Dear Alumni and Friends of Bridgewater,

As the photographs and the stories in this issue reveal, the closing events of the 150th anniversary of the College were observed, appropriately, with great enthusiasm, pageantry, and excitement. At this milestone in its history, and in the midst of extraordinary fiscal and political uncertainty, Bridgewater stands academically strong and resolutely committed to remaining that way.

There are several recent developments to report that affirm we continue to move in the right direction:

1. The National Science Foundation has awarded Bridgewater a $600,000 grant to develop model programs for the teaching of mathematics and science at the secondary school level. This grant, the largest single grant the College has ever received, will enable our faculty to work with public school teachers from throughout southeastern Massachusetts to devise methods to integrate mathematics and science education for the benefit of the students and their schools.

2. The All-College Committee, with campus-wide representation, has recommended, and I am approving, that Bridgewater become the first four-year college in Massachusetts to adopt the “academic profile survey” which is administered by the Educational Testing Service (ETS) to test freshmen to determine their college-level skills in writing, mathematics, and critical thinking.

   The test will be given at the beginning of the freshman year and again at the end of the sophomore year. In this way, it will be possible to assess the “value added” of a student’s academic experience at Bridgewater. Moreover, the results will be compared to national norms to determine our students’ level of competence in relation to their peers across the country.

   This spring, the Department of English agreed to test the “Collegiate Assessment of Academic Proficiency” writing examination developed by the American Council on Testing. One hundred and eighty-three of our juniors took it and scored at or above the national average in writing.

3. The college governance structure has also recommended the formation of a Teacher Education Council to develop ways to strengthen teacher education at Bridgewater. The Council, which will have representation from across the campus and include faculty from a variety of disciplines, will act as a clearing house and a catalyst for ideas in K-12 education.

4. Meanwhile, the important work of the Strategic Planning Committee, which I reported to you about in the last issue of this magazine, goes forward in its work of examining the College’s mission and, building on that mission and Bridgewater’s strengths and assets, helping to define the kind of college we want Bridgewater to be for the 1990s and beyond.

I stressed my optimism about Bridgewater’s future in my “charge to the graduating class,” delivered to the Class of 1991 on Commencement Day, May 18th. In my address I noted that there were 1,516 names in the Commencement Bulletin this year, and 1,472 of them represent Massachusetts residents. Clearly, the commonwealth needs a strong and healthy public higher education system to produce the graduates who will, by and large, remain here to work, raise families, purchase goods and services, pay taxes, and fuel the state’s economic recovery. In a state with virtually no other natural resources, and in a nation where intellectual capital is rapidly becoming the most important asset of all, the Commonwealth’s self-interest dictates the protection of its public higher education system.

I ended my charge to the Class of 1991 by asking them to become involved in the effort to resist any attempt to further diminish the state’s public colleges and universities. Recently, I wrote to all of our alumni with the same request. If you haven’t yet responded to that letter, I ask you to do so now. Please write or call my office (508) 697-1210, or contact Maureen Sylvia, assistant director of Alumni Relations (508) 697-1287. We need your voice joined with ours. Nothing less than the social, economic, and educational future of Massachusetts is what’s at stake.

Sincerely,

Adrian Tinsley
President
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ON THE COVER:
Fiftieth Reunion classmates Florence Kamandulis Tumois, '41, and
Henry Barber, '41, enjoy photographs from their senior year at B.S.C.
Photo by Brian Malloy, '91

Summer 1991 3
The unfurling of the Mount Rushmore Flag was the highlight of the evening on May 3.

Isabelle (Bragg) King, ’51, and her husband Bill enjoy the Sesquicentennial Ball as part of the Class of 1951 reunion.

The majestic Hallamore Clydesdales carry the Mount Rushmore Flag in its magnificent cherry chest.

President Emeritus Adrian Rondileau with his wife Mary.

In a poignant moment at the celebration on May 3, recognition and thanks were extended to veterans of the Vietnam era.

Dr. John Bardo and Dr. Marilyn Barry enjoy the Sesquicentennial Ball.
The children of the Cornerstone Christian Preparatory School in Brockton thrilled the audience with their recital of Martin Luther King Jr.'s *I Have a Dream* speech on May 3.

Morrison's Custom Management provided an elegant 150th birthday cake for the celebration.

