12-20-2016

The State of Bridgewater: Developments in the Bridgewater State College Campus through Undergraduate Students Activism

Kayla Jane Hoyt

Follow this and additional works at: http://vc.bridgew.edu/honors_proj

Part of the Cultural History Commons, and the Social History Commons

Recommended Citation
Copyright © 2016 Kayla Jane Hoyt

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.
The State of Bridgewater:

Developments in the Bridgewater State College Campus

Through Undergraduate Students Activism

Kayla Jane Hoyt

Submitted in Partial Completion of the
Requirements for Commonwealth Honors in History

Bridgewater State University

December 20, 2016

Dr. Margaret Lowe, Thesis Mentor
Dr. Paul Rubinson, Committee Member
Dr. Wing-Kai To, Committee Member
Introduction

Who gets to decide? Throughout history, this question is the root of all conflicts, whether it is the Han Dynasty in the second century BC expanding its boundaries into southern China or a teenager fighting her parent about wearing eye make-up. The critical points of the transition of power shape the development of the involved parties. Broad generalizations do not display the localized challenges. History is instances of change and when a pattern of reoccurrence emerges, it then becomes a national issue used to speak for all Americans. When looking at the United States, a diverse nation of people, finding those perfect instances of change that can represent all American is quite the undertaking. Nevertheless, people portray the past though the instances done by the few. People pull moments from history and say “The Brady Bunch was a popular TV show in the 1960s so American families were fascinated with the storyline of ethnic families and everyday challenges.” However, how can you try to express the entire national experience into one formidable argument? Rather, it is more effective to overview the experiences at a local level to understand the experiences of people in the historical context and then compare it to the national discussion.

Culling student and college publications for the words, images, and activities of undergraduate students who lived on the Bridgewater State College campus, this study highlights how they defined and responded to issues in their day. Stepping into the Bridgewater State University Archives, we find materials that allow us to tell this story. While building on the work of historians who have studied prominent national activists, this study tells another story: the most ordinary, far more common and thus even more telling experience of undergraduate students at a small state public college. By
tracing local student activism at a small college campus, we gain an understanding of
how and why the national movement had such a profound impact on American society.
What we find is that undergraduate students at Bridgewater State College from 1960 to
1975 used various campus platforms to obtain state funding, reproductive rights, and
alcohol consumption guidelines. In doing so, students developed sophisticated political
and leadership skills.

Founded in 1840, Bridgewater Normal School opened for training
Massachusetts’s teachers. Housed in the old Bridgewater Town Hall, twenty-eight
students enrolled hoping to become predominant members of education. Six years later,
the Bridgewater State Normal School opened a new school building, becoming the first in
America that was built for this reason.

Often called the home of teacher education in America, the institution sought to
prepare young educators not only through the educational curriculum but also through
leadership development. With the institutional motto “Not to minister unto But to
Minister,” the institution challenged the faculty and students to seek deeper meaning in
their time at the school than simply a place for classes. Since its founding, the
administration and students have aspired to do just that.

When reading through historical documents and preserved archival material on
the institution, the name was not the only aspect of the institution that transformed.
Originally named Bridgewater Normal School, the institution has since undergone
multiple name changes. Bridgewater Normal School, Bridgewater State Normal School,
Bridgewater Teacher College, State Teachers College at Bridgewater, Bridgewater State
Teacher College, Bridgewater State College and Bridgewater State University were just a few names of the institution.

In addition, as the name of the institution changed, so did administrative involvement. With head administrative positions transforming from principal to president, faculty members from teachers to professors, and students developing from students to leaders, the institution transformed with the national society. In physical appearance, the institution grew in land and buildings to accommodate the growing development in student pursuit of higher education. Additional administrative, academic, residential and recreational buildings were constructed to provide a well-rounded institution for students to live and learn. Student and faculty enacted changes in the educational system to adapt to the growing societal developments.
Alcohol Consumption

In the early 1960s, the societal roles carried through from the 1950s, including the role of women as subservient to men and elders gave a high level of respect, were emulated in the administrative powers at the institution. The undergraduate students were provided a student and dormitory handbook that outlined the expectations of the students for the undergraduate career. In reading these policies, the gender ideals and power dynamics are shown. In the 1961-1962 Bridgewater State College Dormitory Handbook for Women, under the subsection entitled “Concerning Eating Places,” the handbook outlines the regulation for undergraduate women. It is written, “no girl may go to any place in the Bridgewater where liquor is served….the possession or use of liquor on this campus is STRICTLY FORBIDDEN. Failure to observe this ruling will be considered sufficient cause for the dismissal of a student from the College.”1 Any female undergraduate student, according to this administrative regulation, was not permitted to enter premises in the town of her educational institution in which alcohol was served, regardless of her age. Furthermore, if a student was found in violation of this regulation, it was punishable by expulsion from the institution. In 1961, the undergraduate students did not have autonomous control over their bodies. Wording such as “STRICTLY FORBIDDEN” enforced the severity and threatening nature of power the administration held over its students. Undergraduate students, who range in average ages of eighteen to

