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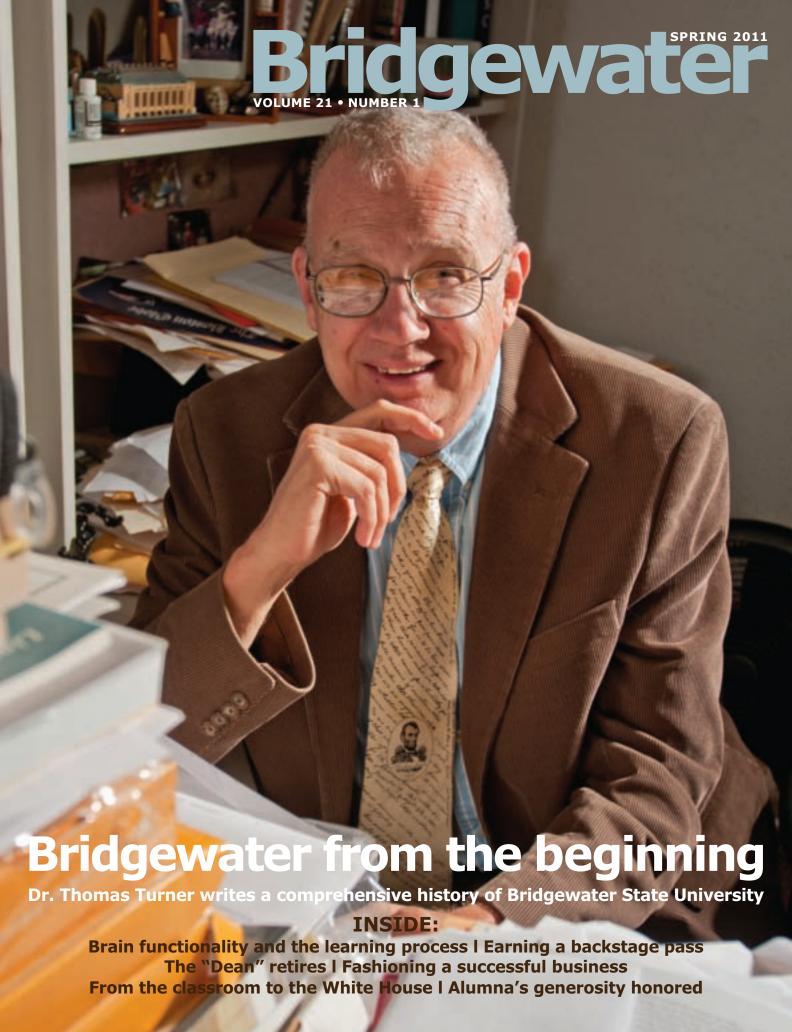
Bridgewater State University

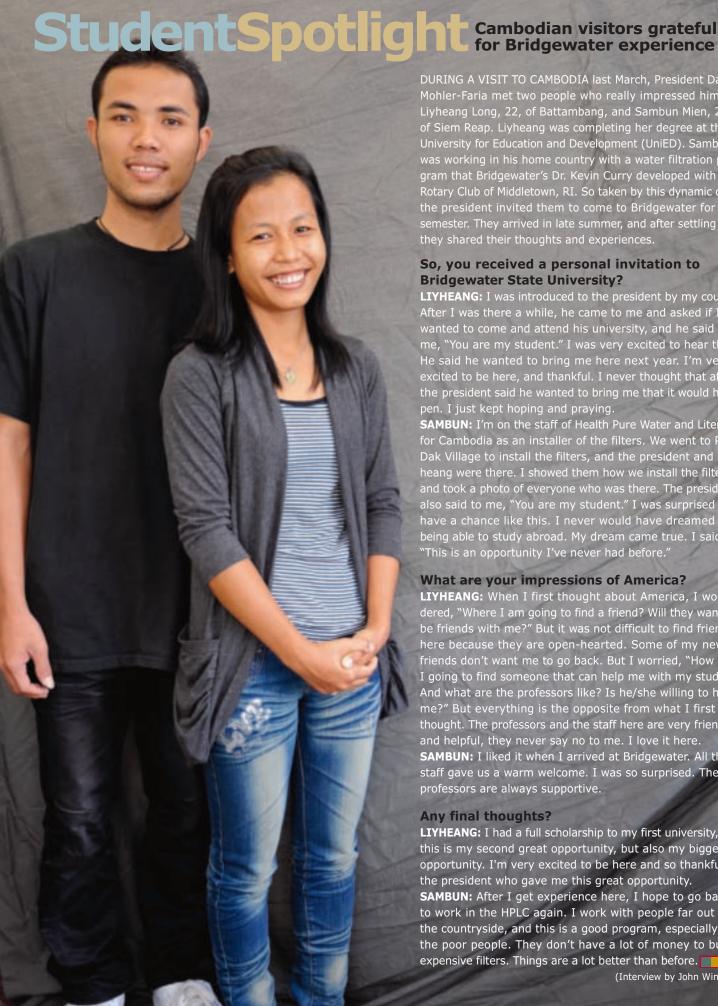
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DURING A VISIT TO CAMBODIA last March, President Dana Mohler-Faria met two people who really impressed him: Liyheang Long, 22, of Battambang, and Sambun Mien, 26, of Siem Reap. Liyheang was completing her degree at the University for Education and Development (UniED). Sambun

was working in his home country with a water filtration program that Bridgewater's Dr. Kevin Curry developed with the Rotary Club of Middletown, RI. So taken by this dynamic duo, the president invited them to come to Bridgewater for a semester. They arrived in late summer, and after settling in, they shared their thoughts and experiences.

So, you received a personal invitation to **Bridgewater State University?**

LIYHEANG: I was introduced to the president by my cousin. After I was there a while, he came to me and asked if I wanted to come and attend his university, and he said to me, "You are my student." I was very excited to hear that. He said he wanted to bring me here next year. I'm very excited to be here, and thankful. I never thought that after the president said he wanted to bring me that it would happen. I just kept hoping and praying.

SAMBUN: I'm on the staff of Health Pure Water and Literacy for Cambodia as an installer of the filters. We went to Preh Dak Village to install the filters, and the president and Liyheang were there. I showed them how we install the filters, and took a photo of everyone who was there. The president also said to me, "You are my student." I was surprised to have a chance like this. I never would have dreamed of being able to study abroad. My dream came true. I said, "This is an opportunity I've never had before."

What are your impressions of America?

LIYHEANG: When I first thought about America, I wondered, "Where I am going to find a friend? Will they want to be friends with me?" But it was not difficult to find friends here because they are open-hearted. Some of my new friends don't want me to go back. But I worried, "How am I going to find someone that can help me with my studies? And what are the professors like? Is he/she willing to help me?" But everything is the opposite from what I first thought. The professors and the staff here are very friendly and helpful, they never say no to me. I love it here. SAMBUN: I liked it when I arrived at Bridgewater. All the staff gave us a warm welcome. I was so surprised. The

Any final thoughts?

professors are always supportive.

LIYHEANG: I had a full scholarship to my first university, so this is my second great opportunity, but also my biggest opportunity. I'm very excited to be here and so thankful to the president who gave me this great opportunity.

SAMBUN: After I get experience here, I hope to go back to work in the HPLC again. I work with people far out in the countryside, and this is a good program, especially for the poor people. They don't have a lot of money to buy expensive filters. Things are a lot better than before.

(Interview by John Winters)

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Bridgewater keeps alumni, faculty, students and their families, staff and friends of Bridgewater State University informed about the university community and its impact on the region.

This university magazine is written, designed and edited by the Office of Institutional Communications with the needs of its varied audiences at heart and in mind.

For up-to-date information on university news, activities and events, and to view past issues of *Bridgewater*, visit www.bridgew.edu.

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ON THE COVER

Dr. Thomas Turner works on his upcoming book about the university's history.

By Kindra Clineff

BridgewaterNews SPRING 2011

Davis Educational Foundation supports Teacher-Scholar Summer Institute

BY KAREN A. BOOTH

Bridgewater State University received a \$200,000 grant from the Davis Educational Foundation to support and sustain long-term, comprehensive faculty development programming. The two-year grant expands the Teacher-Scholar Summer Institute piloted last summer and seeded, in part, by Project Compass; helps create year-round faculty learning communities; and supports annual assessment and planning of faculty development programs. The grant was co-authored by Dr. Andrew Harris, associate provost for faculty affairs, and Dr. Ann Brunjes, director of teaching and learning.

The goal of the Teacher-Scholar Institute is to "enrich and support faculty by exploring innovative strategies to enhance ways to be in the classroom," said Dr. Brunjes. The idea is to give faculty from different disciplines new insights into their teaching practices. Not only do these new insights enhance the classroom experience for students, they enrich a faculty member's experience as teacher-scholar.

Judging from the responses to the pilot, the institute has already become an invaluable addition to faculty development initiatives at the university. Last summer, all 38 participants completed an evaluation. Representative of the positive comments, one participant in the writing track wrote: "I think the lessons I learned about myself as a writer will help me be a better teacher ... Setting goals, storyboarding, feedback, etc., are all techniques that would benefit developing writers."

The pedagogy track attracted 24 of the 38 participants. Two comments sum up the overall responses: "The multidisciplinary approach was very important to understanding a more holistic approach to teaching ... The organization of the workshop and its authenticity were truly exceptional ..."

Another participant wrote: "Thank you for a wonderful, enriching experience. Aside from students/classroom (teaching specifically), this has been the best, most useful, most profound experience of my professional life ... I plan to pay back this support, respect and confidence building by paying it forward to other teachers and students."

The 2011 Teacher-Scholar Summer Institute takes place August 22-26 and offers two tracks: pedagogy and writing. The pedagogy track offers up to 28 faculty and librarians from across campus the opportunity to spend one week learning about and discussing effective teaching, with emphasis on particular themes. The writing track allows 15 participants to immerse themselves in a writing project, while receiving support and feedback from a writing group of their peers.

It is largely due to the support of the Davis grant that the university can continue to grow and expand this institute. Bridgewater's relationship with the Davis Educational Foundation dates back to Stanton Davis, chair of Shaw Supermarkets, a savvy businessman and generous philanthropist. Mr. Davis co-founded the foundation with his wife, Elisabeth, in 1985, after his retirement. The foundation is committed to providing support for higher education and, since its founding, has provided grants to more than 145 institutions.

Bridgewater's first interaction with the foundation took place when Mr. Davis purchased property on Park Avenue to help Bridgewater through a difficult financial time. This property is now the Davis Alumni Center, a hub for alumni activities.

(For more information on the Teacher-Scholar Summer Institute, visit www.bridgew.edu/teachingandlearning/summer%20institute%202011.cfm)■

Dr. Elizabeth Englander, professor of psychology and director of the Massachusetts Aggression Reduction Center, has developed a high-school level curriculum for bullying education, the only one of its kind in the country. Teaching students about the dangers of bullying is now required under state law. The curriculum she developed was made available to high schools across the state on March 10. On March 15, educators from around the commonwealth attended a workshop held at Bridgewater to learn how to use the curriculum.

Dr. Salil Sachdev, associate professor and chairperson of the Department of Music, traveled to India in February to film a documentary about the country's folk music. The trip was part of a planned 20-year project to make a series of documentaries about the music of India and Africa. Two films have been shot. The most recent, which examines the music of Mali, should be completed this summer. During his most recent trip, Dr. Sachdev traveled to Rajasthan, a northwestern state in India, to film the threeday "Desert Festival."

Bridgewater State University's Dr. Sandra Neargarder, professor of psychology, is serving as a senior research associate at Boston University, examining vision and cognitive impairment in patients suffering from Parkinson's Disease. She is working in one of three separate labs, which together will examine perception, cognition, and gait, and how they relate to specific areas in the brain as assessed using fMRI. The National Institutes of Health has funded a five-year grant to study Parkinson's disease. In related news, she was invited to Japan last fall to present at a conference after organizers read her research paper in the Journal of Clinical Nutrition about visual challenges faced by Alzheimer's patients.

Dr. Aeon Skoble, professor and chairperson of the Department of Philosophy, contributed essays to two books, one discussing Dr. Suess and philosophy, and the other, titled *The Philosophy of the Western*. He is also editing a collection about the work of philosopher Tibor Machan, and another dealing with a capabilities approach to development in Third World countries. Lastly, he's writing a monograph that brings together much of his previous work involving economist and philosopher Friedrich von Hayek.

Dr. William Devlin, associate professor in the Department of Philosophy, has published a book on the philosophy of filmmaker David Lynch.

First class

In January, Bridgewater State University held its first commencement convocation as a university, as nearly 600 undergraduates from across the region, nation and countries all over the world earned bachelor's degrees. More than 1,500 relatives, friends and invited guests attended.

The commencement address was delivered by Dr. Susan Szachowicz, '75, G'81, principal of Brockton High School and member of the Bridgewater State University Board of Trustees. She pointed out some of the major changes she's seen on



Taking part in winter commencement are (from left), Dr. Susan Szachowicz, '75, G'81, who delivered the address; honorary degree recipient David B. Jenkins; and student speaker Peter Quinn, '10.

campus during her decades-long connection to the institution, such as the expansion of the campus and the immense growth in enrollment. "One thing that hasn't changed," she said, "is the quality of the education."

President Dana Mohler-Faria told the graduates that as alumni, they have to work for the betterment of humanity regardless of their path in life. "It's now your responsibility, no matter where you are, to guide us to the next generation, to a better world."

In his remarks, Louis Ricciardi, '81, chairperson of Bridgewater Board of Trustees, told students that just as their alma mater had progressed through the years notwith-standing various difficulties, they too must find a way to thrive in the face of adversity. "Despite the challenges you face, you still have a life to run," he said, adding, "Never underestimate the power one life – your life – can have on those around you."