President Tinsley presents a plaque to a returning veteran in appreciation of his service in the Gulf War.

Professor Henry Santos and his wife Leola (Waters) Santos, '49, ring in the Sesquicentennial Grand Finale.

Trustee Lou Ricciardi, '81, Trustee Frank Dunn, '49, Ralph Fletcher, '53, and Phil Conroy, '72, enjoyed the entire Sesquicentennial and Alumni Weekend.

The children of the Cornerstone Christian Preparatory School in Brockton thrilled the audience with their recital of Martin Luther King Jr.'s *I Have a Dream* speech on May 3.
Executive Vice President Emeritus V. James DiNardo and his wife Norene.

The Class of 1951 posed for this group photo following their class business meeting. Those present at the meeting agreed to set a goal of $50,000 for the 50th reunion class gift.

Barbara Jackson, '80, Maureen Sylvia, assistant director of Alumni Relations, James Foster, and Jeanne Oliver Foster, '77, president of the Afro-American Alumni Association.

Mary Hoffman, '41, presents Louise Forsyth, '41, with a poem and a Bridgewater umbrella during the Class Reunion Luncheon on May 3, for a job well done as reunion chairperson.

Members of the Class of 1936 gather outside the Davis Alumni Center after a class meeting. The 55th reunion class presented a gift of $2,500 for the Reynolds Nye Art Fund to President Tinsley during the Association Annual meeting.

Sheila Tunstall McKenna '62 and husband Jack.

The Class of 1951 posed for this group photo following their class business meeting. Those present at the meeting agreed to set a goal of $50,000 dollars for the 50th reunion class gift.
Alumni Weekend

One of the highlights of Alumni Day was the dedication of the Davis Alumni Center. Mr. and Mrs. Stanton Davis are presented with a watercolor of the Center by President Adrian Tinsley, flanked by David Messaline, '65, chairman of the Bridgewater Foundation, Louis Ricciardi, '81, chairman of the College Board of Trustees, and Mary Lydon, '55, president of the Bridgewater Alumni Association.

Professor Emerita Catherine Comeau presents the award in her honor to Dr. Theresa Corcoran, '50.

Alumnae Madelyn Olenick Clancy and Mary Guidoboni enjoy the Annual Alumni Luncheon along with Mary's husband Carlo. The graduates are members of Bridgewater's 50th reunion class.

Anthony Caruso, '70, Jack Jones, '64, and Martha Drinkwater Jones, '64, all B.A.A. Board members, are among the 300 guests at the Sesquicentennial Ball.

Shea Scholar Jeffrey S. Corwin, '92, presents his research project, "Tropical Rain Forest in Peril" as part of the Alumni College.
Edith and Eliot Shoolman Award Established

Mrs. Edith Glick Shoolman, ’25, has given $50,000 to establish the Edith and Eliot Shoolman Award Fund to provide scholarship assistance to students. The Edith and Eliot Shoolman Award will be given on the basis of excellence in academic performance and college activities and future potential as a productive and giving member of society. The gift, which was given in February, has already been activated to benefit students at Bridgewater. Mrs. Shoolman has given $200,000 to the college during the last five years, contributing to student scholarships and activities.

Estate Gift Received

A $50,000 bequest from the estate of Mrs. Clara Johnson Dulon, ’21, has been received by the Bridgewater State College Foundation. The bequest is the second largest planned gift in the college’s history. The largest estate gift was given by Dean of Students Emeritus, Miss Ellen M. Shea, whose gift established the Shea Scholars program.

Alumni Respond to Call for Support

The Annual Phonathon concluded on May 2, 1991, increasing the number of dollars pledged by phone from 1990 levels by $15,000. The final total pledged was $65,490. This cash pledge total does not include almost 800 unspecified pledges to the campaign. A total of 3,277 pledges were recruited and the average pledge to the campaign was $25.80.

"In a time when many colleges and organizations are showing a decline in annual giving, we are especially encouraged by the support from Bridgewater’s alumni during the campaign," says Ashley C. McCumber, asst. director of development. "Alumni giving is the cornerstone to all giving to the College," he says, "and we are extremely pleased with their participation."