---

twenty-five were being disciplined and instructed to obtain from alcohol consumption and boycott any location in which alcohol is consumed. Surveying further through the institutional regulations on alcohol consumption, this policy did not remain much longer.

The institution student newspaper, *The Comment*, on September 16, 1971, published an article “Rathskeller Underway” and can be viewed in Figure 8. This article outlines for the student readers the progress in the construction of an on-campus bar which served alcohol to students. The construction of the on-campus bar was funded by several campus-based organizations. The Student Government Association, a student body dedicated to serving the collective interests of the Bridgewater State College funded by the community for effective living in a democratic society, advocating for the students' rights and needs, and encouraging self-reliance in the Association's search for truth and justice, as the largest and longest standing organization on campus, donated $10,000 for the new library in time for the opening of the academic year.
the construction. In addition to this, the Day Student Organization, a student body of undergraduate students primarily focused on the enhancement of the undergraduate experience for students whose academic time at the institution is during the day, donated $3,000 to the cause. And lastly, the Student Union Building Funds provided the remaining costs for the project which totaled over $30,000. The students of the institution through the budgeting of their finances and on campus action resulted in a campus-wide reformation of policy and campus dynamic.²

The aspiration for equity in the institutional administrative policy on alcohol consumption regardless of student gender identity and progression of alcohol consumption location based on student organized funds resulted in the creation of a campus-based bar. When the bar was finally opened, primarily female students served as bartenders. In ten years, the female undergraduate students enrolled at Bridgewater State College went from being unable to step foot into a building where alcohol was served in the Bridgewater area to then being paid to serve alcohol to Bridgewater State College students. The students took the initiative to enact a localized change in power and autonomy. The right and ability to control individual alcohol consumption as young adults of legal age were the fights these students took over, regardless of the gender of the consumer. Before, the administration was the governing body controlling their ability to decide whether they could drink alcohol. The students changed this. The undergraduate students at Bridgewater State College challenged the administrative control over the

---

student’s decision-making abilities over their choice of alcohol consumption. This change gave students the power to decide when and where they consumed alcohol due to their actions. By headway the initiative to bring about an on-campus bar and work on proposing the administrative policies, students efforts set to place a change in the campus cultural acceptance of women's alcohol. The students seized control of their own bodies and decisions. This localized transformation of power from administration to students shaped the progress of the institution. This displayed the undergraduate student desire to be responsible for making decisions about their wellbeing, rather than continue in subservience to the administrative ruling. Students gained the right to control their own bodies through their efforts in constructing an on-campus bar.
Reproductive Rights

The impact of the national second wave feminist movement is evident at Bridgewater State College in reviewing student-generated writings. Nationally, it is accepted and understood that the first wave of the feminist movement was the suffrage movement of the late nineteenth century and early twentieth century. The second wave feminist movement took place in the 1960s. With a broad range of issues, from sexuality, marriage rights, workplace equality and reproductive rights, the second wave feminist movement sparked a national debate on the rights and treatment of women in the nation.

When reviewing the college newspaper *The Campus Comment*, we find that the phrase “the political is personal” was often reflected in front-page news. The first instance this occurred was during the 1965 Bridgewater State College Anniversary Symposium. At this 125th Anniversary celebration, notable speakers presented to the student body on various topics. As seen in Figure 4, the primary discussion of this
event was for the division of Natural Sciences and Mathematics. In this speech, the
discussion on population control and its global impact focused the dialogue. Dr, Marshall
C. Balfour, consultant to the Population council of New York for his topic focused on the
need for population control and the governmental impact of birth control. Notably, the
author stated there was a “greater percentage of student attendance at this symposium.”
With an array of undergraduate students amongst a presentation on the positive global
impact of birth control, the dialogue for birth control use then began to grow.