David B. Jenkins, a Bridgewater native and retired president and CEO of Shaw's Supermarkets, received an honorary degree from President Mohler-Faria for his advocacy on behalf of education and public service to Bridgewater State. He has served as chair of the university's board of trustees and is co-chair of the Three Pillars of Excellence, a campaign for Bridgewater, which is on target to meet or exceed its \$15-million goal.

Peter "Max" Quinn of Medway, a management major, delivered the student address.

BSU supports relief efforts for Japan

On March 11, an earthquake measuring 9.0 on the Richter scale struck northern Japan, triggering a huge tsunami and putting several of the country's nuclear facilities in jeopardy. Currently, 15 students from Japan attend Bridgewater State University, and they feel the devastation and have deep concern for their families and friends, and for their homeland.

President Dana Mohler-Faria encouraged the Bridgewater community "to stand in solidarity with our brothers and sisters across the Pacific. As members of a community focused on the betterment of humanity and the pursuit of social justice near and far, we each have a responsibility to do our part in supporting the many relief efforts currently underway."

The university has held – and will continue to hold – fundraisers to support relief efforts. The Community Service Center, Asian Studies Program and Center for International Engagement are three campus constituencies involved in this community-wide effort. Additionally, a series of educational and cultural events are being held on campus in an effort to galvanize support.

The tradition of excellence at Bridgewater State University is in the numbers. Figures compiled by the Office of Institutional Research and Assessment for the 2009-2010 academic year – unless otherwise noted – reveal the following:

94 percent

Tenured full-time faculty hold terminal degrees in their fields

82 percent

Freshman/sophomore retention rate (2008 cohort)

10,774

Total fall enrollment (fall semester 2009)

23:1

Student/faculty ratio

960

Full-time employees

\$15,356,388

Need-based financial aid: scholarships

\$19,234,188

Need-based financial aid: loans

\$822,822

Need-based financial aid: work

75 percent

Undergraduate students receiving financial aid



Dr. Thomas Turner tells the story of a chance meeting with President Dana Mohler-Faria during which the two discussed developing a comprehensive history of Bridgewater State University. Dr. Turner, a nationally recognized historian, enthusiastically accepted the challenge, and the book will be published in 2011. The rest, well – the rest is history. President Mohler-Faria discusses the project.

Not to be ministered unto, but to minister What was your thought process behind com this comprehensive history of Bridgewater?

Comprehensive history of Bridgewater State University will publish in 2011

BY KAREN A. BOOTH

What was your thought process behind commissioning this comprehensive history of Bridgewater? What did you hope to accomplish?

There have been previous histories of this institution, each valuable in its own right. However, none has been undertaken by as nationally recognized a historian as Dr. Turner. He not only has a good understanding of the significance of historical data and how to research and document the complex story that begins with the Bridgewater Normal School in 1840, but also has been teaching at Bridgewater for decades and knows this institution well.

You've read the manuscript. Were there any surprises of exciting revelations for you?

Dr. Turner writes about Sarah Lewis, the first documented student of color to graduate from the Bridgewater Normal

School in 1869. Her story was first discovered by Dr. Philip Silvia, professor of history at Bridgewater. Given the cultural and political climate of the mid-1800s – the 13th Amendment to our Constitution was passed only four years prior – this was a huge accomplishment and a testament to the willing inclusiveness of our fledgling institution. Bridgewater's very foundation is one of impartiality and access for all students.

Dr. Turner's book is so much more than a history of Bridgewater. It's a history of educational reform not only in Massachusetts, but also in the nation. Is it fair to say that Bridgewater State University is still at the forefront of educational reform in the commonwealth?

Absolutely. Throughout every era, you find Bridgewater alumni in the thick of educational reform, whether it's serving on the board of education, influencing policy as members of state government, serving as school superintendents or, in my own case, serving as a special adviser for education to Governor Deval Patrick. This influence goes far beyond the commonwealth, and Dr. Turner's book beautifully documents Bridgewater's critical role.

Anyone interested in educational reform in general or Bridgewater State University in particular will find Dr. Turner's book a great read. What would you hope readers will take away from this comprehensive history of our institution?

When you look at the history of this university and the people associated with it from the very beginning – the people who were and are at the heart of educational policy in the commonwealth and the country – I would hope readers will gain a new perspective into how the vision of education is shaped at the state level. And I would hope alumni, in particular, will be energized with an even greater sense of pride with respect to the impact their alma mater has had on educational reform for generations.

Excerpt from Not to be Ministered Unto, But to Minister

(Excerpt: Chapter 2) 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 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 classrooms or one large one. Another small room housed apparatus and a woman's dressing room. The desks, made of pine, had been constructed by a local craftsman; each desk was attached to the one behind it.

If the history of Lexington [the first normal school] is intertwined with the name Cyrus Peirce [that institution's first principal], the same is equally true of Bridgewater and Nicholas Tillinghast [Bridgewater's first principal]. Indeed, Tillinghast's 13-year tenure as principal probably produced an even greater and longer-lasting legacy, as Bridgewater graduates, the so-called "sons (and in some cases, daughters) of Nicholas" eventually spread the Bridgewater influence to many other states.

(Excerpt: Chapter 3) Common shared [student] experiences were the opening and closing exercises. Principal Boyden sat at a raised platform in 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. ... "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. ... At the end of the day, students reassembled to close the school day with a hymn.



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, just over twice the current population of New York City alone.

Into this world view, in a small town in Southeastern Massachusetts, a band of pioneers set their sights on educational reform. Their names are familiar ones – Horace Mann, John Quincy Adams, Daniel Webster.

One name, in particular, however, 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 nearly 11,000 students.

Dr. Thomas Turner, professor emeritus of history, has captured the journey from there to here in his in-depth history of Bridgewater State University. The book, *Not to be Ministered Unto, But to Minister*, is in manuscript form with publication scheduled for this year.

Dr. Turner begins his narrative with a look at the philosophic underpinnings of educational reform in Europe and how the then-radical ideas influenced education reform in America. 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 and perseverance, hard work and, ultimately, tangible success – the birth of the normal schools, the establishment of the board of education, the 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, which played a significant role in educational reform not just in the commonwealth, but in the nation.

To accomplish this daunting task, Dr. Turner sifted through papers in the university archives, combed through documents in the Statehouse, visited the Massachusetts Historical Society, sought out early books on the subject, read numerous magazine articles, culled facts from Bridgewater's student newspapers, reviewed in detail records and annual

reports from the board of education, and garnered information from brochures, invitations, and personal

letters and scrapbooks of early principals, presidents and students.

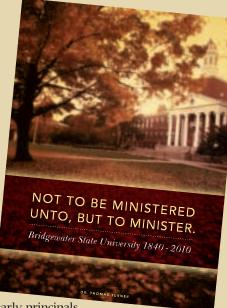
"I was pleasantly surprised to find so much early material in the Bridgewater archives," said Dr. Turner of his journey. "Other archives were equally valuable, especially the extensive records of the board of education revealing policy and policy making. I found boxes of underutilized materials in the special collections library at the statehouse. For me, personally, it was very exciting to be able to fill in information missing from other published histories."

Dr. Turner is a nationally recognized scholar on Abraham Lincoln. His book, *Beware the People Weeping*, is often listed among the 100 essential books on Lincoln – which is impressive, considering 16,000-18,000 books on the 16th president have been published. "I'm proud of that," he said, "but I'm equally proud of this work. I put in as much research and writing. It's a nice way for me to end my full-time teaching career and especially nice to retire from a university."

The result of Dr. Turner's work far exceeds expectations. His book is not a rehash of old material. He has added to the story in a way that brings to life the challenges faced by administrators, faculty and students in each era. He has traced the evolution of the education system in the commonwealth and, therefore, the nation. He gives us a glimpse of student life on and off campus.

We read about how various wars affected students through the generations, from the Mexican-American War right up to Afghanistan and Operation Iraqi Freedom. We learn our predecessors stood against slavery; stood for moral values; led the nation in educational reform; served as board chairs, school superintendents, principals and presidents; and taught generations of students who contributed much to the society and communities in which they lived.

Not to be Ministered Unto, but to Minister came to be thanks to the interest and support of President Dana Mohler-Faria, a historian himself. "Without Dana's interest and his backing, there's no way a project this big could have been accomplished. No way," said Dr. Turner, who devoted the better part of four years to the comprehensive history.



To see a student who comes in and who's never been excited by ideas, and then to see that student suddenly sit up and say, 'This is exciting.' That's something I've always taken great pleasure from.

-DR. DAVID CULVER

Bridgewater's great historians reminisce Sitting outside the archives on the third floor about their careers

of the Maxwell Library was the personification of 120 years of institutional memory and historical knowledge. All of this was embodied by three men who recently retired from the university: Drs. David Culver, Philip Silvia and Thomas Turner.

Professors of history and much admired faculty members for decades, the three remain a part of Bridgewater, teaching part time. But they also remain part of the fabric of this place they have served and the lives of the many students who have passed through their classrooms. Each came to Bridgewater through different means but stayed for the same reasons – love of the institution and the area, and those special students over the years whose lives they were able to touch.

"Can you come down next week?" The words struck the young Tom Turner as a surprise. It was 1971, and the fresh-faced Boston University graduate had just delivered a paper at an area conference.

"I thought it was a pretty good paper," he recalled. So, too, did Professors Jordan Fiore and Jean Stonehouse, two Bridgewater faculty members who happened to be in the audience. They were pulling out of the parking lot after the conference, but decided to turn around when they saw Dr. Turner. They called him over, and one thing led to another. After a few moments, Dr. Fiore extended the invitation for a visit to Bridgewater.

"I interviewed with some vice presidents and President Rondileau, and afterward they said 'Welcome aboard,'" Dr. Turner said.

If his former colleagues were grinning at this story, it was not only that they'd heard it before. The name of Dr. Fiore easily made them smile. After all, the longtime professor and history department chairman was also integral to their coming to Bridgewater.

"I was at a meeting of the American Historical Association in 1971, and there I met Jordan Fiore," Dr. Culver said. "One of the members of the history department was on sabbatical, and it became permanent."

BY JOHN WINTERS

By this time, Dr. Silvia had already been with Bridgewater for four years. A geographical connection helped him land the job. "It was the fall of 1968, and a lot of hiring was being done," he said. "Jordan Fiore was from Fall River, too, so we bonded nicely."

Once ensconced at Bridgewater, the men found that new professors didn't exactly work in the lap of luxury. "We had no desks," Dr. Culver said. In fact, the history office, located then in the basement of Boyden Hall, had desks for the veteran faculty members, but no place for the newcomers.

"We had to find friendly folks who would let us use their desks while they were in class," Dr. Turner said.

Dr. Culver laughed when he recalls how he would appropriate Professor Alfred Wolff's desk when the longtime faculty member was traveling the world. He would even go so far as to take down the veteran professor's name plate whenever he moved in for a long stay.

Together, for just a few moments, the trio began reminiscing. They laughed at the mention of a colleague who used to sleep at his desk, faculty meetings scheduled for Fridays at 4 o'clock in the afternoon, assignments to teach subjects they were unfamiliar with, and handling classes that by today's standards would be judged as too large.

During their time at Bridgewater, each man earned some of the institution's highest awards: Drs. Turner and Culver were honored with the Dr. V. James DiNardo Award for Excellence in Teaching, and Dr. Silvia with a Lifetime Faculty Achievement Award. They have taught long enough to have seen many changes, not only in pedagogical approaches and technology, but also in the students sitting before them. Each agreed that increasingly harried lifestyles take a toll on the education of today's young people.

"I don't think they were forced to work as many hours back when we started," Dr. Silvia said. "They didn't have to devote so much time to the marketplace to get through school. That is a big change. If a student has to work all these hours they have very little time to devote to the academics."

Workloads for faculty were different back when they started, too. "You could have more than 200 students in a semester, and there were no three-day schedules," Dr. Turner said.



Dr. Culver added, "There was no release time for anything; it was just part of what we had to do."

Each man has his areas of specialization. For Dr. Turner, who is completing a new history of the institution, it is the Civil War and Abraham Lincoln. Dr. Culver specializes in post-World War II history and the 1960s. Meanwhile, Dr. Silvia focuses on the history of Fall River, labor, ethnic issues and sports.

They stayed at Bridgewater for a variety of reasons. Each had strong connections to the area, enjoyed the camaraderie they found in the history department, and felt that teaching at a state institution represented a higher calling.

"I think all of us felt that teaching at a public institution like this was doing a service of a kind," Dr. Turner said. "A lot of our students are first generation, and that was important to us."

The three veterans may have retired, but they remain a presence here at their old stomping ground. Each is still teaching and finds humor in his status of visiting lecturer. The fact that they can still be found at the head of a classroom full of young people is a testament to their continuing dedication and their love of history.

"We all decided to retire, but feel we went out on top of our game," Dr. Turner said. "We still have the same enthusiasm

we did 30 or 40 years ago. We still go in the classroom and find satisfaction in doing it."

Added Dr. Silvia: "But we realize at our age it is fragile; it's all contingent on continued good health." Then, he added, "Interacting with young people makes us feel younger and gives us energy."

Each spoke about the joys of teaching and of imparting knowledge to a future generation.

"You win awards and work to become good scholars, these are the contributions we make to our different fields," Dr. Turner said, "but more important is knowing we've touched the lives of thousands of students over the years."

Dr. Silvia agreed. "We did get thousands of people to appreciate history more than they did, and that's very special to us."

More than anything, they remember the faces, especially those young people who entered their classroom uninspired but exited as different people.

"To see a student who comes in and who's never been excited by ideas, and then to see that student suddenly sit up and say, 'This is exciting'," Dr. Culver said. "That's something I've always taken great pleasure from."