If all pledges are fulfilled, the Sesquicentennial Annual Fund Campaign will conclude with total giving increased by 33% from last year. All alumni were not reached by phone. If you would like to contribute and have not heard from the College, please call the Davis Alumni Center at (508) 697-1287.

Corporate Gifts To Bridgewater Increase

Rising from $39,000 in 1990, corporate gifts to the College are up 83% to a total, as of May 1, 1991, of $71,439. "Businesses are now seeing the return on their investment in Bridgewater. President Adrian Tinsley has worked tirelessly during her brief tenure at the College to bring our message to the business community. It is clear that message is beginning to be heard," says Ralph Fletcher, director of corporate relations.

Gifts - Continued on page 9
The Enemy Within

by Michael J. Kryzanek
Department of Political Science
Section Editor

As in the case with most wars, the end of the Persian Gulf war marks a new beginning with new approaches to old political problems, new diplomatic alliances, new economic challenges, and in this particular instance, the pursuit of what President Bush calls the New World Order. The end of war also brings with it a turn inward as the major combatants put down their weapons and rebuild or direct their energies toward pressing domestic concerns. In the case of the United States, the president has already articulated a wide-ranging domestic agenda from crime control to the environment to transportation to education.

The shift in emphasis from foreign policy and defense to domestic issues has taken on a special character as the speedy and complete victory over Iraq has emboldened political leaders and enhanced the confidence of the American people. The country is filled with the sentiment that by winning the war in the Gulf, we now have the chance to achieve similar victories here at home. The current logic is that if we can outfit our soldiers with $23,000 night vision goggles, we surely can provide our grade schoolers with $2,500 computers; if we can rebuild Kuwait City, we can rebuild our inner cities; and if we can spend $500 million a day on liberating a distant country, then we can spend an equal amount liberating this country from infant mortality, homelessness, and AIDS.

Unfortunately, war-related euphoria almost always collapses into the realities of the domestic scene as the energy, sense of mission, and bravado of military conflict dissipates amid the tangled web of partisan politics, endless debates over priorities, and the intricate patchwork of problems that have many solutions. We quickly come to realize that it is far easier to defeat Hussein than it is to defeat illiteracy or clean up the environment or bring an end to the scourge of drugs.

The question thus becomes, how do we transfer the enormous national will that surfaced during and after the Persian Gulf war to the sea of domestic problems that in many respects are more a threat to our national security than the territorial designs of a Middle Eastern bully? One answer may be that this country has to begin to think in terms of domestic wars and domestic enemies. One need only remember that in the 1950s the Russian Sputnik pushed Americans into a frenzy of science and engineering education in order to meet the Soviet threat. We clearly defined the education of our youth as something akin to the training of soldiers ready to do battle with their counterparts in the Soviet Union. We set goals, marshalled resources, brought competing constituencies together, and, most importantly, got excited about solving a pressing social problem.

But in 1991 who is the enemy, where is the war, who are the domestic Norman Schwartzkopfs? The most troublesome facet of post-Persian Gulf America is that we will have all this excitement and confidence and goodwill and do nothing because we are unwilling to recognize what the comic strip character Pogo did - the enemy is us.

While this may seem a dismal evaluation of America during the heyday of good feeling, there are many opportunities to transfer a military victory into domestic victories. One critical element is good leadership. What America needs now more than anything is leaders at all levels who are able to equate domestic problems on the same level with war and point out the national security threats from ignorance, social decay, violence, and inequality. It would be a shame for those brave men and women returning from the Gulf to a grateful nation only to find months later that we saved a far-away country, but were unable or unwilling to save our own.
The “desert storm” has passed, but the Middle East remains suspended in the vortex of turbulent changes engendered by global and regional pressures. Stemming from the region’s historical geopolitical significance, global pressures in the form of Western involvement have stimulated rapid economic development, irreversible social changes and unstable political modernization, transforming the Middle East in uneven and unpredictable ways. Even while attempting to advance the prosperity of their peoples, Middle Eastern nations have sought to preserve their individual cultural identities in the face of relentless external pressures and the fundamental changes they have wrought. In the process, their social fabric and body politic have been riven with deep-seated tensions.

