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Editor's Notebook

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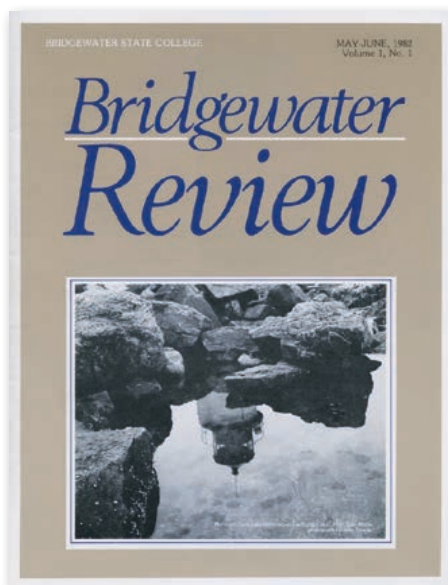
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EDITOR'S NOTEBOOK

Our Faculty Magazine

Sarah Wiggins

For the upcoming academic year, I have been handed the editorial reins of the *Bridgewater Review*. I decided that the only way to take a magazine into the future is to learn about its past. Thanks to the generosity of previous editor, Andrew Holman, BSU archivist Orson Kingsley, and founding editor, Michael Kryzanek, I gathered a number of back issues. A summer research project was born. Outfitted with a five-inch pile of magazines and Thomas Turner's book on the history of the university, I was ready to start digging.



Bridgewater Review, Volume 1, Number 1 (1982)

When Michael Kryzanek first introduced the *Bridgewater Review* in 1982, he outlined how the publication would be structured with essays, book reviews, and creative works. He also established the spirit of the enterprise, that it will be “a publication that is informative, timely, and thought-provoking” (May-June 1982). Those were the avenues that I wanted to follow with my investigation. What were faculty researching, writing, and thinking in past decades, and how did

the *Bridgewater Review* serve as a conduit for creative endeavor? What does this magazine say about who we were in the past and who we are now?

My first impression of the 1980s was how little certain issues have changed. Barbara Apstein wrote about how her students had difficulty with the label of “feminist” even though they agreed that women should be granted equal opportunities (March 1984). William J. Murphy offered commentary on gun ownership and why many people choose to keep guns in their homes. A guest contributor, Richard Sawyer, president of a consulting firm, wrote an opinion piece titled “Why Our Business Leaders Need the Liberal Arts” (December 1984). Sawyer observed that the liberal arts were rarely addressed at a conference on business and education and concluded, “At this critical juncture, before setting an inflexible policy that excludes the liberal arts, business, government and educational leaders need to re-evaluate how the liberal arts tradition can significantly contribute to a strengthened economy.” Sound familiar? I did not know whether to find comfort or despair in the fact that not much has

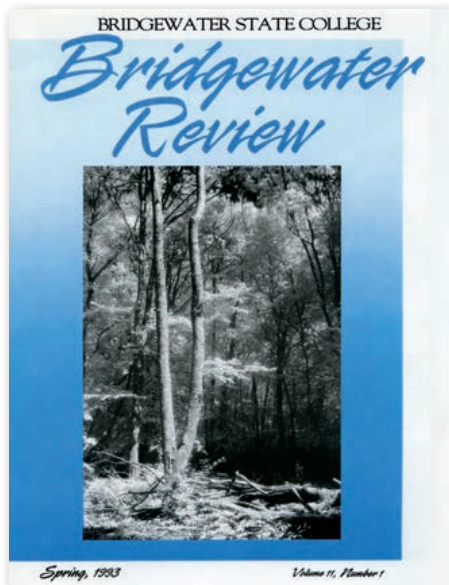
changed in our society. Though I enjoy pointing out continuity over time to my students, such continuity can be difficult to process when you feel its direct impact.

I could not help but indulge in the writings of my now-retired history department colleagues. Their work also signaled continuity. Thomas Turner and David Culver wrote about conspiracy theories surrounding the assassination of Abraham Lincoln and the attack on Pearl Harbor (May-June, December 1982). Philip Silvia contributed an article on sports heroes, outlining the phases of public expectation for major celebrities from Ty Cobb to Muhammad Ali and demonstrating how the media negotiated their public persona, private behavior, or political actions (July 1985). Phil's essay made me think about the expectations for female sports celebrities from Billie Jean King to Serena Williams to the recent United States Women's Soccer Team's World Cup triumph. His article also left me with some tidbits of knowledge: (1) that Phil is a good writer – no surprise there; (2) that boxer John L. Sullivan once “consumed three whole chickens covered with rice and a loaf of bread” – somewhat of a surprise, but not really.