Two jackets worn by students in the mid-20th century, when the institution was known as Bridgewater Teachers College, are stored by Michael Somers, director of library administration, in a metal locker for safekeeping in Maxwell Library.

Mr. Somers collects such artifacts as part of a mission to preserve the institution's cultural and historical relevance. While he keeps a few mementos in his office, such as tea cups and buttons from the 1970s, he said there are thousands of items in the institution's archives, located in Maxwell Library. "We have a cultural treasure trove," he said.

The long list of archived items includes memos from administrators, clothing, dance and theater flyers, scrapbooks and photographs, some dating as far back as the inaugural years of the institution. "Each thing really helps you visualize a time in history," said Mr. Somers.

One item Mr. Somers recently collected was a small note-book from 1922, where one student's friends signed their names across the blank pages seemingly for memory's sake. "Kind of like the original Facebook," said Mr. Somers.

Since coming to Bridgewater seven years ago, Mr. Somers has encouraged alumni and the campus community to donate to the archive. "It's important for people to continue donating their historical objects, so we can compile a complete history of the university and student life on campus," he said.

One of Mr. Somers's favorite keepsakes: a menu from a 1905 dinner reception, during the institution's years as the Bridgewater State Normal School. "These types of objects really underscore what has occurred at the institution," he said.

Above and right are items preserved in the university's archives



S. Mabell Bates: a career of service

Longtime employee established and cultivated library's special collections department

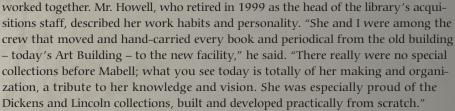
BY DAVID K. WILSON, '71

Last May, when S. Mabell Bates retired from Bridgewater after a 43-year career as a member of the Maxwell Library staff, she was, in terms of age, the most senior person ever to work at the institution. She was 95.

However, that remarkable longevity is only part of the story. What the university community most admired about Mrs. Bates was her unwavering determination to be of service – friendly, cheerful, "if you need it, I'll help you find it" service – that characterized her encounters with the legions of students, faculty, staff, alumni and anyone else whose path she crossed over the decades.

Mrs. Bates came to Bridgewater in 1967 from Stonehill College. She became head of special collections in 1972.

Alan Howell, a longtime member of the library staff, met Mrs. Bates in 1971 and knew her well during the many years they



Dr. Thomas Turner, professor emeritus of history at Bridgewater and a nationally renowned scholar of Lincoln studies, has just finished writing the first comprehensive history of the university in more than 75 years, and his research took him often to special collections. As he began his work in 2006, Dr. Turner said Mrs. Bates provided "ongoing and substantial assistance to me as I combed for many months through the archives that are housed in the special collections department. She helped me at every stage of the process of collecting material for that book."

Sylvia Larson started her long affiliation with Bridgewater through her marriage to the late Dr. Robert Larson of the Department of Political Science and met Mrs. Bates when Bridgewater acquired its well-known Lincoln collection. Mrs. Larson volunteered to help Mrs. Bates assemble and catalogue the 50 volumes of Lincoln material. "She had a tremendous work ethic as head of special collections," Mrs. Larson said. "If a faculty member or a student – or a scholar from some distant college or university – called to ask to see some specific material in the collection, Mrs. Bates would spend hours gathering every related piece of information and have it spread on a table for that person to review when he or she came in."

Nancy Wallenmaier worked daily with Mrs. Bates in recent years and said Mrs. Bates made sure to safeguard and preserve the department's materials. "Mabell loved to print out information from the computer that she thought was important to keep," said Ms. Wallenmaier. "If it had to do with the college, employees, students both present and past, she wanted to make sure we had a printout of it."





A century-and-a-half-year-old photograph of the only Bridgewater faculty member to die in battle, and a picture of the wife of the institution's second president – a man who was previously believed to have never married – are just two of the finds that in the course of the past year, Ellen Dubinsky has discovered in Maxwell Library's Special Collections Department.

Ms. Dubinsky has done all of this and more in her role as Bridgewater's digital services librarian, a relatively new job category that's become necessary as libraries have become a crucial link connecting library users to the vast and growing array of information available online.

"My job, by and large, involves helping people get the full benefit of the electronic communications process – specifically, how to locate information online, how to retrieve it, and how to share it and preserve it," she said. "In other words, my responsibility is the whole life cycle of intellectual output."

Ms. Dubinsky, who refers to herself modestly as a "digital immigrant" ("If I can do it, anybody can."), came to Bridgewater in 2009 from Washington University in St. Louis, where she was a librarian in the School of Medicine.

"Washington University's medical school is one of the oldest in the Midwest, and what fascinated me most during my years there was learning about the early origins of medicine and its development through the centuries," she said. "Thanks to advances in technology, my colleagues and I were able to explore new methods of showcasing our findings on the Web, thus bringing that story to a world-wide audience."

At Bridgewater, the background she gained at Washington University has been put to good use.





Among the notable materials uncovered by Ellen Dubinsky in the university archives are photos of James Schneider, a faculty member who died fighting in the Civil War, and Roxanna Darling Conant, wife of president Marshall Conant, who was believed to never have married.

Following that, came three years in New York City, where she was employed in nonprofit arts administration, working with off- and off-off Broadway theater companies. She then moved to Los Angeles to work in television as a production manager in on-air promotions for Fox Broadcasting and then CBS. After three years in Los Angeles, she returned to St. Louis to work for family members who had established a manufacturing business.

Given that résumé, how did she become a digital librarian, spending her working hours locating, cataloging, preserving and researching the origins of a vast array of visual and printed materials?

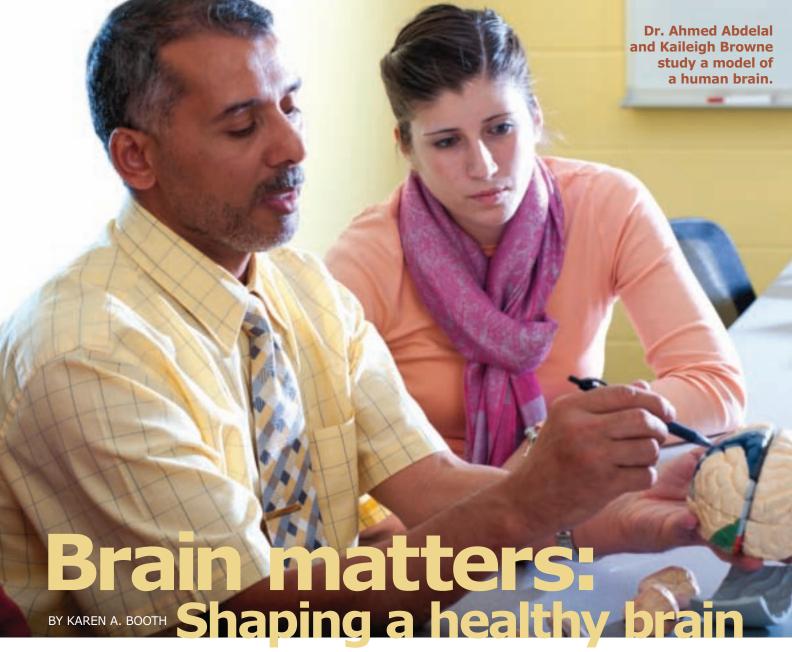
"Periodically, I felt the need to move on, and I decided I wanted to get a master's degree to prepare myself for a career that was more challenging than the one I had," she said. "After some reflection, I enrolled at the University of Missouri to study library science. Time has proven to me that I made exactly the right decision, because that's what led me here. I enjoy so much what I do here every day at Bridgewater."

The two discoveries mentioned above are the institution's only known photograph of James Schneider, a faculty member who died fighting in the Civil War, and Roxanna Darling Conant, the wife of the president Marshall Conant.

In her time in the archives, Ms. Dubinsky has also located – and digitized – a collection of ambrotype pictures (an early form of photography) of students from the late-1850s, some of the earliest images in the university's collection.

"When I came to Bridgewater, I was delighted with all of the different aspects of the job I'd have," Ms. Dubinsky said. "Part of a day may involve working in the university archives, where I'm a detective looking for clues to the institution's rich past. In another part of the same day, I'm working with faculty and students on projects that are very much in the present, and that includes helping them make digital records of ongoing research in any number of disciplines. The variety of tasks is what makes this a wonderful experience for me."

Ms. Dubinsky brings a diverse background to her position as the university's digital librarian. She was born and raised in St. Louis, and attended Northwestern University, where she majored in radio, TV and film. After graduation, she lived in Chicago for several years, where she co-founded and co-managed a professional light opera company.



Data processing – entry, storage, manipulation and data retrieval on demand – is a function that both computers and brains possess.

For this reason, the computer-brain analogy was once thought to be the ideal metaphor for the mind. While the analogy is a fine jumping-off point, it turns out that's all it is because the brain is much more complex.

Scientists for decades viewed the mind as one entity with many distinct regions, each specializing in a given function – decision making, speech, smell, hearing, vision, touch, recognizing things and so on. These distinct regions are intricately connected and work together to form images of experiences that our senses register in the environment. Once we have stored these images in the brain, we can retrieve them – much like files in a computer. Enter the data; store it; and retrieve it at will.

This focus on the distinct regions of the brain has yielded valuable data. However, as recently as two years ago and thanks to advances in technology, scientists were able to

design new brain-imaging tools to show brain circuits in action. This research reveals a much less compartmentalized, more complicated network of interconnected circuits. Bridgewater State University's Dr. Ahmed Abdelal brings 10-plus years of research to the ongoing scientific study as he explores how learning changes the structure of and affects the physiology of the brain.

Dr. Abdelal, assistant professor of communication disorders, said he believes it is critical for educators to understand how brain functionality affects the learning process. Conversely, given the extraordinary power of the mind and our ability to positively stimulate its healthy growth, he maintains that students can benefit by understanding how best to learn. We are all teachers, and we are all learners. Everything we do, however large or small, good or bad, affects the brain – literally changes the brain – for better or for worse.

Unlike previous research that emphasized the autonomy of various compartments, every single neuron in the brain is connected with all the others. Key to the new findings: There is no central command. Individual neurons and circuits grow

through learning. Simply said, learning causes the neurons literally to "grow" new branches to make new connections.

How often new information is accessed and repeated influences the neuron's very survival; thus, frequent exposure or access solidifies the acquisition of the new knowledge, literally strengthening the physical structure of the individual neurons and the circuit itself.

"Every time someone uses a skill, has a pleasant experience, interacts positively with someone or something, sees or hears something new, and sees or hears it again, the neurons become stronger," Dr. Abdelal said. And the stronger they become, the more likely the brain will store the information, the more efficient its retrieval will be.

It is important to emphasize, however, that recall depends first and foremost on the person's attitude when the information is presented for the first time. The more a person is distracted or disinterested while receiving the new information, the weaker the new connections become, eventually breaking and losing any memory of the new experience. If the person is not exposed to the information again, the connections will break off, and over time the new neuronal branches will be pruned, losing memories stored on them.

Brain health and growth are very much dependent on environmental stimulation through our senses. "Every movement we make improves the brain," said Dr. Abdelal. "Someone smiles, areas of my brain light up. I feel good about myself. However, a heightened state of anxiety is threatening. It diverts the memory resources needed for learning and, if frequent and prolonged, is detrimental not only to the health of the brain, but also to the health of the entire body.

Educators can take this basic knowledge of the physicality of the brain and look first at the environment they are creating in the classroom. "One of the first requirements of learning is mood and attitude," said Dr. Abdelal. "As a teacher, I must relate positively and enthusiastically to the material and

how I present it. The student will monitor everything I do and say. For example, perhaps I use some humor; students feel comfortable. And when students feel comfortable, they are motivated, pay attention and learn. Also, students need to be invested in the learning. For example, they need to know a good grade might translate into a good job. Motivation is essential."

When a student's attention and motivation are solid, new information enters the brain's main processing center and lights up the circuits. New information automatically activates circuits to old information with any connection to the new. In this sense, old information facilitates the learning of new information. Within an hour, the new information is sorted out – visuals here, auditory there and so on.

Retaining information doesn't depend on the number of neurons; it depends on the number of connections among the neurons. On average, a single neuron makes connections with 1,000 other neurons. New information induces the neuron "branches" to touch, so they can exchange information. With every exposure to the same information, a chemical is released at the point of connection. The chemical is a kind of glue. Each time the information is retrieved, a new layer of glue is added, and the connection becomes stronger.

So critical is this new research in revising and rethinking strategies for teaching and learning that Bridgewater has launched the BRAIN Network (Brain Research Applications for Instructional Needs). Founded by Dr. Abdelal, this network is made up of a cross-divisional team of educators interested in "bridging the gap between neuroscientific research and educational practices through a variety of faculty-based initiatives."

Dr. Abdelal is excited about the BRAIN Network and the support of the university. "Our first goal is to conduct regular reviews of recent brain research and identify the relevant principles of this research, translating what we learn into practical strategies for classroom use," he said.

TIPS FOR EDUCATORS

- Be positive
- Give clear expectations
- Present material in an organized manner
- Bottom line: If the teacher is interested in and enjoys the subject, students will be
- Repeated exposure, no matter how brief it may be, will facilitate recall of the information
- Be in tune with students' learning styles because people
- Avoid monotony in everything such as speaking, tasks, etc.

