian, Class of 1983; and Fred Clark, Class of 1983. As early as 2003 or 2004, Mohler-Faria began to talk with the Council of Presidents about the issue. In terms of how the specific goal might be achieved, the group gave thought to filing legislation to bring about the change.\textsuperscript{102}

Early in his administration, the president had taken a low-key attitude toward Bridgewater’s becoming a university, but by December 2006, he had revisited the issue. While making it clear that no decisions had been made, he announced that the trustees and a committee including both faculty and students would explore the question. He reiterated his often stated position that any changes should positively benefit student education and incur no additional cost. Mohler-Faria indicated that university status would not bring a great surge in enrollment; many American universities had a far smaller enrollment than Bridgewater. According to an article in the \textit{Comment}, among the possible advantages of university status were a 3-3 faculty workload, the ability to hire additional faculty and the offering of a limited number of doctorates.\textsuperscript{103} According to the president, the advantages of university status would include the ability to attract additional state and national funding; the ability to recruit even more highly credentialed faculty and attract the best and brightest students; and the opportunity to enhance efforts to build on the breadth and scope of Bridgewater’s international partnerships. Additionally,
an undergraduate or graduate degree from Bridgewater State University would reflect increased value and prestige in the worldwide marketplace. Representative Koutoujian decided to file legislation on behalf of the state colleges, and at Mohler-Faria’s request, a white paper providing the rationale for the change was prepared. He then talked with Bridgewater’s board of trustee’s chair, Louis Ricciardi, who was asked to form a working group. The white paper proved to be very useful in testimony before the Legislature.

The president also praised his colleague Nancy Harrington, president of Salem State College. Harrington was also a strong supporter of university status, and she and Mohler-Faria had been working for a number of years to explore the possibility of Bridgewater and Salem becoming universities and how this might be accomplished. The Salem president also had support in the Legislature from state senator Fred Berry who represented the Second Essex District.

With this extensive groundwork in place, Ricciardi announced that the board favored the president’s request and supported his intention to seek university status. Mohler-Faria and Harrington testified before the Legislature about the possible impact on faculty course load and about increased appropriations. In his testimony, Mohler-Faria noted that 45 states had converted their colleges to universities. He also said that even if the change was approved, it would take four to six years for full implementation.

After the testimony before the Legislature’s Joint Committee on Education, the real work began. Mohler-Faria recalled that he and five other people including Clark, Flynn, Koutoujian, Berry and Patricia Meservey, who succeeded Harrington in July 2007, devoted almost daily efforts to making university status a reality. In Mohler-Faria’s view, Clark was the linchpin who kept everything together, since he visited between 80 and 90 percent of the legislators to lobby for their support.

These efforts helped to gain legislative momentum, culminating in July 2010 when the House of Representatives overwhelmingly approved legislation to grant university status to the commonwealth’s state colleges by a margin of 124-21, and the Senate 34-2. David Flynn, the vice chair of the committee on higher education, and Peter Koutoujian, chair of the joint committee on financial services and the legislator who had filed the bill, were instrumental in convincing their House colleagues to support it.

Although the vote was overwhelmingly in favor, some opposition to the change existed, with critics arguing that the change might be expensive. They reasoned that faculty might seek compensation at the same level as professors at the University of Massachusetts, and that, therefore, tuition would have to rise. Faculty might also seek a reduced teaching load comparable to the University of Massachusetts system. Others called for a re-examination of the missions of the various higher education segments before any changes occurred. Supporters countered this critique by claiming that the presidents had pledged that the change would not lead to additional costs and that students deserved the additional prestige and opportunities that graduating from a university would bring. The newly designated institutions would also be more competitive in securing grants and, as noted, 45 other states had already made a similar change; Massachusetts was simply placing itself in line with national education trends.

One key issue that had to be dealt with before the change could muster enough political support was the University of Massachusetts’ resistance to the new state universities granting doctoral degrees.
UMASS, fearing strong antipathy from its alumni, made it clear that language in the bill that allowed doctorates must be removed or they would openly oppose the measure. It was clear that if they did voice strong opposition, the legislation could not pass.