*The Campus Comment* as the student-run newspaper published the material not
only of student interest but provided the voice for the students’ concerns. When reading
these issues, repetitive patterns in the dialogue of students concerns around birth control
surfaced in the articles published. Richard Rosenberg in the May 3, 1967, issue of *The
Campus Comment*, as seen in Figure 5, published an article entitled “BIRTH CONTROL:
A Hushed Problem.” In this article, he did not discuss the argument itself, but rather
challenged the readers to admit that reproductive rights were an issue. The discussion of
sexual relations, pregnancy, and contraception was a “hushed” topic and undergraduate
student Richard Rosenberg challenged his peers to open the dialogue on this issue. With
the generation prior raised upon the ideals that a proper woman did her due diligence in
the household for her husband and was the height of perfection, the discussion of any
displeasure from the woman was a taboo thought. With the second wave feminist

---

Print.

movement, women and feminist movement advocates not only challenged the societal norms, but they shouted the reality of the unjust treatment and quality of life for women. Change cannot come from silence, and avoidance of the issue will not make it go away. Localizing the issue of birth control and contraception, the article moves on to discuss the events at Boston University involving William Baird.

In Massachusetts, a man by the name of William Baird was a leading activist for reproductive rights. Given the name "Father of Birth Control," Mr. Baird was arrested eight times during the 1960s for conducting lectures about birth control and abortion. One such
arrest occurred following a lecture he conducted on April 6, 1967, at Boston University. In the state of Massachusetts at the time, it was prohibited to provide contraception to an unmarried person.

Following his lecture, he provided condoms and packages of contraceptive foam to the students in the audience. For this, William Baird was then arrested. In 1972, he appealed his sentencing to the Supreme Court. Following his case, Eisenstadt v. Baird, all persons gained the right to possess contraception, regardless of their marital status.  

Two years following the Eisenstadt v. Baird Supreme Court case, William Baird made local Bridgewater State College news. As detailed in Figure 6 and 7, William Baird was featured in *The Comment* advertising and discussing his guest presentation to the institution. Sponsored by the Bridgewater State College Christian Fellowship, the primary focus of his presentation was the discussion of illegal abortions. The article proceeds to describe Mr. Baird’s experiences with illegal abortion issues. Bill Baird is
quoted as witnessing in a New York hospital “a dying woman wheeled in, a coat hanger embedded in her uterus in a self-abortion attempt.” This chilling reality of the dangers of illegal abortions, and the epidemic society was facing was a front-page topic at Bridgewater State College. This otherwise hushed issue hidden from the forefront of societal view and the cultural conversation was therefore challenged by the second wave feminists. The national picture of abortion previously was tucked away in a back closet inside of a box buried in a hole in the wall. Now, those picture were one by one being unboxed and put on display, made to be discussed and interpreted by all of the society. The dialogue for the reproductive rights of women was now open, and that was a box that could not be easily closed.

In the following week, Bill Baird came to Bridgewater State College and presented to the students on the aforementioned topic. Undergraduate Student Greg Lee provided a synopsis of Bill Baird’s presentation on birth control, abortion and Massachusetts law. Providing several arguments for the cause, Greg Lee used the sentence “grim and ugly picture that Baird drew for the audience, but he brought the issue close to home” to describe the presentation style of Bill Baird and the reality of the issue at hand. When speaking of his actions for the right of all people, Bill Baird argued he protests for “the thousands of women, black and white, who cannot afford clinical abortions who die at the hand of quakes every year.” Bill Baird closes his presentation to the students by “challenging the audience to take a stand and fight against the antiquated

---

and totalitarian sex laws in Massachusetts.⁷ In a presentation to undergraduate students at an institution with over half of the student population comprised of females and with the presentation localized with data pertaining to the area, the information provided resonated with the student body as portrayed through their writings. The undergraduate students at Bridgewater State College in 1972 were focused on the issue of reproductive rights. But why did it take a white, middle-aged male advocate to pioneer the rights of women for women? Advocating throughout the nation on behalf of women, Bill Baird used his privilege to advocate for those in the society whose voice did not carry as much weight. UnderstandingThrough their focus, they coordinated the finances and scheduling to have Bill Baird present at the institution and provide an argument in favor of Massachusetts legislative reform on reproductive rights.

With the 1960s resurgence of societal reassessment and vocalization on inequality, the issue of the inequality of women’s rights surfaced. With the first national women’s movement occurring in the early twentieth century, this “second wave” feminist movement took place beginning in the 1960s and lasting until the close of the 1980s. The primary focus of feminists in this time was the equity beyond law and into women’s lives. This topic spanned a wide range of issues, from reproductive rights, legal inequality, and sexuality, to name a few. The argument for women’s equality and independence was expressed through literature, legislation, and political activism. Looking at the popular literature of the time, a national bestseller in 1963 was the text by Betty Friedan entitled The Feminine Mystique. This text addresses “the problem that has

---

no name” which discussed the widespread dissatisfaction amongst women who conducted traditional 1950s homemaker roles and the idealization of domesticity. Challenging the societal female ideals, *The Feminine Mystique* opened the dialogue for reevaluation of a culture of feminine inferiority and subservience to their male counterparts.