TIPS FOR STUDENTS

- Keep an organized studying environment and study in an organized way
- Build personal goals centered around studying to increase motivation and ability to learn
- Avoid stress at all costs

- Study for short periods and review more often revisions are best if they are completed four days before exams
- Regulate and get at least seven to eight hours of quality sleep to consolidate learning
- Avoid smoking and exposure to second-hand smoke

TIPS FOR A HEALTHIER BRAIN

- Walk daily
- Socialize often
- Exercise regularly

- Try new things: Visit a museum, listen to music, engage in stimulating conversation
- Eat well: What's good for the heart is essential to the health of the brain



Allison Galanis is a 2010 honors graduate and student in the Cellular and Molecular Medicine doctoral program at the Johns Hopkins University School of Medicine.

Her father, Peter, wrote to President Dana Mohler-Faria to say his daughter's acceptance to the highly competitive Johns Hopkins program reflects the fact that "Bridgewater is not a good state school. It is a great institution." Ms. Galanis, a resident of Stoughton and 2006 graduate of Stoughton High School, majored in biology and minored in chemistry while at Bridgewater.

"When I first enrolled at Bridgewater, I debated between a major in biology or political science," she said. "However, I wanted to eventually become a veterinarian, so biology was the choice I made." The wisdom of that selection was confirmed early when she took a biology class with Dr. Jeffery Bowen of the Department of Biological Sciences.

"He became my mentor, and he led me all the way through to my degree," Ms. Galanis said. "Thanks to him, in my sophomore year I was able to join his lab team; that's where I met Dr. Merideth Krevosky, who became an additional mentor for me, and with whom I subsequently worked on a major research project."

Dr. Bowen and Dr. Krevosky invite students to join their lab team to engage in the most sophisticated kinds of biological research. "Typically, we invite only four or five students each semester to be part of the group," Dr. Bowen said. "We have to be selective about the students we bring in because there is a very large time commitment for us and for them in these projects."

"In many colleges and universities, such research is limited exclusively to graduate students," Dr. Bowen said. "I was fortunate myself as an undergraduate to have had the chance to do professional-level laboratory research, and I wanted to share with our Bridgewater students the rewards of those experiences."

That Ms. Galanis received an invitation as a sophomore "is testimony to the impression she made on us because students offered this opportunity are most often juniors," Dr. Bowen said. "We saw her talent and drive and knew she'd be a valuable asset to our research."

Dr. Krevosky described Ms. Galanis as "an absolutely ideal student – she is both exceedingly bright and relentlessly hard working but also has an outgoing and engaging personality that lifts the spirits of those engaged in the kind of research we do. ... Her sheer enthusiasm for learning had an impact on all of us, students and faculty alike."

Ms. Galanis's major research project involved pioneering work in the field of pediatric cancer, which received funding from the National Institutes of Health. Her work will likely have important clinical applications, said Dr. Krevosky.

"The ongoing project concerns retinoblastoma, a pediatric tumor of the eye, and we are examining the expression of the small heat shock proteins B-crystallin and Hsp27 in retinoblastoma cells and their relationship to apoptosis, a process by which organisms can eliminate damaged, abnormal or potentially harmful cells," Dr. Krevosky said.

Ms. Galanis said her admittance to the ultra-selective Johns Hopkins program would not have been possible had she attended another institution. "The opportunities I had at Bridgewater, especially the training that I had and the support I received from the faculty, are chiefly responsible."

In all, Ms. Galanis considered 10 graduate programs. A visit to Johns Hopkins, which she is attending tuition–free while receiving a stipend, confirmed that she had made the right decision. "I loved the city of Baltimore and the university itself," she said. "It felt right for me from the moment I got there. I'm confident in the background I have from my studies at Bridgewater."

Ms. Galanis pointed to a course she took with Dr. Bowen. "Histology was the best course I had as an undergraduate, and Dr. Bowen was the instructor. We had to prepare slides on just about every tissue in the human body and make our own atlas – label them, write captions and, in effect, create our own histology book. It was such an innovative way for him to teach and for us to learn," she said.

As a result of her Bridgewater experience, Ms. Galanis has changed her career goal, which now is to earn a doctorate in cell and molecular biology and someday teach at the college or university level. "I want to be a combination of Jeff Bowen and Merideth Krevosky," she said.

Just like Old Times at Bridgewater

BY JOHN WINTERS

The stage of the Rondileau Campus Center Auditorium, unlike most of the rest of the Bridgewater campus, was anything but quiet in late August.

There, three actors, under the direction of Thomas Kee, a visiting lecturer in Department of Theater and Dance, were working out the intricacies of a rarely produced Harold Pinter play, *Old Times*. There were, of course, the Nobel laureate's trademark pauses, but also a bit of singing, mock dancing and even some flying furniture and kitchenware.

The production ran in early September 2010 to mostly full houses, under the auspices of the Bridgewater Theater Guest Artist Series. The guests were two professional actors from Boston. A CART grant helped make it all possible, and the result was something that benefited not only the audiences who attended the production, but also the students and faculty who helped stage it.

"This was a rare opportunity to see professional actors working with our own theater faculty and students on an extraordinary play right here on campus," Mr. Kee said.

Theater Professor Suzanne Ramczyk, who played Kate, said the production can be viewed as a research project, the same kind as is found in other disciplines, only instead of a laboratory, the work was done on the rehearsal stage and in the pages of Pinter's text and other materials.

"Many universities bring in shows like this, and it's important that our students see this and people know that this is a venue of professional productions," she said.

The department stages roughly four or five shows a year. Students work on and act in those plays, but to bring in professional actors from the local theater scene and involve students in the production gives the young people a real taste of life in the theater.

"It lets the students know that this is possible, that they can work with this caliber of people," Mr. Kee said. "It allows them to be part of something at a professional level."

Many faculty members in the theater department work professionally in Boston, Providence and even New York, Dr. Ramczyk said. Something like the Bridgewater Theater Guest Artist Series is another way of exposing students to a potential career in the performing arts.



Old Times, from 1971, is one of Mr. Pinter's so-called "memory plays." It is not performed regularly around the world, as is *Betrayal* or *The Birthday Party*, but it does have many of the playwright's signature trademarks: dark comedy, a hint of menace, and the arrival of a mysterious other.

The play pits a middle-aged couple and a "friend" from their youth in a battle over the truth about their shared history. As Mr. Pinter tellingly writes: "There are some things one remembers even though they may never have happened." This poignant statement is at the core of this



edgy and comic play, which explores how we use memories of the past to control our present and future, Mr. Kee said.

The Bridgewater production featured Elliot Norton Award nominee Liz Hayes, and Phil Atkins, who has appeared with Cambridge's American Repertory Theatre. The design team for *Old Times* consisted of Dr. Arthur Dirks, professor of theater arts (who also received a CART grant for the production), and facility technical director Mark Johnson, assistant director of the newly renovated campus center auditorium.

Four students were also involved on a daily basis with the production: Erin Sylvia, Julie Langevin, Catherine "C.J." Hawes and Erin Draper.

Dr. Ramczyk used a CART grant in 2004 to stage *Who's Afraid of Virginia Woolf* at Bridgewater. She hopes that experience and the production of *Old Times* bodes well for future endeavors, where that stage becomes more than a performance space, but also the center of further student-faculty engagement.





When the Harold Pinter play *Old Times* was presented at Bridgewater, three actors moved about the small set playing the sort of mind games for which the famous playwright is known.

Backstage, those moving about and calling the shots were not union stagehands or faculty – they were students.

Faculty members who brought the production of *Old Times* to the Rondileau Campus Center Auditorium made sure there was an educational component to the endeavor. Benefiting from this were four students, who not only learned a great deal, but also literally ran the show.

Erin Sylvia, Julie Langevin, Catherine "C.J." Hawes and Erin Draper were behind the scenes, allowing director Thomas Kee, and cast members Dr. Suzanne Ramczyk, Liz Hayes and Phil Atkins to concentrate on their work. Mr. Kee and Dr. Ramczyk are Bridgewater State University faculty members.

Graduation requirements for the students include working on university theater productions. This, and the desire to learn all they can in a hands-on environment, means these students have filled their résumés during their time at Bridgewater with experience onstage and backstage. Each has multiple credits to her name. One student has worked on 10 different Bridgewater productions.

"I really learned what a big responsibility it is and that you really need to pay attention to detail," said Erin Sylvia, a senior. She served as box office manager for *Old Times* and had a leading part in the previous year's student production of *Much Ado About Nothing*.

The students take on many backstage roles, and the work they do is critical to the success of each performance. They work as stage managers, house managers and dramaturges – some of the most demanding roles in any theater production.

"I really appreciate the fact that they give us this work to do and trust that we can do it," said Erin Draper, a senior who worked on *Old Times* as dramaturge, house manager and co-marketing director, and also appeared a few years ago in Bridgewater's production of *Our Town*. "They treat us like professionals."

Julie, a junior, served as the production stage manager on *Old Times*. In short, on performance nights, she was in charge.

"A lot of the things we're doing have never specifically been taught to us" in the classroom, she said. "This gave us a chance to learn and use these skills."

Relaxing one afternoon before a rehearsal, the students one by one had to momentarily excuse themselves to do some copying or to help a cast member prepare. One reported having an out-of-control to-do list. All were keeping an eye on the clock, aware that soon they'd be needed on the set. It's a hectic way to earn course credit, but they weren't complaining.

"If you don't do things right away, I've learned, they pile up pretty quickly," Erin Draper said. Along the way, they sharpen their management, networking and communication skills, and even do some media and public relations.

For those whose first inclination is performing, getting experience in various aspects of theater management can't hurt, their professors have told them. "If you're going to survive in this business, you've got to learn how to wear a lot of different hats," Erin Draper said.

C.J., a sophomore, would seem to agree. "I've learned a lot about the professional aspects of putting on a show like this," said the production assistant for *Old Times*. She not only worked on costumes and props, but also like the others, gained a world of experience that will better prepare her for the next stage of life.

John Diehl didn't know he would discover a career when he enrolled in a drawing class while attending Massasoit Community College.

The West Bridgewater native had never displayed artistic inclinations when he decided to grab a pencil and sketch pad to have some fun. Then he found something else. "I discovered I could actually draw," he said.

Suddenly, a new world opened up, and with encouragement from one of his professors and his family, Mr. Diehl decided to give full rein to his artistic side. In his junior year, he transferred to Bridgewater to focus on graphic arts and design. He graduated in 2005.

"I still didn't really paint at all," he said, a touch of bemusement in his voice. It's hard to believe, sitting in a room, whose walls are covered with his colorful contemporary paintings, that Mr. Diehl, 28, wasn't a prodigy, born with brush in hand. It wasn't until he was nearing graduation and having sold a few drawings and portraits while at Bridgewater, that he saw art as a possible career.

Today, his paintings are in homes across the area and the country. Additionally, he exhibits nationally, and his paintings are collected across the United States, from Boston's Newbury Street and New York City's Time Square to Los Angeles, thanks to strong online sales.

Alumnus' artwork created locally, collected nationally

He's pleased with his success, but admits that finding his muse took some time. A critical step was an art history study tour to Florence, Italy, while at Bridgewater. Seeing up close the work of the old masters sent him back across the Atlantic inspired, and filled with ideas of his own.

Mr. Diehl took a year off after graduating and began looking for subject matter he could call his own. An Edward Hopper show at Boston's Museum of Fine Arts left an impression, and he even created copies of two of the painter's landscapes.

Then there were the abstract expressionists, perhaps his biggest influence. Eventually, he took it all, filtered it through



his own experiences and predilections, "took a deep breath and jumped in," he said.

His own work is less Hopper and Michelangelo than Rothko and Pollock. The emphasis is on color and shape and finding the right balance to express a range of feelings rather than a concrete image. Many of the edges in his paintings are soft, and they blend together. The overall sense is one of harmony, which makes sense because at an early age, Mr. Diehl studied classical piano. Emotional harmony is something he seeks to convey in his art.



One series, called Blurscapes, is the most popular, and best described as abstractions based on landscapes. Etherscapes are done in a mix of black, with pale blues, yellows and grays, and depict motion. Linescapes, meanwhile, incorporate vertical lines of color against a white background, demonstrating his avowed debt to Mark Rothko.

However, the famous Russian-born abstract expressionist is most clearly recalled in a triptych of brilliant blue-and-white paintings that were Mr. Diehl's latest creations. Another late series uses the Blurscapes as background to a large ribbon.

Mr. Diehl paints about 250 canvases each year and is always on the lookout for new directions. He credits his Bridgewater education for pointing him down this path, and for inculcating in him the knowledge necessary to start and maintain his active online business.

"I learned a lot there about the business side of being an artist," he said.









What it means to U

Students weigh in on Bridgewater's university status

BY ROBERT W. MATHESON JR., '08

What's in a name? We decided to ask some Bridgewater students. After all, they're the ones who will most benefit from the change to a university. Some felt it would help them in a crowded job market. Others looked forward to the changes and opportunities the new status will bring. All seemed proud to be attending a place now known as Bridgewater State University.



"Not only does it look better on your résumé, you have more pride."

AMANDA ROUILLARD sophomore, English Norton

"Bridgewater students have always worked as hard as students at larger universities, and now we will get the recognition we deserve."

SARA KOLBECK junior, elementary education, dance education Dartmouth





"The majority of employers are looking for their potential employees to be from a university, and now we have that."

MARIO LOPES DEBARROS senior, criminal justice Brockton

"It looks better when you graduate and may help us get more funding. Plus, more people will want to come here. When you say Bridgewater State University, you can say it with pride."

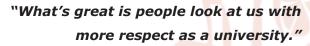






"It makes sense that with the campuswide building development we would change to a university, so we can grow in that regard as well."

GEORGE COTO
senior, sociology
New Bedford



CALISSA GARRISON sophomore, elementary education, English New Bedford





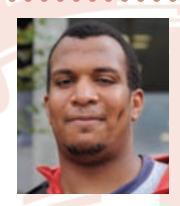
"I feel there will be more international programs now. It seems Bridgewater will open to the world even more."