Mohler-Faria, Clark, and Robert Antonucci, the former commissioner of education and then president of Fitchburg State College, met with officials from the university to negotiate a compromise. University officials agreed that if language allowing doctorates was removed, they would not officially object to university status, but they still would not openly support it. The fact that the university would not openly oppose the measure assured that the legislation would pass.111

The two sides did agree that when possible, they would work to offer joint doctoral programs. While as of this date no agreement has been reached, Bridgewater and UMASS-Dartmouth have been exploring a possible joint doctorate in educational leadership.112

One concession that the state universities did gain from the negotiations was that the legislation, at least, did not preclude them forever from granting doctorates. At some time in the future, the institutions might be able to put together proposals and seek approval to offer their own doctorates. For example, it might make sense for Bridgewater, as the only state university offering a master’s degree in social work, to offer a doctorate in social work.113

Mohler-Faria announced the passage of the legislation to the college community on July 16, 2010. Noting that the bill still required the governor’s signature, he said, “For now, however, you should all take a moment and celebrate this achievement and wonderful milestone in the life of our institution, for it is your dedication, enthusiasm and perseverance that has fueled our ascent.”115

The governor signed the legislation on July 28, 2010, with hundreds of alumni, students and faculty traveling to the Statehouse to witness this momentous occasion. Acknowledging Representative Flynn’s role in the measure’s passage, the governor turned to the “dean” of the House – who had decided not to run for re-election – and said, “We are here today, in large part, thanks to you, Dave.”

Addressing those in attendance, Mohler-Faria noted:

This is indeed a historic day for our commonwealth, for our system of public higher education, for Bridgewater State University, and most important of all for our students … With today’s signing we enter a new era – one ever more responsive to the needs of 21st century society, yet inextricably linked to the founding vision of Horace Mann.116

As this chapter of Bridgewater’s history comes to a close, the complete history of the Mohler-Faria presidency remains to be written by a future historian. It is possible that the severe economic problems may temporarily curtail or postpone some planned initiatives. However, economic crises come and go, but university status, while initially only a name change, will undoubtedly open many exciting future opportunities. The president, who is by background and training a historian, shares this optimistic view of the future:
Our institution has been, and will forever be, a pioneer. We have been the gateway to success for tens of thousands of graduates who were the first in their families to go to college. We have surrounded them with some of the most dedicated and innovative faculty anywhere in the country. We have built a campus environment that is among the most idyllic, technologically sophisticated, and beautiful of any in New England. And we continue to challenge our students by proliferating the ideas of great thinkers, humanitarians, literary scholars, scientists, musicians and artists.

The stories of our past, however, foster a heightened sense of collective consciousness and help to carry our noble mission even further. They remind us all that today’s flourishing institution – to say nothing of the overwhelming success of the great experiment of public higher education – is the proud legacy of countless generations.

To put it another way, we are standing on the shoulders of giants – and the view couldn’t be more breathtaking.  

Mohler-Faria began building his legacy early in his presidency. Between 2002 and 2010, more buildings were added to the physical plant than at any other point in Bridgewater’s history. With the recent purchase of three homes on Plymouth Street and plans for a new 500-bed dormitory on East Campus, the trend continues. In fact, the goal to provide on-campus accommodations for 50 percent of undergraduates appears to be within reach. A new GER curriculum and a broadening of the horizons for Bridgewater students through study abroad trips and partnerships with many foreign universities also mark his presidency.
One other tradition that his presidency brings to mind is Bridgewater’s enormous impact not only on the history of education in Massachusetts, but also in the United States. From Horace Mann through Nicholas Tillinghast, Albert and Arthur Boyden, George Martin, Owen Kiernan and, finally, Dana Mohler-Faria, Bridgewater’s leaders have helped to shape education policy for the commonwealth for more than 170 years. Mohler-Faria’s work with Governor Deval Patrick has set the education agenda for the coming decades and, if past is prologue, then Bridgewater’s impact will continue into the foreseeable future.
Bridgewater’s journey from pioneer normal school to university has been quite remarkable given its humble beginnings in one room of the old town hall. The constant throughout its history has been a strong continuity of leadership. In its first 93 years, the institution had only four principals, and two of those, Albert Gardner Boyden and Arthur Clarke Boyden, served a combined total of 73 years. This provided a stability with respect to a philosophy of education at a time when low wages and lack of funding caused rapid turnover at many American normal schools.

In his 1846 address at the dedication of the first normal school building in America, Horace Mann predicted that coiled up in the institution was an uncoiling that might wheel the spheres. Despite the fact that the school was situated on 1.25 acres and consisted of one building, Bridgewater’s leaders took Mann’s words to heart. Before long they acquired additional land, commenced a building program and gradually increased student enrollment. Their vision has culminated in the modern state university that exists today, an institution consisting of 38 buildings spread out over hundreds of acres. The initial student body of 28 has grown to an enrollment of more than 11,000.

The school has always been resilient in the face of adversity. Whether facing threats in the legislature to end the normal school experiment, a devastating fire, or a president resigning in disgrace, Bridgewater found the leadership that it needed and quickly moved beyond each crisis.