By the 1990s, the campus was looking to integrate more technology as



Bridgewater Review, Volume 10, Number 1 (1992)



Bridgewater Review, Volume 11, Number 1 (1993)

information was becoming electronic, and the new Moakley Center was destined as a hub of innovation. Bill Levin wrote a piece musing how the Internet might interact with education in the future, noting how the resource has potential to present more quantity than quality of information (December 1996). Professors are still wrestling with that reality. The 1990s also brought dialogue on multiculturalism and emphasis on how women's studies was alive on campus. The magazine revealed the amount of support that faculty were receiving through CART (Center for the Advancement of Research and Teaching) with regular reporting on faculty grants and research projects.

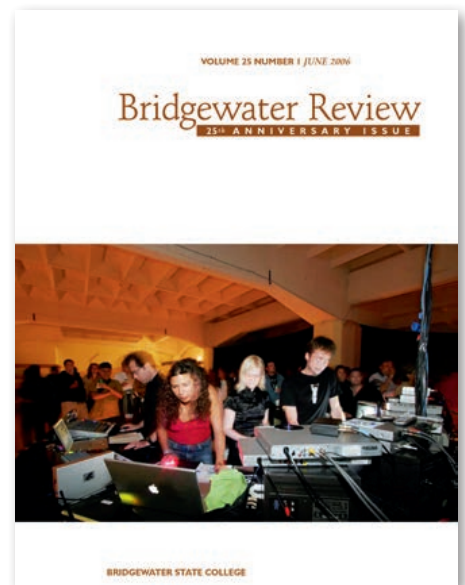
As I entered the 2000s, I started to see more familiar faces of my colleagues (I joined the faculty in 2006) and noted how their research focused on solving problems and addressing social needs. Jing Tan contributed an article on the cultural and practical challenges older immigrants face in the United States, such as seeking health care (December 2011). She did well to explain why older individuals come to the U.S. Her work illustrates the layers of complexity that surround immigration and reminds us that this topic cannot be whittled down into a single political talking point. I was also struck by Sandra Neargarder's

research on Alzheimer's Disease (June 2005). She investigated contrast sensitivity and the implications of shifting color contrasts in one's everyday surroundings, demonstrating that high color contrasts of objects allow people with AD to see objects better. In her study, participants, who often start consuming less food for a variety of reasons, could see their food better on a bright red plate rather than a white one (since many food items served are of a white hue). This discovery resulted in greater food and drink intake among individuals. Her findings could help to improve one's day-to-day living environment. I personally appreciated Sandy's efforts as two of my aunts passed away this year and both suffered from severe dementia, one of whom struggled with eating.

The 2000s also featured reflection and recognition of the magazine's accomplishments as well as highlights of individual contributions. The passing of Charles Angell was felt deeply among his colleagues who wrote moving tributes (June, December 2012). His work for *Bridgewater Review* was impressive, as he wrote the book reviews for each issue, which often included more than one book.

Once the Andrew Holman editorial era began in 2012, that sense of support and excellence continued. In one editorial, Andy described attending a university magazine conference and learning that many other operations are not run by faculty, but by individuals hired to "manage the talent" (November 2013). In this regard, *Bridgewater Review* is special - produced by faculty for the BSU community. Reading his account reminded me of the feeling of pride I get when I take BSU students abroad and witness how well they represent our institution. In fact, Andy's writing summarized my overall sense of satisfaction after reading through my *Bridgewater Review* stack. Over the years, this magazine has provided exceptional quality from the editors and associate editors who worked hard

to bring it into production and publication. The faculty and other members of the Bridgewater State community have delivered engaging and well-researched articles, demonstrating the impressive academic talent that we have at the classroom helm. The magazine has also benefited from university presidents and administrators who have supported faculty efforts and provided a public platform to discuss research and creative interests.



Bridgewater Review, Volume 25, Number 1 (2006)

This magazine represents who we were, are, and will be: thoughtful and intentional educators. Faculty talent does not need as much management as one might assume, as evidenced in almost four decades of publication. With that knowledge and the support of my editorial colleagues, Ellen Scheible and Norma Anderson, I hope to continue the tradition.



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