TAYLOR DALEY sophomore, English Taunton



"University has a more prestigious sound to it."

ASHMITA KOHLI junior, biology Mansfield



"We get a great education at a reasonable price here at Bridgewater. It's just a name change."

CARL YANCY senior, sociology Brockton

"We're taking away from this school more than a name: It's about personal growth."

> NIKKI SAUBER junior, sociology Millbury





Jeffrey Schoonover holds the Presidential Award for Excellence in Mathematics and Science Teaching, which was presented to him by National Science Foundation Director Subra Suresh (left) and President Obama's Director of the Office of Science and Technology Policy, Dr. John Holdren.

Hail from the Chief

Graduate student Jeffrey Schoonover earns Presidential Award

BY JOHN WINTERS

Jeffrey Schoonover, a teacher at Portsmouth High School in Rhode Island and chairman of its science department, was honored by the National Science Foundation with a Presidential Award for Excellence in Mathematics and Science Teaching.

He is earning his master's degree in educational leadership at Bridgewater and, several years ago, assisted with the teaching of a summer content institute with Dr. Jeff Williams, professor of physics.

"Receiving the Presidential Award confirms my longtime dedication to the important role that science education has in students' lives," Mr. Schoonover said. "I love teaching science and feel fortunate that I have always been surrounded by great teachers, highly supportive administrators, and, most of all, incredible students who inspire me to work harder and reach higher on a daily basis."

He received his Bachelor of Science and Master of Science in Physics from the University of Massachusetts Dartmouth and has been teaching for 15 years, beginning his career at Dighton-Rehoboth Regional High School. For the past 10 years he's been at Portsmouth High, where he has significantly expanded the advanced-placement science curriculum and helped introduce the Physics First curriculum.

President Barack Obama named Mr. Schoonover among 103 mathematics and science teachers as recipients of the Presidential Award. The honor is given annually to the best pre-college-level science and mathematics teachers from across the country. Winners are selected by a panel of distinguished scientists, mathematicians and educators following an initial selection process done at the state level.

"Science and technology have long been at the core of America's strength and competitiveness, and the scientists and engineers who have led America on its remarkable path to success share something very precious: science and math teachers who brought these critical subjects to life," President Obama said. "Today we honor some of the best of these teachers and thank them for their dedication. They are inspirations not just to their students, but to the nation and the world."

Dr. Phyllis Gimbel, assistant professor in the educational leadership program and someone who has worked closely with Mr. Schoonover, said the award was well deserved.

"Jeffrey Schoonover is a shining example of the type of dedicated graduate student we have here at Bridgewater," she said. "I am thrilled that he has been selected for this prestigious national award and am not surprised."



President Barack Obama greets and poses for a picture with the 2009 recipients of the Presidential Award for Excellence in Mathematics and Science Teaching in the South Court Auditorium of the Eisenhower Executive Office Building, Dec. 16, 2010. Jeffrey Schoonover is in the back row, fifth from the left.

(Official White House Photo by Lawrence Jackson)

Dr. Gimbel said that when she first met Mr. Schoonover, she was immediately impacted by his dedication and knowledge about teaching high school science. She invited him to attend a Bridgewater conference on this topic, and the science and education faculty members were likewise impressed with his commitment and understanding concerning best practices.

"I could not be prouder than if he were my own family member," Dr. Gimbel said.

In early fall, Mr. Schoonover had an eventful week. On Tuesday, he celebrated another key achievement, one he shared with his entire department and school. The scores for the science portion of the New England Common Assessment Program tests were released across Rhode Island. Portsmouth was ranked first.

Gov. Donald Carcieri invited Mr. Schoonover to speak at the press conference when the results were presented. Portsmouth was among three schools that were cited for making significant improvements.

"Receiving the Presidential Award confirms my
longtime dedication to
the important role that
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JEFFREY SCHOONOVER

students' lives."

Three days later, he was an invited guest of the National Institutes of Health at the Lasker Foundation Awards Ceremony in New York City. There he met with scientific leaders to discuss ways to bring their knowledge and experience into K-12 classrooms.

"Receiving the Presiden"Receiving the Presiden"Receiving the Presidenover said."
"It was an incredible experience meeting several Nobel Prize winners," Mr. Schoonover said.

Another benefit of being a presidential award recipient was being selected that weekend as the grand marshal of Portsmouth High School's annual homecoming parade.

"It was a pretty good week," he said.

At the end of the fall semester at Bridgewater State, Mr. Schoonover, having just com-

pleted a diversity issues in education course, was just a few credits away from finishing his second master's degree. He plans to become certified as an administrator.

He lives in Somerset with his wife, Julia, and their three children.■

David Flynn, '58, honored for

In the final stretch of a long and distinguished career in the Massachusetts House of Representatives, David L. Flynn, '58, was able to look back and put into one sentence the objective that for him defined those years. "All I ever wanted to do in life was to do the right thing for the people I admired," he said.

Those words were delivered at a surprise party for Rep. Flynn to celebrate his extraordinary career of public service. More than 400 people attended the event – including former Gov. Michael Dukakis, former Attorney General Francis Bellotti, and scores of current and past lawmakers, as well as local residents whose lives were touched by the work Rep. Flynn has done over the years.

The event, planned by his brother, Peter, '61, and David's wife, Barbara, was held last October at the Veterans Club in Bridgewater to commemorate the retirement of the man known to all as the "Dean of the House of Representatives."

His relationship with Bridgewater State University dates back six decades. From the start, it's been a beneficial affiliation for both sides. Yet, Rep. Flynn almost skipped college altogether. He recounted how as a high school senior in Bridgewater in 1951, he had joined the Navy because he didn't see himself as "college material."

"After I completed my Navy service, I returned home to Bridgewater and – married with a son – I went to work for the town cutting grass on the local baseball fields for \$25 a week. One day in September 1955, Joe Lazaro, who was my boss, said to me, 'This isn't the right work for you. You need to go to college and make something of yourself.' He drove me to the campus and we walked into the office of the admissions dean, Fred Meier, who later became president of Salem State," he said.

It was in 1957, while a student at Bridgewater, that Rep. Flynn led his first campaign winning the post of park commissioner. That was an auspicious start, for less than a decade later, in 1965, he was elected to the Massachusetts House of Representatives. That victory marked the start of an amazing streak – as Representative David Nangle of Lowell noted in remarks he delivered at the October event. "Between 1957 and his last run for state representative two years ago, Dave Flynn had a total of 40 campaigns, and he never lost one."

Proof that Rep. Flynn enjoyed his four years at Bridgewater is evident in all that he has done for the institution over the ensuing decades. In every public office he held, he proved a strong advocate for his alma mater.

Last Sept. 1, when Bridgewater President Dana Mohler-Faria presided at a ceremony celebrating Bridgewater's new university status, he said Rep. Flynn had always been a loyal supporter of the institution and in fact had co-written, with then State Rep. Peter Koutoujian, '83, now Middlesex County sheriff, the legislation authorizing the change to university status.

"David Flynn's record of service with regard to this university over so many years has just been spectacular," said President Mohler-Faria. "For example, just a few years ago as we completed the process to win funding for our new million dollar science and mathematics facility, the original legislative bill fell short of our needs by a substantial amount of money. I called David Flynn, and he said, 'Give me a couple of hours to see what I can do.' By that same afternoon the 'Dean' had garnered the support needed to make certain that facility would have all the resources our students and faculty require."

In his response, Rep. Flynn said, "Everything I am and everything I do is related to the opportunities I gained on this campus. Along with my family and my town, it is the anchor in my life."

All I ever wanted to do in life was to do the right thing for the people I admired. -DAVID FLYNN, '58





Communications major gains more than a grade through internship

Each time Ashley Dumais went to her internship, she knew she was doing more than earning credits. Through her work at the Gloria Gemma Breast Cancer Resource Foundation in Pawtucket, RI, she was helping others – including her mother.

Mona Dumais is a survivor of what's known as inflammatory breast cancer, one of the most aggressive forms of the disease.

"It goes from zero to a hundred in just a few weeks," said her daughter of the disease's rapid progression. "My mother was lucky, and today she's lucky to be as healthy as she is. But she was sick for a long time, and it forced me to grow up really quickly."

Ms. Dumais, a resident of Swansea, was 9 years old when her mother's diagnosis was made. She watched as her mother went through radiation and chemotherapy and all the side effects. Early on, she realized the illness would change life as she and her family knew it. Suddenly, she found herself helping to raise her sister, Tyler, who was 3 at the time of the diagnosis.

"It forced me to be a mother figure to her, and it changed me," Ms. Dumais said. "It made me a more mature and sensitive person when it comes to what people go through. I can really sympathize with these women, and how breast cancer impacts families and the influence that families have in the healing process."

For six years Ms. Dumais watched her mother battle the disease. Today, she is relieved at how much her health has improved.

Ms. Dumais, who majored in corporate communications with minors in public relations and management, was able to put into action her desire to do something for women like her mother.

Through her mother's involvement with the Gloria Gemma Breast Cancer Resource Foundation, she was able to spend two semesters as a public relations intern. "It's not even like going to work; it's doing something meaningful," she said.

The internship led to a chance to share her and her mother's story with a wider audience. Each year, the Gemma Foundation sponsors one of Providence's major cultural events, Waterfire, during Breast Cancer Awareness Month in October.

This special version of the event, called "Flames of Hope," is devoted to raising both money for research and awareness about cancer. Last October, survivors marched with torches to the waterfront to light the trademark flames along the river and a few select people took to the stage to talk about the impact of cancer on their lives. Ashley and her mother were the featured speakers.

"They loved having us both speak, to show that there are not only survivors, but that families can get through this," Ms. Dumais said. "It was extremely empowering, a feeling of having defeated something that's plagued us for so many years."

Ms. Dumais graduated in December and is looking to enter Bryant University's accelerated MBA program in the fall. She'd like one day to work in public relations or corporate management. But no matter what she ends up doing for a living, she will always carry with her the memory of the travails that shaped who she is. She will share with others the message she brought to Providence last fall that, together, families can get through the worst of times.

"Hopefully it's a message that will help some 9-year-old kid out there, letting him know it's okay," she said.■

It's not even like going to work; it's doing something meaningful.

ASHLEY DUMAIS, '10



Winston Churchill was an aficionado along with Napoleon, Mick Jagger, Valentino, Boston Celtic's head coach Doc Rivers, New England Patriots' defensive team captain Jerod Mayo, WHDH sports director Joe Amorosino, and other local celebrities and corporate executives. Even our own Lou Ricciardi, chairman of the Bridgewater State University Board of Trustees.

The common denominator? "Bespoke" clothing. Popularized by the great British tailors of Savile Row more than two centuries ago, Bespoke clothing equates with fine art and craftsmanship. Beautifully tailored clothing. Exquisite clothing. Bespoke clothing is said "to be spoken for," custom fitted to an individual's physique, personal preferences and lifestyle.

Unlike Winston Churchill, who, undoubtedly, frequented the tailors of Savile Row for his high-fashion duds, Doc Rivers, Jerod, Joe and Lou are members of ECC Life & Style. ECC's Creative Director Jeff Lahens, '00, earned his bachelor's degree in computer science. Another implausible connection, to be sure – computer science to high fashion – but true.

Less than a decade ago, Mr. Lahens and two friends, Aenis Harris, '94, and his brother, Shawn, visited a tailor, each to be custom fitted for a suit. They shared the belief that to become successful one needed to look the part. Inspired by the experience, intrigued with the challenge of entrepreneurship and committed to personal success, the brothers put their heads together, wrote a business plan and recruited Mr. Lahens as marketing guru.

A passion for fashion 'bespoken' by Bridgewater's Jeff Lahens

BY KAREN A. BOOTH

But they partnered with much more than a marketing guru. It turned out that Mr. Lahens had a passion for fashion – a flair – a strong belief that clothing is essential to who a person is, how he lives and what he does.

In 2004, the three launched ECC Life & Style, LLC, a fashion design and marketing firm for luxury lifestyle apparel. Genuine Bespoke Luxury Menswear became ECC's flagship brand. Seven years later, even a casual observer would have to report their success as a huge understatement.

"We are three driven entrepreneurs who created a clothing company by leveraging our passion for fashion, creativity, advanced knowledge in technology, and innovative marketing sense," said Mr. Lahens.

Mr. Harris, COO, is responsible for the financial operations and organizational development. He holds a Bachelor of Science in Business Management from Bridgewater. His brother Shawn, CEO, is responsible for ECC's overall operations and business development. As chief designer, Mr. Lahens combines his marketing savvy with his innate sense of style and a genuine interest in crafting clothing that speaks directly to each individual's lifestyle.

And that, he said, is what Genuine Bespoke is all about. "We wanted to build a brand of individuality. The gentleman has a say in how he wants to look, with my help, of course, and within the confines of classic designs and construction. Bespoke clothing is tailored to a man's specification, including fit, style and attitude ... My job is to work with a client to simply elevate his style and appearance, but not necessarily to change him.

"ECC's DNA is defined as Savile Row standards with modern American styling. Our process includes individual design and hours of handwork," Mr. Lahens said. "We exact Savile Row quality construction for perfection in fit, ultimate utility, comfort and individuality."

ECC's process includes an initial consultation, during which Mr. Lahens learns as much as possible about his client's personality and lifestyle to design pieces that match who he is or aspires to be. Based on the conversation, he suggests designs and fabric. Full body measurements, sketches and design specs follow.

"From there, we build the baste of the garment, which is a hand-stitched unfinished stage of the garment construction," Mr. Lahens said. "Later, we mold the garment to a client's body, making sure the suit fits and looks just right. A final fitting completes the process."