Part of this success can be attributed to a group of dedicated faculty and administrators, who taught for decades, in spite of low salaries and a general attitude on the part of the board of education that if salaries weren’t satisfactory, then employment should be sought elsewhere. Women, in particular, suffered from this early approach as women’s salaries were historically lower than those of their male counterparts. This salary discrepancy originated with Horace Mann and the board of education, which supported a philosophy that only unmarried women could teach and that, therefore, they required less money as they were only supporting themselves.

Bridgewater was also always seen as a place where those who could not afford to attend college or who were the first in their family to seek higher education could attend to better themselves. For those students who agreed to teach after graduation, tuition was free and textbooks were provided. It was not until the 1940s and a decision by the court that Massachusetts began to charge tuition.

With state assistance inadequate to fund the normal school system, Bridgewater always relied on public and private partnerships. Prominent citizens like Marcus Morton and Artemas Hale provided funds to establish the school in 1840, and Senator Charles Sumner signed a bond for $5,000 to ensure the construction of the first classroom building in 1846. Sumner, along with many others, also contributed numerous volumes to the library. That tradition continues as Massachusetts’ support for its colleges and universities is less than 50 percent of the schools’ total budgets.

Bridgewater’s place in the history of education is solid. The methodology which Albert Boyden developed to train women to teach in elementary schools made Bridgewater widely known in education circles throughout the country. Bridgewater probably had a higher profile and was better known throughout the country during the Boyden years, given the fact that education’s pioneering days are behind us. Today, Bridgewater is an excellent comprehensive university, but in the 21st century, scores of other institutions of higher education exist, dimming the national spotlight. However, Bridge-
water’s regional presence is well known and respected.

Even the historical literature varies widely as to the impact that normal schools had. While some scholars like Christine Ogren argue that normal schools provided opportunities that would not have otherwise existed for women and minorities, others like Jurgen Herbst conclude that low salaries drove male graduates into other professions, and that women, many of whom married, were permanently lost to teaching.¹

Despite praise for Bridgewater’s pedagogy, the normal schools often lacked public respect, in part because their student bodies were predominantly female. For decades, the schools were not even funded directly by the legislature but through the school fund, which was generated from the sale of public lands. Critics continually asked why regular colleges couldn’t train teachers better than the normal schools could. Even after converting in the 1960s to more comprehensive institutions, state colleges often designated specific days or even weeks as Heritage Days, during which attempts were made to reach out to legislators and to the public and to convince them that state colleges, including Bridgewater, weren’t just teacher training institutions.

There are many plans on the drawing board for Bridgewater’s future including new colleges, new academic programs and new ways of delivering education. University status, which initially entailed a name change, will certainly lead to numerous significant changes over the coming decades. Wherever the university’s future may lead and despite periodic setbacks, it seems reasonable to make one final observation. If Horace Mann could return to campus, he would undoubtedly be amazed, but also pleased, to see where his vision has taken not only Bridgewater but also the Massachusetts normal schools in the 170 years since their founding.
More than 170 years ago, Bridgewater Normal School embarked on a journey which, unbeknownst to the small band of pioneers who set things in motion, would begin the era of education reform not only in the region, but also in the nation and beyond. The year was 1840. Twenty-eight students attended class in the Bridgewater Town Hall.

Today, Bridgewater State University is the largest institution in the state university system in the Commonwealth of Massachusetts with more than 11,000 students and nearly 1,000 full-time faculty and staff.

The mission in 1840 was to "normalize" or standardize the training of teachers for the Commonwealth’s schools. From that humble beginning, our institution has evolved into a comprehensive liberal arts university with five colleges, more than 30 majors and a comprehensive graduate program offered in a wide variety of diverse disciplines.

In addition, the reach of Bridgewater extends well beyond American shores to places like Cambodia, Jordan, Cape Verde, England, Ireland, Brazil, Japan, China, Egypt, Hong Kong, Mexico, Canada, Italy and others. We can say with pride – and with history on our side – that Bridgewater State University is a leader in higher education.

How we got from there to here is aptly documented in the pages of this book. Dr. Turner has recorded the extraordinary vision of our predecessors, including our institution’s principals and presidents, a vision that has guided Bridgewater through its many changes: first as a normal school, and later, a teachers college, a state teachers college, a state college and, now, a state university. In each era of its transformation, creative thinking and determination have helped Bridgewater flourish; dedicated faculty have impacted the lives of hundreds of thousands of students; and a mission to share its resources with the region has helped grow the intellectual and economic capacities of communities in Southeastern Massachusetts.