In conjunction with literature, a new medical oral contraceptive pill brought about a social reform and controversial change. With the Food and Drug Administration approval and availability of “The Pill” in 1961, the female sexual revolution began. Women with personal oral contraception could now take control of their sexuality. With the control of their own bodies, women could now expand further into education and the work world without the fear of unplanned pregnancy challenging their aspirations. This movement provided females an argument for equity in the workforce, with previous arguments for inequality centralized on the “deficit from female employee pregnancy and maternity.” In all facets of female independence, “The Pill” provided women with a substantial basis for arguing the invalidity of inequality in employment and education.8

Sexuality as a political argument went further into discussion during the 1960s. With the argument of “the personal is political”, second wave feminism also opened the dialog on abortion, sexual assault, and legislative inequality. Women hosted Speak-Outs, which were congregations of women, gathered openly to discuss their experiences with illegal abortion, a topic rarely heard about yet alone a central focus. With multiple

---

women sharing their experiences based on their pregnancy, which included rape and incest, their reasoning for abortion, which included personal health threats and their experiences during and from the illegal abortion, the argument for the need for change was indisputable. In 1971, legislative landmark change took place in the State Supreme Court case, Roe. V Wade. The case argued that the right to privacy for women to have an abortion extends under the 14th Amendment, with the primary argument being the protection of women’s health and the protection of the potential human life. Regulations on abortion legalization made, with restrictions being to the third trimester of pregnancy.
State Funding

In 1964, Bridgewater State undergraduate students began to articulate specific demands for campus change. Turning first to state funding, we find evidence in student organizational meeting minutes and the student campus newspaper that undergraduate students at Bridgewater State College championed a campus-based financial redistribution plan. Students requested that state or federal financial funds would be directed to the construction of a student union building, a centralized location for student activity and meeting. With no on-campus student building, meetings conducted by student organizations were held minimally or in smaller groupings. With the procurement of a student building, the undergraduate students could then conduct meetings in a greater size and impact.

In 1960, Bridgewater State Teacher College formally changed its name to Bridgewater State College. At this time, the college underwent a change in president, Adrian Rondileau. During his time as president, which expanded nearly two decades, the campus increased greatly. The campus student body increased from 1,000 to 9,000 and the campus expanded from 36 to 170 acres. At the start of his presidency, the campus encompassed academic buildings, women’s residence halls, and an athletic building. Along with physical growth, the college in 1962 offered a degree in Bachelor of Arts. The campus during this time period, 1960 to 1975 changed to also incorporate a Student Union Building, an expanded library, multiple new residence halls, the progression from only female to all gender residency, a gymnasium, a Science and Math Center and Green House. National legislative and societal changes were reflected in the progression of the college campus in student activism and administrative reform. The progression of student
policies and campus expansion reflected the social expansion of student enrollment in higher education.

On Tuesday, March 3, 1964, Rondileau, held a meeting at the main administrative building, Boyden Hall, with several Massachusetts legislators. Knowledgeable of this meeting, and those in attendance, the undergraduate students organized a gathering. Over seven hundred Bridgewater State College students gathered outside of Boyden Hall, congregating at the steps of the building. The students, exercising their rights as potential voters and paying students, vocalized their desires for the appointment of funding for the institution to go towards the construction of a student union building. From inside the meeting, the hum of student voices requesting the funds could not be ignored by any in attendance. They were so effective that State Representative David Flynn, local alumni of the Bridgewater State Teacher College Class of 1958, decided to support their cause. Along with other Bridgewater alumni, Representative Flynn advised the students about how best to organize their campaign. Following this advice, activist students formed a “Student Union Committee” to pressure
campus officials and the state legislature to designate funds according to student demands.  

As depicted in Figure 1, the students moved beyond the campus base in interests of attaining the finances necessary to construct the student union building. Just over a month since the first student movement, the Bridgewater State College undergraduate students gathered at the steps outside of a legislative meeting. Nevertheless, these steps were not located at the base of the campus administrative faculty building. The undergraduate students made the travel from Bridgewater to Boston.

Figure 1:

Bridgewater Rallies for Student Union,
14 December 1964 issue of The Campus Comment.