Fit is key. Take Doc Rivers: He's sitting, standing, running courtside – and, no doubt about it, he looks great with every move. His Genuine Bespoke suits are designed with his every need in mind, right down to allowing just the right give in the suit jacket so Doc could comfortably stretch his arms around the Celtics' 17th championship trophy.

ECC tips for the stylin' man

- Don't be afraid to push individuality of style
- Men who only own one suit should make it grey (more stylish) or navy (more conservative and more versatile); black is too morbid
- Wear suits with a crisp white shirt and clean, dark brown shoes proper fit will really make the look; match the tie with the jacket
- Push a look by letting a tie show individuality, and don't be afraid to match socks to the tie (old-school guys match socks to shoes, but think out of the box)
- A belt should match shoes as much as possible, which may be difficult with hand-painted shoes
- Dark blue jeans always go better with most jean looks
- When in doubt, keep it simple

Or consider Tom Thibodeau. When he went for the head coaching job with the Chicago Bulls, he interviewed in ECC style. He got the job – which isn't to say coaching talent didn't play a part but, certainly, looking successful didn't hurt his odds.

To achieve this perfect fit, ECC partners with local tailors with roots to the trade – tailors from Italy, Haiti, Russia, Vietnam, Lebanon. As to his inspiration for design, Mr. Lahens, a native of Haiti, might reach back to his Caribbean roots and lessons learned from his own father. At other times, he looks to old movies. "Cary Grant in the movie North by Northwest – timeless fashion," he said.

"ECC members have one thing in common," said Mr. Lahens. "They are at a point in their lives where clothing is essential to who they are and what they do. They believe that if they are who they think they are, they need to look good; they need to look successful; they also demand quality."

In addition to Genuine Bespoke, ECC designs PRAGMA custom and MISURA hand-stitched shirts. "ECC's entry suiting line PRAGMA incorporates the core ECC values of style, quality and fit at an approachable price," Mr. Lahens said. "Misura is Italian for 'fit and measure' and is a line of custom hand-stitched shirts, again at an approachable price."

And finally, there's ECC's Private Membership Club, named E3C – a by-invitation A-List of like-minded individuals who get together through an exclusive online community and access to E3C game room to relax and network.

Reflecting on his journey beginning as an undergraduate at Bridgewater, Mr. Lahens said, "Bridgewater offered a lot. Through the Afro-Am Alumni Association and Afro-Am Society, I met my business partner, Aenis Harris, and Etienne Lucien '01, owner of Merging Images and freelance graphic designer for ECC.

"You really can go places and develop a valuable network through a Bridgewater education," he continued. "I'm grateful that the university forced me to truly apply myself to achieve my goals. It offers many notable undergraduate services a bigger school has but at a lower cost. This is among many reasons I joined the advisory board of Bridgewater's Center for Entrepreneurship Studies."



Terry Hart Cogan, '51, recognized by Bridgewater for her commitment to her alma mater

BY KAREN A. BOOTH

To honor her extraordinary volunteer leadership and philanthropic generosity to her alma mater, Bridgewater State University unveiled a bronze bust of Ms. Terry Hart Cogan, '51, co-chair of The Three Pillars of Excellence, a campaign for Bridgewater.

Ms. Cogan has served the university on all three volunteer leadership boards: the university's Board of Trustees, the Bridgewater State University Foundation and the Bridgewater Alumni Association Board of Directors. Her \$2.5 million gift is the largest gift to the institution in its 171-year history and brings her cumulative giving to the institution to more than \$5 million.

Ms. Cogan's philanthropic leadership has inspired others to support public higher education and Bridgewater's tradition of excellence and mission of accessibility and social justice.

Terry Hart Cogan, '51, is joined by (from left) President Dana Mohler-Faria; Louis M. Ricciardi, '81; and Eugene Durgin during the unveiling ceremony for the bronze sculpture of Ms. Cogan.

"It would be difficult to adequately thank Terry for all she has done for this institution," said President Dana Mohler-Faria. "The bronze bust will be showcased on campus as a tribute to her generosity, representing the critical importance of private philanthropy to public higher education. Generations of students to come will know and appreciate Terry Hart Cogan's contributions to Bridgewater."

After a search led by an administrator and faculty from the Department of Art, artist Jean Dibner was chosen as sculptor. From their first meeting, Ms. Dibner and Ms. Cogan clicked, and the process continued smoothly. Ms. Cogan posed for several sittings and was involved in critiquing the progress.

"Terry loves the arts," said Molly Fannon Williams, vice president of Institutional Advancement. "It's her passion. This is such a fitting way to thank her."

Ms. Cogan said she was "pleased and touched" when asked about the gesture of thanks. "My Bridgewater education meant the world to me, launching my career as a teacher; giving me the confidence to stand for my political beliefs; and teaching me that giving back is a privilege and a responsibility," she said. "I share Bridgewater's bold vision for the future and am proud to be a part of the Bridgewater community."

A small circle of invited guests attended the unveiling of the bust last fall, during which President Mohler-Faria thanked Ms. Cogan on behalf of the institution. Ms. Cogan's four children and their families attended the ceremony, which recognized her lifetime accomplishments as a mother, grandmother, teacher, volunteer leader and philanthropist.

"My Bridgewater education
meant the world to me, launching
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be a part of the Bridgewater
community."

TERRY HART COGAN, '51

Campaign Gala celebrates the spirit of philanthropy

\$11 million raised to date

BY KAREN A. BOOTH

Flowing satin swags draped the double staircase leading to the second floor of the Rondileau Campus Center. The newly renovated ballroom sparkled in champagne gold and burgundy. Draperies and tablecloths set with china and etched glass champagne flutes transformed the space into an elegant soiree – a fitting tribute to the alumni and friends of Bridgewater State University who have so generously supported its mission.

The December 2010 Campaign Gala was a high point in the Three Pillars of Excellence campaign for Bridgewater, a moment when time stood still and the university thanked its loyal donors. President Mohler-Faria addressed the guests, calling the evening "a celebration of their continued support and a testament to their generosity." He recognized the campaign steering committee for its efforts on behalf of Bridgewater.

Terry Hart Cogan, campaign co-chair and the largest contributor to the university in its history, proposed a toast "to everyone gathered here this evening. Thank you for 'coming home to Bridgewater.' Investing in the Three Pillars of Excellence campaign ensures that future generations of Bridgewater students will have access to the same educational opportunities as we had." In his toast, co-chair David Jenkins emphasized the impact that gifts to the campaign have "in the region, in the state and in making our world a better place."

Eugene Durgin, chair of the Bridgewater Foundation, called it "a very special event, not only because it marked our turn into the home stretch of our comprehensive campaign, but, more importantly, it celebrated the indomitable spirit of the Bridgewater community ... highlighting the extraordinary loyalty, generosity and determination of this Bridgewater family."



















- 1. From left: Terry Hart Cogan, '51; Dr. Marilyn Barry, '58; President Dana Mohler-Faria; President Emerita Adrian Tinsley; Louis M. Ricciardi, '81
- 2. Dr. Tony Esposito; F. Scott Longo, '89
- 3. Shirley and David Jenkins
- 4. Dr. George Weygand, '53, G'56; Mary Rondileau
- 5. From left: Eileen Altier, '55; Berle Lombardi; Richard Lombardi, '59, '63; Charles Altier
- From left: Dr. Alan Comedy; Michael P. Henry, '92; Miguel Gomes
- 7. Eugene and Carol Durgin
- 8. Samuel Lathrop
- 9. Carolyn VanBuskirk Turchon, '62; William McCree



The benefits of planned gifts to donor and students

BY TODD AUDYATIS

Bequests and other planned gifts by generous alumni and friends have been a significant source of private financial support for Bridgewater ever since Samuel P. Gates, Class of 1857, bequeathed the Gates House in his estate plan. Today, Gates House, as home to the Office of Admission and the oldest surviving building on campus, is the first stop for potential undergraduates.

Planned giving has always been an attractive gift option for our alumni, particularly for those who are concerned about their own future financial security but want to give back to Bridgewater. Because planned gifts typically are made from assets in one's estate, rather than from disposable income, the gift comes to fruition upon death of the benefactor.

The most common planned gift is a bequest intention cited in a will or living trust. Both can be made with the help of an attorney, either as a new plan or as a codicil to an existing document. An even easier method, which can be accomplished without an attorney, is to assign Bridgewater State University as a full or partial beneficiary to a retirement plan asset or life insurance policy.

In times of economic uncertainty, planned giving helps provide peace of mind, while allowing each benefactor to pursue an individual philanthropic interest. A life income gift, like a charitable gift annuity, offers initial tax benefits, a guaranteed income for life and the satisfaction that comes with making an eventual planned gift to the university. In other instances, as with a bequest, the donor retains control of the asset and can revise plans in the event of an emergency.

Planned gifts are also a creative way to participate in The Three Pillars of Excellence campaign. Individuals over age 70 who inform the university in writing as to the estimated value of their gift intention will be acknowledged and recognized fully as campaign participants. Planned gifts already account for nearly 25 percent of the \$11 million raised toward the campaign goal of \$15 million.

As an added incentive, a gift to the university through an estate plan qualifies a donor for membership into the 1840 Society, an exclusive group created to recognize and thank donors who have made us aware of their intention today for a future gift to benefit the students and faculty of tomorrow.

To participate in the campaign with a planned gift, contact Todd Audyatis by phone at 508.531.2608 or e-mail at taudyatis@bridgew.edu. To learn more about these types of gifting options, visit www.bridgew.edu/plannedgiving, where a wealth of resources and tools are available.

(Todd Audyatis is director of development in the Office of Institutional Advancement.)

Unique scholarship opportunity

BY ELIZABETH DUBUQUE

Honor a family member, friend or mentor. Create a scholarship in your family name. Make a difference and change the world one student at a time.

A gift of \$1,000 designated to the Named Annual Scholarship Award made on or before June 30, 2011, will do all of the above and more as it will be awarded in its entirety to a deserving student the following year.

Many students and their families face extraordinary financial hardship during these economically challenging times. The need is urgent. More students than ever before are applying for loans, and the average loan debt upon graduation continues to rise.

Despite working multiple jobs, many motivated, qualified and deserving students rely on financial assistance to remain enrolled. Contributions have a profound impact, not only on students, but also in the community.

Consider that 90 percent of Bridgewater graduates remain in the region, living, working, paying taxes and contributing to the social, cultural and economic life of the region.

Donors participating in the Named Scholarship Award will receive an appreciation packet including the scholarship recipient's name and biographical information that further personalizes the donation's impact.

A celebration event for scholarship recipients will be held in the fall, during which donors may meet the students benefiting from this program.

Donors will be listed in the 2010-11 Philanthropy Report and will become part of Bridgewater State University's esteemed Leadership Circle of Philanthropy. As always, those who prefer to remain anonymous may do so.

To learn more, call 508.531.2100 or visit www.bridge.edu/give.■

(Elizabeth Dubuque is associate director of development in the Office of Alumni and Donor Relations.)

Carolyn VanBuskirk Turchon, '62 includes Bridgewater in estate plan

BY KAREN A. BOOTH

Carolyn VanBuskirk Turchon arrived on the Bridgewater campus in fall 1958, when it consisted of seven buildings and 1,000 full-time students. Entering freshmen were required to own a *Webster's Collegiate Dictionary*. Tuition, room and board cost less than \$1,000 a year for a high-quality education.

Today, the campus consists of 38 buildings and more than 11,000 students. Entering freshmen are required to own a laptop computer; definitions are a click away. Students continue to receive a high-quality education, although affording tuition, room and board is difficult, especially in these economically challenging times.

Quality has a price tag. Financial assistance from the state is unpredictable, which is why private philanthropy is so critical to the tradition of excellence that defines Bridgewater State University.

Ms. Turchon, '62, taught school for five years, married and raised four sons. When her husband passed away unexpectedly 20 years ago, she faced the challenge all single mothers face – providing for her family. She faced the challenge with courage, taking over her husband's real estate business, weathering a rocky recession and coming out on top.

Through it all, she never forgot her roots. A successful alumna, Ms. Turchon has chosen to support her alma mater by naming Bridgewater as the beneficiary in a charitable remainder trust.

"I benefited greatly from my Bridgewater experience – outstanding professors, dedicated administrators and staff, and a friendly nurturing environment that I remember so well. I've been supportive of the university through the years, but now it's time for me to make this financial commitment to Bridgewater," said Ms. Turchon, who said she is proud of the institution's status change from college to university. "It's my way of saying thank you for all I've received, and it's my investment in the future, knowing as I do that students will benefit for years to come."

A charitable remainder trust is a win-win for both philanthropist and beneficiary. "The money is absolutely committed to the university," said Ms. Turchon, "which is great for Bridgewater. As far as I'm concerned, I received substantial tax benefits when I committed the money, and I receive income from it for life."

Ms. Turchon has given in other ways: the VanBuskirk Cape Cod Scholarship in memory of her cousin, William VanBuskirk; cash donations; and has named Bridgewater as a beneficiary of a life insurance policy. She served as a trustee on the foundation for 15 years and was elected to two terms as president of the alumni association.

"To think, we alumni are more than 46,000 strong, and we share this common bond – the Bridgewater experience," Ms. Turchon said. "I always encourage students and alumni I meet to represent their alma mater with pride and dignity, and to always remember from whence they came."



"To think, we alumni are more than 46,000 strong, and we share this common bond – the Bridgewater experience. I always encourage students and alumni I meet to represent their alma mater with pride and dignity, and to always remember from whence they came."

CAROLYN VANBUSKIRK TURCHON, '62

Upcoming ALUMNI EVENTS

CALIFORNIA ALUMNI LUNCHEON

SATURDAY, APRIL 30 Beverly Hills For information, please contact Robbin Maloney at 508.531.2693.