The original mission of the normal school – to train teachers – continues to be a major strength of the institution, with Bridgewater graduating more teachers than any other institution in the commonwealth. However, in addition to the College of Education and Allied Studies, Bridgewater’s four other colleges – Science and Mathematics, Humanities and Social Sciences, Business, and Graduate Studies – prepare graduates who are highly educated, critical thinkers, and well-prepared to make a difference both in the region and throughout the global community.

In the past decade, we have seen significant growth in many areas of the university. The physical plant is undergoing the largest expansion in the history of the institution; the student body has reached record numbers; the faculty cohort has risen 23 percent over the past decade; the number of degrees awarded has soared by 50 percent in 10 years; three new schools – now colleges – have been developed in five years; our international programs are the largest and most comprehensive in the state university system; and Bridgewater continues to produce graduates and administrators who are leaders in the shaping of education policy in Massachusetts.

Equally important, and shaped by an ongoing university conversation involving all members of our community, Bridgewater has developed a focused strategic plan. This work serves as the roadmap for our trajectory of excellence and will guide the university’s progress well into the next decade and beyond.

Since I assumed the office of the presidency of Bridgewater State University, the pace of the world has accelerated, fueled by ever changing technological advances and a reshaping of the world economic
base. It is our responsibility to respond with courage and conviction and to meet this change head on through clear vision, innovation and strong leadership. To better understand the impact such change requires that we – and all institutions of higher education – stay abreast of the change. We are educating the leaders of tomorrow. It is critical that we craft education policy and practices that allow us to produce graduates prepared to enter and lead a 21st-century world. There must be a clear understanding of the delicate balance between innovation and technological change and the need to create a more just and equitable world. At no other time in our storied history has a liberal education been more critical to the future of our society, to the lives of our children and their children.

To assume its role in a changing world, Bridgewater must continue to be a leader; we must continue to pursue innovation and provide even more opportunities for our students to be engaged learners. Opportunities for undergraduate research, service learning, community service, international travel and graduate education have increased exponentially during my presidency. Many talented faculty and administrators share in this success and are committed to enhancing and adding to these programs. Indeed, Bridgewater’s continued success relies heavily on the ability of faculty to engage students in a challenging and comprehensive program of education. The university is committed not only to hiring well-credentialed and highly accomplished faculty who understand the critical importance of faculty-student engagement, but also to offering faculty innovative programs for professional development.

Over the coming decade, Bridgewater will see continued growth in the size of its student body. Current plans seek to reach a student body of approximately 12,500 by 2014. This will require the hiring of 50 more faculty over the next five to seven years. Understanding the importance of small classes and individualized attention, we are committed to maintaining our low student-faculty ratio.

In addition, the investment in technology must keep pace with a changing technological world. To ensure our students and our institution have a global perspective, we will continue and expand our engagement with a variety of international partners. To date, we have 27 formal partnerships with institutions of higher education worldwide from Europe to the Middle East and beyond. We seek more as an international experience for each Bridgewater student is a top priority.

As the 11th president of Bridgewater State University, I am proud of our long and rich history. I am humbled to be guardian of this great institution, and I am deeply committed to building on the tradition of excellence that defines the Bridgewater experience for this generation and future generations of students. Educating the citizens of tomorrow is an extraordinary responsibility and one which the Bridgewater community – from our days as a normal school to our rise to university status – has embraced with passion and courage.

Dana Mohler-Faria
President
Bridgewater State University
CHAPTER 1


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117 John Dickinson to Albert G. Boyden, December 4, 1877 (BSU Archives).

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165 For the awarding of Amherst honorary degrees, see www.amherst.edu. The Amherst site lists the date of Boyden’s MA as 1861 rather than the correct date of 1881.
166 Frederick Ohles and others, Biographical Dictionary of Modern American Educators (Westport, Conn.: Greenwood Press, 1997), 57.
167 Newton Dougherty to Albert G. Boyden, October 25, 1887 (BSU Archives).
168 George H. Martin to John Dickinson, June 8, 1885; George G. Edwards to George H. Martin, July 1, 1883 (State Library of Massachusetts, Special Collections Library).
169 Albert G. Boyden to Caleb Tillinghast, March 31, 1886 (State Library of Massachusetts, Special Collections Library).
172 Albert G. Boyden to George H. Martin, (no date), Fiore Scrapbooks (BSU Archives); A.C. Boyden, Albert Gardner Boyden and the Bridgewater Normal School, 55.
173 Ibid., 52.
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183 Albert G. Boyden to John Dickinson, January 17, 1889 (State Library of Massachusetts, Special Collections Library).

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195 Ellen Hyde to John Dickinson, February 9, 1885 (State Library of Massachusetts, Special Collections Library).