---

Rallying outside of the Massachusetts State House, the students gained the attention of state legislators. With students rallying outside of the state house, students action was seen as you entered the building, looked outside the windows or walked the streets. In conjunction with this, the undergraduate students and graduate students, totaling over three thousand students, gathered to complete personalized letters and phone calls to lawmakers vocalizing their request and their position as potential voters.

With their movement gaining regional attention, the actions of the students gained the attention of Massachusetts State Governor John A Volpe. Governor Volpe, a Massachusetts native, and son of Italian immigrants, notably fought for equality issues for minorities. Signing legislation to ban racial imbalances in education, reorganize the state's Board of Education, liberalize birth control laws, and increase public housing for low-income families, his fight for equality and localized issues were not uncommon. Upon hearing of a student movement for a local cause, the students’ were called for a meeting with Governor Volpe to discuss the issue. Prior to this meeting, the undergraduate student paper, *The Campus Comment*, published a political cartoon to showcase the potential impact of this meeting. As showcased in Figure 2, the meeting of
the undergraduate students and
the moral of the students spirit
will influence the results of the
formation of the Student Union
Building. Following the meeting,
Governor Volpe in collaboration
with Bridgewater State College
administration and faculty
ensured the allocation of state
funding for the construction of a
student union building. After
years-long protests, the
undergraduate students at
Bridgewater State College had
reached their goal. Through
determination, political activism,
and patience, the construction of the student union building went underway.

The efforts of the students on the issue of construction of the Student Union
Building reflected the action of the students to seize power in the institution. The
undergraduate students efforts transformed the control of funding from the administration
to the students interests. Having the power to control the funding resulted in the
construction of a Student Union Building, as depicted in Figure 3. The groundbreaking
construction of a building designed directly for student interests showcased the power
change from administration to students. Students gained the control of the progression of the institution in appearance and future development. Students gained a location for meetings, meals, and leisure. Whether the purpose was for organizational progression or simply for students to have a new place to hang out, this construction was monumental for the school. The students seized the power. The students gained the funds. The students gained a building. At a state institution, the students procured the power to make this institution their institution.
Conclusion

As this history of student activism at Bridgewater State College between 1960 and 1975 clearly shows, small campuses all across the country did as much to shape and enact postwar social change. Showcasing the students have a voice in their community makes the community reflect their voice. Their efforts provide a foundation for a deeper understanding of the societal transformations occurring around the nation. By stepping into the minds of those in the past, one can develop a better comprehension of the world we live in today. With this newfound knowledge of the institution, and beginning archival studies into its past, students at the institution connect with the university to a greater level, and with the nation as a whole.

The issue of decision-making at the local level influenced the transformative change of Bridgewater State College. The undergraduate students’ procurement of power from the administration to him or herself resulted in the transformation of the institution over ten years. Before their actions, women could not enter establishments where alcohol was served, the topic of contraception was taboo, and state school spending was the decision of the institution. Ten years later, the students were serving alcohol in an on-campus bar, the topic of contraception and sexuality were open dialogues and students had a role in the spending of the institution. Students gained the right to control their campus, their money, and their bodies.

Nationally, undergraduate students took to nonviolent activism to insight change at the local level. One of the first notable instances of this took place on February 1, 1960, in Greensboro, North Carolina. In Woolworth Restaurant, several students sparked a nationwide movement for change. The black college students from North Carolina
Agricultural and Technical University entered the restaurant and sat at the lunch counter to be served. After being refused service due to their race, the students refused to leave, peacefully protesting the segregation of service to them based on their race. From this movement, these college students then unify together with the focus on civil rights. The Student Nonviolent Coordinating Committee (SNCC) was formed to provide youth blacks a voice in the movement for equality. The students then organized various peaceful movements to address the inequality, such as sit-ins and peace marches. Ella Baker, a notable local African American civil rights activist, assisted the students in the formation of SNCC. Ella Baker in 1969, in regards to the civil rights movement by students, stated “Oppressed people, whatever their level of formal education, have the ability to understand and interpret the world around them, to see the world for what it is, and move to transform it.” The students gathering in protest of oppression provided a safe outlet for students to vocalize their dissatisfaction with societal issues. The students at North Carolina Agricultural and Technical University were the first in the student movement in the 1960s, but they certainly were not the last. The actions of these undergraduate students then inspired other undergraduate students around the nation to conduct similar political action for localized issues. Around the nation, undergraduate students utilized their institutional campuses as foregrounds to create fundamental change for the enhancement of social reform.

---

Works Cited


Bibliography