CRIMSON PRIDE CLUB

FRIDAY, JUNE 3 Fenway Park

The second annual Crimson Pride Club and Red Sox Event

For more information, please visit www.alumni.bridgew.edu/redsox-event2011.

ALUMNI WEEKEND

FRIDAY-SUNDAY, JUNE 3-5

HOMECOMING 2011

SATURDAY, OCTOBER 22

Visit the alumni online community at http://alumni.bridgew.edu in early September for more details.

JOIN THE ALUMNI CHOIR

The Alumni Chamber Choir welcomes all Bridgewater alumni, as well as community singers, to join the group or attend performances. Rehearsals and concerts are aligned with the university's academic calendar. For more information about the Alumni Chamber Choir, visit www.bscacc.org or contact John Goulart, president, at john.goulart.jr@gmail.com.

STAY CONNECTED

Send your news to the Office of Alumni Relations via e-mail at alumni@bridgew.edu or via mail to Davis Alumni Center, Bridgewater State University, Bridgewater, MA 02325.

The class notes editor reserves the right to edit submissions for clarity and brevity. Submitted photos must be either high-resolution digital images or original prints from film. Photos generated on home printers are not of publication quality.

AlumniUpdate



Afro-American Alumni Association

The Afro-American Alumni Association is looking for new members to serve on its board of directors. If you are interested in helping this organization, please contact the Office of Alumni Relations at 508.531.1287. More information about the organization is available at www.bridgew.edu/afroamalum.

Hyannis Bridgewater Physical Education Alumni AssociationAnnual Dr. Mary Jo Moriarty Lecture

The 2010 Dr. Mary Jo Moriarty Lecture featured Dr. Patricia Sullivan who discussed how coaches and teachers can create a welcoming climate for learning and success, and how they can focus on developing the leadership skills of their players and students. Dr. Sullivan is a retired professor from George Washington University, a sport psychology/coaching expert and former NCAA Division I volleyball coach.

Senior Celebration

Members of the HYBRID board spent an afternoon in the campus center ballroom talking to senior students about HYBRID and sharing with them a history of BSU's physical education program. In an effort to recruit new members to the board, the historical account of the physical education major, *A Nobel Legacy*, written by faculty emerita Dr. Catherine Comeau, was given to all physical education seniors who stopped by the table.

Homecoming

In front of more than 2,100 fans, the Bridgewater Bears played their home opener on the newly renovated Swenson field on Oct. 16, 2010. Hundreds more attended alumni breakfasts, watched the annual Homecoming parade and visited the alumni tent, making Homecoming 2010 the most successful in recent history.

A record number of runners and walkers participated in the 2010 Carol Mulloy Cuttle Aloha Classic 5K road race, held during Homecoming. The race honors the memory of Carol Mulloy Cuttle of the Class of 1982. Proceeds are used to provide scholarships for student clinicians in the Children's Physical Developmental Clinic program. The Hyannis Bridgewater Physical Education Alumni Association and Sodexho generously sponsor this annual tradition.

Alumni Weekend 2010

The first weekend in June is traditionally a time of reminiscing and reuniting at Bridgewater. During the weekend of June 3-4, 2010, many alumni returned to campus to celebrate milestone reunions.

The Class of 1960 celebrated its 50th reunion in grand style and presented President Dana Mohler-Faria with a check for \$61,000 designated to the Alumni Legacy Scholarship Fund. The class not only surpassed its goal of \$60,000, but also boasted an unprecedented 61 percent of its members making a gift to the Class of 1961 50th Reunion Fund.

The most senior graduate to return to campus for the weekend was Irene George Sarhanis, a member of the Class of 1940.



Recipients of Bridgewater Alumni Association Scholarships, presented during Alumni Weekend 2010, are (clockwise, from back row, left): Teresa Carr, Julia LaMotte, Jenna Sturges, Sarah Manteiga, Michaela Ferreira, Alexandre Cordoso, Yuan Chen, Kayo Ichimura, and Jessica Schneider.



The Class of 1950



The Class of 1960



The Class of 1955



The Class of 1965

ALUMNI SERVICES

For more information about the services below, visit www.bridgew.edu/alumni/ alumniservices.cfm

CREDIT REWARDS

An alumni awards credit card with a picture of Boyden Hall is available to all Bridgewater State University graduates. Current students benefit directly from every purchase because the Bridgewater Alumni Association receives a percentage of all purchases to assist students with scholarships and other academic opportunities. To apply online, click on the alumni services link listed above. For information, contact the alumni office at 508.531.1287.

INSURANCE PROGRAM

The Bridgewater Alumni Association offers discounted car, home and recreational vehicle insurance. To learn more about this program, visit the alumni services link listed above.

WEB SITE AND ONLINE COMMUNITY

Visit the Alumni Association Web site, www.bridgew.edu/alumni, to learn more about alumni events and services. To join the online community, use the constituent identification number printed on your magazine mailing label. For more information about registering, e-mail Michelle Slavick in the Office of Alumni Relations at mslavick@bridgew.edu.

BECOME A FACEBOOK FAN

The Alumni Association is on Facebook. Search for "Bridgewater Alumni Association."

ALUMNI E-MAIL ADDRESS

If you'd like a Bridgewater alumni e-mail address, please e-mail alumni@bridgew.edu with your name and class year, or call the alumni office at 508.531.1287.

ClassNotes

1962

Sheila Tunstall McKenna was highlighted in a video titled, *Still in the Game*. The video, by *The Boston Globe* photographer Bill Greene, focuses on her playing competitive basketball in the 65-69 age bracket with the Connecticut High Fives.

1969

James "Jimmy" Pappas retired after 31 years teaching high school in Somersworth, NH. The highlight of his career was teaching philosophy, a groundbreaking achievement due to its being a rare academic subject in the rural region in which he taught. He is now writing memoirs of his educational experiences and of his service in the Vietnam War. (See story on page 45.)

1971

Joan Menard, '67, G'71, was honored as the Massachusetts Bar Association's Legislator of the Year.

Madeline Barboza Skinner retired as a language arts coordinator for grades K-8 after 10 years in Columbia, CT. Prior to that, she was an educational design consultant and manager of education at Aetna, Inc.

1972

Sherry Webb retired as Smith Academy's athletic director, physical education teacher, field hockey and softball coach.

1973

Richard DeNoyer was elected senior vice commander-in-chief of the Veterans of Foreign Wars in August.

1975

Patricia Kelleher de Garavilla is assistant superintendent of schools in Reading, where she previously served as principal of the Joshua Eaton School. She and her husband, Stephen, welcomed their first grand-child this summer.

George Harrison, **G**′**75**, is pastor at Corpus Christi Church in Sandwich.

Donald Hussey, **G**′**75**, released his first book, *Ticket to Ride: The Promise of America*, which details his life as a military man in the Air Force from 1960-1964, a public school teacher, occasional political candidate and successful businessman.

1976

Robert Gay, '74, G'76, is principal of Coyle and Cassidy High School in Taunton.

Michael Marcinkus, **G**′**76**, is superintendent of the Newport and Croydon, NH, school districts.

1978

Maurino Isidoro was honored as office sales realtor of the month by Weichert Realtors-Mel Antonio Group.

1979

Robert Sullivan, '74, G'79, is superintendent of the School Administrative Unit 21 in the Hampton, NH, area.

1981

Craig Kesselheim, **G**′**81**, is a member of the board of trustees for the Maine School of Science and Mathematics.

Kathleen McSweeney is principal of Plymouth North High School.

1984

Debra Burchard is a consumer loan originator at Legacy Banks, serving customers primarily in Lee and Otis.

Laura Innis was the independent candidate for Massachusetts state senator in Norfolk and Plymouth counties.

1986

Thomas Kilduff, '71, G'86, principal of the Martinson Elementary School, retired after 40 years of service to the Marshfield school district.

Ayumi Hirano, G'09

BY KAREN A. BOOTH

Ayumi Hirano's path to Bridgewater State University was long and winding. In 1997, she journeyed from Shizuoka, a relatively small city in Japan, to a community college in California. From there, she transferred to Dean College in Franklin, and earned her Bachelor of Science at the University of Charleston in West Virginia in 2001.

Somewhere in between, Ms. Hirano returned to Japan for a three-year stint as a translator for a Japanese manufacturing company with offices all over the world. She traveled to China, Thailand, Turkey, Romania, Vietnam and Mexico, among other countries, and during that time, she developed a strong interest in international education.

When she returned to America to pursue her master's degree, she chose Bridgewater State University on the recommendation of friends she had met while studying at Dean College.

"I concentrated on sports science and the social sciences for my undergraduate degree, but I found I was most interested in the counseling aspects of the major," she said. With the encouragement of faculty in the Department of Psychology, she earned her MEd in Student Affairs Counseling at Bridgewater.

Following graduation, she was hired by the university under a program called Optional Practical Training, which allows international students to work for a year in America after graduating. Ms. Hirano worked in the Office of Student Affairs, transferring to Bridgewater's new Center for International Engagement.

"My whole Bridgewater experience has been great," she said. "In my job, I have much responsibility and much freedom. One of the things I really love is the diversity in America. Working with the international students, I was able to learn about different cultures and share my own. I will use this experience in my personal and professional life in Japan."



1988

Lisa Habboub received a juris doctor degree from the Roger Williams University School of Law.

1990

Carolyn McGee, **G'90**, was promoted to the rank of captain in the United States Navy.

1991

Eric Kinsherf is chief financial officer for the town of Weymouth.

1994

Paula Maxwell, **G**′**94**, is principal at the Memorial Middle School in Hull.

Jack Vadnais is CUSO Financial Services financial adviser at Freedom Credit Union in its investment services department.

1996

Meaghan Costello earned her doctorate degree in physical therapy.

Adam Cupples was recognized by *Cape & Plymouth Business* magazine as a recipient of "40 under 40 Awards."

Christopher Richards is on the commercial lending team at Cape Cod Five Cents Savings Bank.

1997

Christine Panarese is principal of the John W. Decas Elementary School in Wareham.

Amanda Speakman is director of the Bourne Council on Aging.

1998

Carol Sacchetti is director of student programs and leadership at Roger Williams University. She has worked at the univesity since 2000 and continues to be an active alumna at BSU. She is the vice president of the Bridgewater Alumni Association.

1999

Thomas Bartosek, **G**′**99**, retired from teaching and coaching after 34 years. He will be remembered for turning wrestling into a viable sport at Canton High School.

Robert LaRaia received the Bronze Star and Air Force Combat Action Medal for meritorious service in Afghanistan.

Amy Sasin is the softball coach at University of Massachusetts Dartmouth.

2000

Elizabeth Diercks, **G'00**, is a member of the Westford library board of trustees.

Nichole Gabriel is a special education teacher at South School in Holbrook.

Richard Vittum, G'00, was inducted into the Westfield State University Athletic Hall of Fame.

CAREER SERVICES

Help lead Bridgewater students to success!

The Office of Career Services has several programs in which alumni can participate that provide experience and support to Bridgewater students.

CAREERLINK@BSU

Post your business' jobs and internships on Career Services' online, easy-to-use system that provides access only to Bridgewater State students and alumni.

ALUMNI MENTOR PROGRAM

Bring your experience to Bridgewater State University students and alumni with this online mentoring program.

EMPLOYER-IN-RESIDENCE

Spend five to 10 hours a month improving your company's visibility on campus while offering students résumé and cover letter critiques, as well as workshops.

For information regarding the above programs, call career services at 508.531.1328 or e-mail the office at careersrv@bridgew.edu.

2002

Chantal Jean-Baptiste, a former soldier, is working on an outreach team to follow up with returning war veterans and their families to ensure that their civilian lives are going as smoothly as possible.

Gordon Smith, **G'02**, is the superintendent of East Longmeadow schools.

Shawn Thornton received the Massachusetts Interscholastic Athletic Association's Ted Danko Award for having made significant contributions to his community.

2003

Robert Foster graduated from Army basic combat training at Fort Jackson in Columbia. SC.

2005

Shawn Avery was honored by the Plymouth County Education Association Inc. with the Rookie of the Year Teaching Award. This award is presented to a teacher in Plymouth County with one to three years experience, in recognition of excellence in professional performance, as well as presenting particularly innovative ideas and programs in the classroom.

Michael Belcher is the sales manager of Nauset Disposal.

Amy Vanasse Mead received a master's in health administration from Clarkson College.

Jesse Mead received a doctor of chiropractic degree from Palmer College of Chiropractic, Florida campus, in September. He will be returning to Southeastern Massachusetts to practice.

2006

John Diehl was featured in *The Enterprise* newspaper of Brockton for the opening of his Diehl Art Gallery in downtown Bridgewater. (*See story on page 22*.)

Seth Falconer is a firefighter paramedic at the Ludlow fire department.

Daren Jacobs is a teacher at the Burt Wood School of Performing Arts.

Ashlee Kirkwood received a master's degree in environmental science and management from the University of Rhode Island.

Laurel Oberg, G'06, won Norwood public school's 2010 Masons' Teacher of the Year award.

Wender Ramos graduated from basic Army combat training at Fort Jackson in Columbia, SC.

Alissa Setera joined a group of financial advisers to form the DAAS Group in the Merrill Lynch Attleboro and New Bedford branch offices.

2007

Catherine Polis, '78, G'07, is the special education team leader at the Bromfield School in Harvard.

2008

Carol Henry is a special education teacher at the Memorial Middle School in Hull.

Zachary McLaughlin, G'09, is the assistant principal of Springfield High School in Vermont.

James Quinlan is an officer with the Moultonboro police department.

Steven Sharek, **G'08**, is chairperson of the Massachusetts Secondary School Administration's Association legislative committee.