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206 Reverend S. McBurney to Albert G. Boyden, January 28, 1890 (BSU Archives).
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210 Ibid., March 14, 1890.
211 Ibid., March 20, 1890; May 1, 1890.
212 Bridgewater Independent, April 12, 1890 (Hereinafter cited as BWI).
213 Ellen Hyde to Albert G. Boyden, February 15, 1890, Fiore Scrapbooks (BSU Archives).
214 J.H. Davis to Albert G. Boyden, January 31, 1890 (BSU Archives).
215 Albert G. Boyden to Caleb Tillinghast, February 7, 1891 (State Library of Massachusetts, Special Collections Library).
217 Ibid., 19-20, 21.
218 Contract with the Bridgewater Electric Company, May 22, 1891, Fiore Scrapbooks (BSU Archives); BWI, July 4, 1891.
219 BWI, July 31, August 21, October 16, October 18, 1903.
221 Ibid., 55-56.
222 Ibid., 56, 61.
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231 BWI, July 5, 1893; Frank F. Murdock to the Board of Education, July 5, 1893, Fiore Scrapbooks (BSU Archives).
232 F.W. Swan to John Dickinson, December 11, 1893 (State Library of Massachusetts, Special Collections Library).
235 Ibid., 150.
237 Ibid., 10.
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241 Board of Education, Sixtieth Annual Report of the Board of Education Together with the Sixtieth Annual Report of the Secretary of the Board, 1900-1901 (Boston: Wright and Potter, 1902), 120; See Appendix Examination For Admission to the Massachusetts State Normal Schools, September 8 and 9, 1896.
242 Unidentified Newspaper Clipping (BSU Archives).
243 Caleb Tillinghast to Albert G. Boyden, Fiore Scrapbooks (BSU Archives); Caleb Tillinghast to Alice F. Palmer, May 26, 1891 (State Library of Massachusetts, Special Collections Library).
244 Albert G. Boyden to John Dickinson, April 20, 1891 (State Library of Massachusetts, Special Collections Library).
245 J.C. Greenough to John Dickinson, April 18, 1896 (State Library of Massachusetts, Special Collections Library).
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250 Arthur C. Boyden to John Dickinson, February 2, 1891 (State Library of Massachusetts, Special Collections Library).
251 Unidentified Newspaper Clipping; Thomas Cupper to John Dickinson, Undated, Fiore Scrapbooks (BSU Archives).
252 W. Henry Plant to John Dickinson, March 7, 1891 (State Library of Massachusetts, Special Collections Library).
253 Emma Roberts to John Dickinson, November 25, 1891; A.S.H. Edwards to John Dickinson, Undated (State Library of Massachusetts, Special Collections Library).
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281 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), December 16, 1896 (Massachusetts State Archives).


283 E.H. Russell to Caleb Tillinghast, December 14, 1900 (State Library of Massachusetts, Special Collections Library).

284 BWI, August 22, 1891; May 7, 1892.

285 BWI, May 1, 1892; April 8, 1893; January 10, 1894.

286 BWI, October 5, 1895.

287 For examples of condolences, see the Fiore Scrapbooks (BSU Archives).

288 BWI, April 20, 1906.


290 BWI, March 2, 1895.


296 Ibid., 35.


298 Ibid., 37-38.


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303 BWI, January 30, 1903; March 20, 1903.

304 George Hedrick to Albert G. Boyden, January 8 and 9, 1903, Fiore Scrapbooks (BSU Archives).

305 BWI, April 17, 1903.

306 Ibid., May 13, 1903; April 24, 1903.

307 Ibid., June 12, 1903; July 31, 1903.

308 Ibid., April 28, 1905; David Wilson, *As We Were, As We Are*, January 18, 2007.

309 BWI, April 28, 1905.


311 Unidentified Newspaper Clipping (BSU Archives).

312 Alice F. Palmer to Albert G. Boyden, March 5, 1902, Fiore Scrapbooks (BSU Archives).
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313 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), March 6, 1902 (Massachusetts State Archives); George Hedrick to Albert G. Boyden, March 3, 1902, Fiore Scrapbooks (BSU Archives).

314 BWI, May 19, 1905.

315 Ibid., May 12, 1905.

316 Ibid., May 31, 1907.

317 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), October 4, 1906 (Massachusetts State Archives).


319 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), April 5, 190; March 11, 1903; April 2, 1903 (Massachusetts State Archives).


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322 Ibid., 98; For Peterson’s report see Board of Education, Sixty-Seventh Annual Report of the Board of Education Together with the Sixty-Seventh Annual Report of the Secretary of the Board, 1902-1903 (Boston: Wright and Potter, 1904), 60.