2009

Kaitlin Lamothe-Vaughn is the health/wellness teacher at the Ahern Middle School.

Wendy Malone, '97, G'09, is a teacher at the In Sync Center of the Arts.

Justin Mitchell lives in Cleveland, OH, and attends Cleveland State for a master's degree in urban planning, design and development.

English teacher helped students find their own voice

BY KAREN A. BOOTH

For more than three decades, Jimmy Pappas, '69, challenged the minds of hundreds of students attending Somersworth High School in New Hampshire.

He earned his BA in English with an education minor at Bridgewater, but at Somersworth, his crowning achievement during 31 years of teaching was the development of an elective philosophy class open to sophomores, juniors and seniors.



"Back in 1979, a high school philosophy class was a pretty rare thing," said Mr. Pappas. "But I wanted to create a new class where students could exchange ideas, express opinions and learn how to do that in a civil and fun way."

To accomplish this, he balanced creativity, novelty, playacting, singing, dancing, magic and music. One day, he might take the role of Socrates and then, he said, "the class would be run by my Doppelganger, or alternative Mr. Pappas. I always tried to make learning fun, help the students to think, to speak up in class and to build self-confidence."

It became the "most popular class at the school." Several of his past students keep in touch to continue philosophical discussions.

Even today, Mr. Pappas remembers his years at Bridgewater with fondness. He played football, worked on *The Comment* and was a member of Kappa Delta Phi fraternity. He said he was shy and had difficulty speaking up in class. He struggled with student teaching, which, he said, was one reason why he devoted so much energy to helping students find their own voice.

"I would tell my students about my own struggle," Mr. Pappas said. "And I'd tell them I had to find confidence within myself and that they could do the same." Four years in the Air Force, including one teaching English as a second language in Saigon during the Vietnam War, also helped Mr. Pappas build up his sense of self-esteem.

Today, he lives in Chichester, NH, with his wife, Barbara. They enjoy visits from his son, Greg, daughter-in-law Lisa, and three grandchildren. Mr. Pappas is writing about his teaching and war experiences.

Elizabeth Nolan, **G'09**, is the assistant principal at North Smithfield Middle School in Smithfield, RI.

Kristie Smith is joining the Quashnet School as a sixth-grade teacher.

2010

Kimberly Derr is the social media marketer for Middleborough-based online backup and disaster recovery service provider, Vault USA. Allison Galanis was named by the Massachusetts Department of Higher Education to the "29 Who Shine" list. (See story on page 16.)

Jennifer Kelley is a preschool teacher at Hanscom Primary School.

Sara Menard, '**09**, **G**'**10**, is a financial analyst at Tribe Mediterranean Foods.

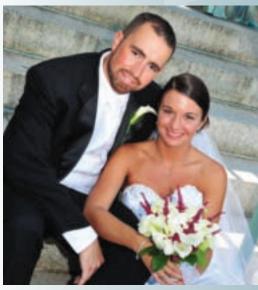
ALUMNI SNAPSHOTS



Linda Nordin, '90, and Bruce DeViller, '88, married on Sept. 11. From left are Shawn George, '89; Jim Hennemann, '90; Bruce DeViller, '88; Linda (Nordin) DeViller, '90; Chris Smalley, '89; Manny Carvalho, '90; and Jerry Rymill, '90.



Jessica Dunn, '07, and Joshua Gaskell '08 were married in September.



Stacy Labonte, '06, and Craig DeMelo, '04, were married on July 17.

ALUMNI SNAPSHOTS



Colin Michael, son of Chris, '90, and Kara O'Halloran, born July 15, 2010, with sister Megan and brother Matthew



Jessica Sophia, daughter of Lionelle Joseph Demosthene, '00, and David Demosthene, was born June 18, 2010.

Nicholas Anthony, son of Kerry Robitaille Tastinger, '00, and Anthony Tastinger, was born July 20, 2009.





Liam Kevin, son of Holly Spencer Griffon, '01, and Michael Griffon, '99, was born Jan. 23, 2010.

Julia Grace, daughter of Kathryn Stone Bonneau, '02, and Randy Bonneau, '01, was born Dec. 13, 2009.



NotaBene

BIRTHS *Congratulations to Bridgewater alumni on these new additions:*

To Kara O'Halloran and **Chris O'Halloran**, '**90**, a son, Colin Michael, on July 15, 2010. He joins siblings Megan and Matthew.

To **Gina McCoy Gonsalves**, '98, and **Antonio Gonsalves**, '96, a daughter, Gianna Marie, on Feb. 3, 2009. She joins siblings Caleb, Xavier and Ava.

To **Lionelle Joseph Demosthene**, '**00**, and David Demosthene, a daughter, Jessica Sophia, on June 18, 2010. She joins big brother, Jonathon.

To **Kerry Robitaille Tastinger**, '**00**, and Anthony Tastinger, a son, Nicholas Anthony, on July 20, 2009. He joins big sister Kailyn.

To Holly Spencer Griffon, '01, and Michael Griffon, '99, a son, Liam Kevin, on Jan. 23, 2010

To Kathryn Stone Bonneau, '02, and Randy Bonneau, '01, a daughter, Julia Grace, on Dec. 13, 2009

To Rebecca Nelson Paquette, '02, and Richard Paquette, '01, a daughter, Eleanor Kate Christopher, on April 14, 2010

MARRIAGES *The university celebrates the weddings of the following alumni:*

Linda Nordin, '90, to Bruce DeViller, '88, on Sept. 11, 2010 Jessica Anderson to Joseph Voci, '93, on Oct. 23, 2009 Kristen Sylvia to Ryan Fonseca, '94, on April 30, 2010 Jennifer Pires, '94, to Peter Levasseur on Oct. 3, 2009 Kimberly Kedziorek to Bryan Olson, '97, on June 27, 2009 Katie Cook, '98, to Keith Camara on Aug. 1, 2010 Meredith Nixon to Christopher Donato, '01, on Nov. 7, 2009 Kristy Sullivan to Daniel Maurer, '01, on July 30, 2010 Suzanne Marie Olson to Antonio Yurrita, '02, on June 6, 2009 Jennifer Reid, G'02, to Robert True on March 12, 2010 Christina Westhaver, '03, to Ryan Donahue on June 26, 2010 Laura Durante, '04, to Joseph Bedard on May 29, 2010 Sarah Keane, '04, to Christopher Desautel on Aug. 7, 2009 Joanna Desnoyers, '05, to Isaac Ribeiro on April 17, 2010 Lynne Giammalvo, '05, G'08, to Justin LaCroix on Aug. 15, 2009 Jennifer Almeida, '06, G'09, to David Medeiros on May 15, 2010 Stacey Arnold, '06, to Steven Pippenger on Oct. 3, 2009 Kara Custadio, '06, G'06, to Alexandre Raposo on July 4, 2009 Melissa Fowler, '06, to Eric Theberge on July 24, 2010 Kendra Hotte, '06, to R.J. Strangis on April 24, 2010 Stacy Labonte, '06, to Craig Demelo, '04, on July 17, 2010 Kasey Loomis, '06, to Brian Rhodes on July 18, 2010 Elissa Grunin, G'06, to Timothy Adams on July 18, 2009 Susan Freitas, '07, to Steven Guidaboni on May 29, 2010 Laurie Green, '07, to Bryan Dumas on Feb. 13, 2010 Kimberlee Wiley, G'07, to Daniel Nashold on Aug. 1, 2010 Jessica Dunn, '08, to Joshua Gaskell, '07, in September 2010 Amanda Strittmatter, '08, to Luis Seijido on March 6, 2010 Michelle Carr, '09, to Ryan Austin, '08, on May 1, 2010

Amy Rotondo to **Kevin Schleicher**, '**09**, on July 9, 2010

IN MEMORIAM Bridgewater is saddened by the deaths of the following alumni and extends condolences to their loved ones:

Florence Nye Brown, '28, on May 8, 2010 Phyllis Bliss Hargreaves, '34, on July 4, 2010 Evelyn Beane MacPherson, '34, on Sept. 14, 2010 Enes Lagreca Marchessault, '35, on May 16, 2010

John Nolan, '36, on Sept. 19, 2010

Bernice Ludden Robertson, '36, on Sept. 12, 2010

Ada Roberti Lukey, '38, on May 22, 2010 Annette Breen Dowd, '40, on Jan. 21, 2010 Alice Dunkerly Harper, '41, on July 16, 2010 Dorothy Stoler Koplow, '41, on July 13, 2010 Charlotte Clark Lowe, '41, on June 25, 2010 Edna Smith Lincoln, '42, on June 4, 2010 Alice Casey Heenan, '45, on Sept. 10, 2010

Dorothy Harriman-Connors Bell, '47, G'65, on March 30, 2010

Rita Custeau, '47, on Sept. 11, 2010 Jean Crane Richter, '47, on April 12, 2010 Irene Costello Gosselin, '49, on Sept. 22, 2010

Erick Sargent, '49, on Aug. 5, 2010

Barbara Hall Coville, '50, on April 18, 2010

Marilyn Clark Donovan, '50, G'72, on April 19, 2010

Joan Doherty LaFrance, '50, on July 28, 2010

John Girard, '51, on June 16, 2010 Lorraine Rossi, '51, on Aug. 6, 2010 Edmund Nevirauskas, '52, on Aug. 25, 2010

Marion Wilson, '52, on Oct. 4, 2010 William Carberry, G'52, on Aug. 25, 2010 Patricia White Cahill, '53, on Aug. 14, 2010

Theresa Rocha Theodore, '53, G'57, on March 30, 2010

Sally Parker Mathewson, '55, on April 20, 2010

Antone Felix, '56, on April 22, 2010 John Manning, G'56, on Sept. 6, 2010 Marlene Brady McGinn, '57, on Oct. 3, 2010

Audrey Gill, '59, on May 12, 2010 Roberta Jones, '59, on April 26, 2010 Donald Graves, G'59, on Sept. 28, 2010 Dana Smith, G'59, on May 22, 2010 Robert Sheehan, '60, on Sept. 21, 2010 Edwin Carruthers, G'61, on Aug. 4, 2010 Mary Ellen Cronin, G'61, on April 23, 2010 Thomas Altieri, '62, on May 12, 2010 Frederick Quinn, '62, on May 24, 2010 Wallace Wood, '63, on July 4, 2010 Ester Fontes Ryder, G'63, on Aug. 30, 2010

John Burke, '64, on June 5, 2010

Mary Chambers, G'66, on Sept. 14, 2010 Francis Ferreira, '67, on May 12, 2010 George Wright, G'67, on Oct. 3, 2010 Daniel Zentz, '68, on March 20, 2010 Marvin Purdy, '69, on Sept. 8, 2010 Charles King, G'69, on Sept. 25, 2010

Sandra Dailey Carlson, '70, G'81, on July 17, 2010

Daniel Kane, '70, on March 26, 2010 Mary Siemers, '70, on June 22, 2010 Benson Fairbanks, G'70, on April 15, 2010

Martha Macdonald Palfrey, G'70, on Sept. 6, 2010

Edward Robbins, G'71, on July 17, 2010 Terrence Winter, G'71, on Oct. 2, 2010 John Giannakoulis, G'72, on Oct. 12, 2010 Priscilla Miles, '73, on Aug. 3, 2010 George Willis, G'73, on May 7, 2010

Theresa Healy, '74, on July 2, 2010

Kathleen Baron Petrone, '74, on July 15, 2010 Jo-Ann Bellingheri Sikorsky, G'77, on Aug. 10, 2010

Shirley Grant, '79, on April 27, 2010
Thomas Sullivan, '79, on May 6, 2010
Lawrence Tufts, '79, in August 2010
Margery Leary, '81, on Sept. 29, 2010
Elaine Moore Santos, '81, on Aug. 1, 2010
Paula Jackson Cazeault, '85, on Aug. 9, 2010
Jacqueline Welles, '85, on May 15, 2010
David Driscoll, G'85, on March 21, 2010
William Young, '87, on May 8, 2010

Wendy Merrikin Ball, '90, on May 6, 2010 Margaret Thompson-Levy, '92, on July 7, 2010

Earl Dion, G'97, on March 21, 2010 Thomas Kinyanjui, '02, on Aug. 19, 2010 Karen Vayo Young, G'02, on July 1, 2010 Michael Flick, '09, on Aug. 4, 2010



Gone, but not forgotten

Spring is upon us, but few will forget the winter of 2010-2011. With snowfall totals more easily measured in feet than inches, some Bridgewater students didn't succumb to cabin fever. Instead, inspired by the large blank canvas in front of Boyden Hall that was the snow-covered quad, they anonymously sketched a giant snowman that appears to be celebrating Bridgewater's first winter as a university.

THE CRIMSON PRIDE CLUB

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Support our student-athletes and solidify your place in Bridgewater State University history. Sponsor a seat inside the newly renovated RedZone at Swenson Field & Athletic Complex by making a gift of \$1,000 or more to the Crimson Pride Club. Your gift goes directly to the athletic programs and student-athletes who need it most.

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RedZone seat sponsorship allows you to highlight your achievements, place a special message of inspiration, or honor the name of a family member, friend, teammate, coach, business or Web site.

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Unlike your gift's impact on our student-athletes, this opportunity will not last forever. You are encouraged to act fast!

Use the enclosed envelope, and under the designation section be sure to check "Other" and write "RedZone."

Please print exactly what you want to have engraved on the plaque of your RedZone seat (maximum of three lines of 24 characters each. BSU reserves the right to edit messages.

RedZone sponsorship does not guarantee you exclusive access to your seat during games.)

For additional information please contact Chris Markey at christopher.markey@bridgew.edu or 508.531.6148 or visit our secure Web site at www.alumni.bridgew.edu/redzone.



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