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325 Ibid., 100.

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330 Ibid., 104.

331 Undated Request, Fiore Scrapbooks (BSU Archives).

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338 Walter Beckwith to Caleb Tillinghast, January 30, 1901: April 26, 1904 (State Library of Massachusetts, Special Collections Library).
339 Frank F. Murdock to Caleb Tillinghast, February 11, 1904 (State Library of Massachusetts, Special Collections Library).
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341 Ibid., October 13, 1905.
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346 Albert G. Boyden to Caleb Tillinghast, February 18, 1900 (State Library of Massachusetts, Special Collections Library).
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348 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), November 2, 1905 (Massachusetts State Archives).
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354 Ibid., Edward Fitts, Class of 1872. Unless noted all reminiscences come from the BSU Archives.
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356 Mabel Wetherbee, Class of 1877.
357 Minnie Jillson, Class of 1891.
358 Lottie Graves, Class of 1891; Marion Garfield, Class of 1892.
359 Harriet Fiske, Class of 1899 (as told by her daughter Sarah Price).
360 Annie Shirley, Class of 1899; Clara Kramer, Class of 1905, in Fiore, *As We Were*.
361 Bertha Howard, Class of 1889; Emily Arnold, Class of 1886; Clara Wing, Class of 1876.
362 BWI, January 9, 1892; Hennetta Hill, Class of 1886.
363 Lottie Graves, Class of 1891.
364 Clara Wing, Class of 1878; Marcia Shumway, Class of 1880; Charles Janvrin, Class of 1889.
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366 Mary Hadley, Class of 1888; Amy Glidden, Class of 1891; Rules of Table Etiquette (BSU Archives).
367 Amy Glidden, Class of 1891.
368 Harriet Beecher, Class of 1890; Claude West, Class of 1892.
369 Sarah Lawrence, Class of 1878; Mary Hadley, Class of 1888.
370 Clara Wing, Class of 1878.
371 Mattie Healey, Class of 1889.
372 Mabel Handy, Class of 1904; Harriet Beale, Class of 1890.
373 Louise Fisher, Class of 1894.
374 Claude West, Class of 1892; Bertha Harris, Class of 1897.
375 Edward Curran, Class of 1897; Anson Handy, Class of 1900.
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377 Edward Curran, Class of 1897.
378 Herman Gammons, Class of 1891; William G. Vinal, Class of 1899.
379 Edgar Webster, Class of 1878; Frank Speare, Class of 1885.
380 Mabel Handy, Class of 1904; Fred Smith, Class of 1892; Tobey Scrapbooks included in the folder for the Class of 1899.
381 Maureen Shumway, Class of 1880.
382 Mary O’Connor, Class of 1902; Edgar Webster, Class of 1878; Anson Handy, Class of 1900.
383 Mary Leffers, Class of 1899; Leila Broughton, Class of 1904.
384 Mabel Handy, Class of 1904.
385 Mary Oleson, Class of 1901.
386 BWI, January 26, 1895.
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393 Clara Wing, Class of 1878; Lillian Roberts, Class of 1882.
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408 Ibid., March 5, 1886 (BSU Archives).
409 Ibid., March 12, 1886, Promissory Note, March 6, 1886, Signed by Loretta Winship (BSU Archives).
411 Massachusetts Schoolmasters’ Club, “In Memoriam, George Henry Martin, 1841-1917.”
412 A.C. Boyden, History of the Bridgewater Normal School, 72; “In Memoriam, George Henry Martin.”
413 Ibid.
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415 Albert G. Boyden, “Complimentary Dinner to Dr. Martin” (BSU Archives).
416 “In Memoriam, George Henry Martin.”
417 Normal Offering, 1919, 17-19; Unidentified Newspaper Clipping (BSU Archives).
418 For Kirmayer, see ‘Franz H. Kirmayer, 1907” (BSU Archives); Normal Offering, 1899, 14-15.
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421 Ibid.
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424 A.C. Boyden, History of the Bridgewater Normal School, 74; BWI, August 13, 1926.
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427 Ibid.
428 Spence, “Education in Bridgewater, 1900”; Normal Offering, 1904, 9-10; David Wilson, As We Were, As We Are, November 30, 2006; August 1, 2007.
429 “B.B. Russell, 1871-1879” (BSU Archives).
430 “Clara Prince, 1879-1916” (BSU Archives); David Wilson, As We Were, As We Are, July 5, 2006; “Fannie Comstock, 1888-1913” (BSU Archives).
431 A.C. Boyden, History of the Bridgewater Normal School, 149-151.
432 Spence, “Education in Bridgewater, 1900.”
434 David Wilson, As We Were, As We Are, August 24, 2007.
435 Ibid.
436 David Wilson, As We Were, As We Are, August 28, 2007.
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437 “Biography,” 22, Frank Palmer Speare Papers (M1) (University Archives and Special Collections), Northeastern University, Boston, Mass. Box 1, Folder 37.

438 Ibid., 23-24; “Song of the Normals,” Frank Palmer Speare Papers (M1) (University Archives and Special Collections), Northeastern University, Boston, Mass. Box 3, Folder 71.

439 “Biography,” 25, Frank Palmer Speare Papers (M1) (University Archives and Special Collections), Northeastern University, Boston, Mass. Box 1, Folder 3.


442 University of New Hampshire Diploma, June 18, 1934; Harvard University Diploma, June 19, 1941, Frank Palmer Speare Papers, (M1) (University Archives and Special Collections), Northeastern University, Boston, Mass. Box 2, Folder 26, Folder Miscellaneous.

443 Normal Offering, 1931, 150.

444 Robert L. O’Brien to Albert G. Boyden, March 26, 1905 (BSU Archives).


CHAPTER 4

1 David Wilson, As We Were, As We Are, November 7, 2007.


3 Charles Dubois, Class of 1912; Bessie Watt, Class of 1920 (BSU Archives). While earlier classes, particularly when there was graduation twice a year, usually listed both class number and year of graduation, later graduates usually listed only year of graduation when returning the questionnaires. For clarity and consistency, I have utilized year of graduation in all cases.

4 Arthur Clarke Boyden to John Dickinson, August 25, 1887 (State Library of Massachusetts, Special Collections Department); Edward Eaton to Arthur Clarke Boyden, May 8, 1891, Fiore Scrapbooks (BSU Archives); Bridgewater Independent, May 27, 1904 (hereinafter referred to as BWI).


6 Ibid., 21.

7 Ibid., 22.


10 Board of Education, Seventy-Second Annual Report, 18.

11 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), May 2, 1907 (Massachusetts State Archives); Board of Education, Seventy-First Annual Report, 20.

12 BWI, June 8, 1906.
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15 Ibid., 14; ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), October 3, 1907 (Massachusetts State Archives).


17 Ibid., 15.


21 Ibid., 20-21.


23 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), July 2, 1909; November 12, 1909 (Massachusetts State Archives).


25 Ibid., 3, 41-42.

26 Brown, *Rise and Fall of the People’s Colleges*, 117.

27 Drost, *Education for Efficiency*, 107; Brown, *Rise and Fall of the People’s Colleges*, 92-93, 117.


32 A.C. Boyden Scrapbooks, 1911 (BSU Archives).


34 Ibid., 286.

35 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), May 6, 1909 (Massachusetts State Archives).

36 A.C. Boyden Scrapbooks, 1911 (BSU Archives).

37 David Snedden to Arthur Clarke Boyden, March 29, 1911, A.C. Boyden Scrapbooks (BSU Archives).

38 Ibid.


40 A.C. Boyden Scrapbooks, 1911 (BSU Archives)
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41 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), November 10, 1911; April 26, 1912 (Massachusetts State Archives).


44 A.C. Boyden, History of Bridgewater Normal School, 117.

45 Ibid., 118.

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48 A.C. Boyden, History of Bridgewater Normal School, 120.

49 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), December 10, 1909 (Massachusetts State Archives).

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51 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), January 14, 1910 (Massachusetts State Archives).

52 “Description of the New Dormitory,” A.C. Boyden Scrapbooks (BSU Archives).

53 BWI, June 10, 1910; ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), June 10, 1910 (Massachusetts State Archives).

54 BWI, June 17, 1910.

55 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), July 8, 1910 (Massachusetts State Archives).

56 Ibid., July 9, 1910; September 8, 1910; October 14, 1910.


58 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), November 13, 1914 (Massachusetts State Archives).

59 Ibid., January 8, 1915; May 15, 1916; July 1, 1916.

60 BWI, December 26, 1916; December 15, 1916; January 26, 1917.


62 ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), June 13, 1913 (Massachusetts State Archives).

63 Ibid., June 13, 1913.

64 Ibid., April 4, 1907; Caleb Tillinghast to Arthur Clarke Boyden, April 5, 1907; A.C. Boyden to George Aldrich, April 2, 1907, A.C. Boyden Scrapbooks (BSU Archives); ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944), November 10, 1911 (Massachusetts State Archives).
65  ED2/series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944),
February 10, 1911 (Massachusetts State Archives).
67  Ibid., 125; Arthur Clarke Boyden, *Albert Gardner Boyden and the Bridgewater Normal School,
A Memorial Volume* (Bridgewater: Arthur H. Willis, 1919), 106.
68  Ibid.
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NOTES CONCLUSION

ARCHIVAL MATERIAL

*Bridgewater State University Archives*

While the Bridgewater State University Archives are obviously essential to writing the university’s history, unfortunately, there has never been a systematic archiving of the university’s records. Given the devastating 1924 fire it is fortunate that many of the early records managed to survive.

Both Albert Gardner Boyden and Arthur Clarke Boyden collected correspondence and other materials that provide a great deal of information about their 73 years as principals. Much of this material is assembled in the Arthur Clarke Boyden scrapbooks, which provide both chronological and topical material. Jordan Fiore, while working on various historical projects, removed some of these materials and reassembled them in what are now called the Fiore Scrapbooks.

The archives also contain a fairly complete set of the *Annual Reports of the Board of Education along with the Annual Report of the Secretary of the Board*, from 1837 to 1932. No history of the normal schools can be written without consulting the annual reports. While under state law the reports continue to be published and are housed in the State Library, after the 1940s they are much less detailed and provide much less information about individual institutions.

After the administrations of the Boydens, the presidential papers are much more sparse and the historian must rely much more heavily on printed sources including the student newspaper the *Campus Comment* and its successor the *Comment, Bridgewater Today*, and the *Bridgewater Magazine*. Also useful are the yearbook *the Normal Offering* and *Alpha* and the various college catalogues which date back to the school’s founding in 1840.

*Houghton Library, Harvard University* – A165, The Papers of Charles Sumner – The Sumner papers contain correspondence between both Sumner and Nicholas Tillinghast and Sumner and Marshall Conant.

*Massachusetts Historical Society*

Horace Mann Papers – The Mann papers contain over thirty letters between Horace Mann and Nicholas Tillinghast.

Marcus Morton Letterbooks, Vol. 1 – Governor Marcus Morton also corresponded with Nicholas Tillinghast.

*Massachusetts State Archives*

ED1/series 42X, Educational Affairs, Board of Education, Records Relating to the Board Secretary (1837-1848) – Records Relating to Horace Mann’s tenure as the board secretary.
ED/2series 1504, Educational Affairs, Department of Education, Board Minutes (1837-1944) – These records are essential to an understanding of the board policies and oversight of the normal schools.

Northeastern University
Frank Palmer Speare Papers (Ml) – Frank Palmer Speare, Northeastern’s founder, graduated from Bridgewater in 1887. His papers contain material about his student days at Bridgewater and express an appreciation for the education that he received.

Smith College, Northampton Massachusetts, Sophia Smith Collection
New England Hospital for Women and Children Records – Contains letters and other material from Abby Morton Diaz, famous author and feminist. Diaz was a member of the first Bridgewater class of 1840.

State Library of Massachusetts
Ms. Collection 66, Records of the State Library of Massachusetts – Caleb Tillinghast, the state librarian, also served as secretary and a member of the board. While he served in that capacity most of the correspondence between the principals, the board and the secretary of education passed through his office. There is extensive correspondence between Tillinghast and Albert Gardner Boyden.

Thompson Family Papers – Sarah Thompson entered Bridgewater in 1857 and her papers provide helpful insights about student life in that early period of the normal school’s history.

Wheaton College Library, Norton, Massachusetts, Marion B. Gebbe Archives and Special Collections, Madeleine Clark Wallace Library
Mary J. Cragin was a graduate of Bridgewater and the first woman principal of a normal school in the United States. She taught for many years at Wheaton. Isabella Clarke, the wife of Albert Gardner Boyden and mother of Arthur Clarke Boyden, also taught at Wheaton.

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Dr. Thomas R. Turner is professor emeritus of history at Bridgewater State University in Bridgewater, Massachusetts, where he taught for 39 years. He is the recipient of Bridgewater’s Lifetime Award for Faculty Research (2003) and the V. James DiNardo Award for Excellence in Teaching (2005).


He is also the editor of the *Lincoln Herald*, which along with the *Journal of the Abraham Lincoln Association*, is one of the two major American journals devoted to studying the life and career of our 16th president. Professor Turner is the longest serving editor in the Herald’s history.

From 2008-2009, Dr. Turner was a member of the Advisory Committee of the Massachusetts Abraham Lincoln Bicentennial Commission. Additionally, he was appointed by Massachusetts Governor Deval Patrick as the vice-chair of the Massachusetts Civil War Sesquicentennial Commission.
NOT TO BE MINISTERED

THOMAS R. TURNER

Bridgewater State University 1840 - 2010