The headline-grabbing crises sparked by Iraq’s reckless invasion and annexation of Kuwait sharply underscored the explosive volatility of these deeper tensions in contemporary Middle East. The riveting “Nintendo” pyrotechnics of the ensuing Gulf War and the astonishing incompetence of the huge Iraqi military, armed to the teeth with some of today’s most sophisticated weaponry, sharply illustrated the dangers and paradoxes inherent in the clash between modern technology and archaic cultures. Although not unique to the Middle East, but grossly misunderstood in the West, the deeper tensions in the region result from the encounter of societies organized around traditional religious beliefs with the relentless encroachment of a secular global culture, from the class, religious, and ethnic divisions that typically emerge in societies undergoing economic development and political modernization, and from the dynamism of mass political participation and the rigidity of authoritarian political institutions. Like all historical transformations, the profound social, economic, and political changes and the tensions they produce offer both challenges and opportunities to the region’s leaders and peoples.

By international standards, the level of social and economic development in the Middle East is modest. Relative to the region’s low socioeconomic level in 1960, however, economic growth and social development (especially health and education) have been impressive in the three decades since. According to the World Bank, Gross Domestic Product (GDP) for the region averaged an annual growth rate of about 5%. In the 1970s, the rate of GDP growth for Saudi Arabia and Iraq averaged an astounding 10% and 11%, respectively. More significantly, economic prosperity fueled popular expectations of increased job opportunities and improved living standards, to which all governments in the region responded by substantially expanding the service sector. Overall, the brisk pace of economic development doubled per capita incomes since 1960.

Economic success in the Middle East has not been without its problems, however. Coinciding with the onset of world-wide recession in the early 1980s, economic growth began to slow measurably due to a combination of factors. Inflationary pressures created by the rapid development of the previous decade shrank national and individual earnings in real terms. For non-oil producers, debt-service ratio increased as their demands for imports continued unabated. For OPEC countries, oil revenues shrank in real terms because of the reduced value of the dollar, the currency in which oil payments were made. Energy conservation measures in industrialized countries reduced demand for OPEC oil, while the entry of Britain, Norway, Mexico, and the Soviet Union into the world oil market further cut into OPEC oil revenues. Finally, conflict within OPEC over pricing and cheating by members on production quotas undermined the cartel’s monopoly over the world oil market. In 1986, the market crashed, as world oil prices plummeted from $35-a-barrel in 1981 to $20-a-barrel in 1986. This was most dramatically evident in the precipitous drop in Saudi Arabia’s oil revenues from $113 billion in 1981 to $19 billion in 1986.

Economic prosperity also created deep social divisions and explosive political tensions which were now intensified by the economic slowdown. Across the
region, economic slowdown not only dashed expectations of continued good fortune raised by the prosperity, but also exposed the uneven benefits it bestowed. The oil-rich Gulf states, for instance, enjoy one of the world’s highest living standards which cannot be matched anywhere in the region. This has become a special source of seething discontent in the region’s less fortunate countries, where the rich conservative rulers of the Gulf states are viewed as violating the Koranic injunction concerning the responsibility of the rich to share their wealth. Additionally, these countries have not only been directly hit by the recession, but have also witnessed a sharp drop in valuable foreign remittances from their citizens working in the Gulf states, because these states have retrenched the large expatriate labor force in response to the same region-wide recession. Saddam Hussein readily exploited this discontent, as he sought to give his invasion of Kuwait an aura of populist Pan-Arab legitimacy.

Within individual countries, economic prosperity improved health care, increasing life expectancy. But the limited success of family planning programs in Egypt, Tunisia, Turkey, and Morocco and their total failure in other countries of the region have contributed to rapid population growth, vitiating any sustained benefits of economic prosperity for the people. Moreover, the shift from agriculture to manufacturing and industry encouraged massive rural-to-urban migration, swelling the population of cities. More dangerously, the teeming urban populations, hurt by the recession-induced cutbacks in government consumer subsidies, have become readily susceptible to violent political mobilization by the growing numbers of both religious and secular extremist groups. One such group assassinated Egyptian President Anwar Sadat in October of 1981. Others, financially backed by Libya, Syria, Iran, or Iraq, and even by local merchants hurt by the cut-backs in consumer subsidies and channeling money to them through the tightly-knit informal networks of the bazaars, have constructed elaborate infrastructures, providing social services and economic support to the alienated urban masses. In Palestinian refugee camps in Lebanon, for example, extremist groups have established secular and religious schools for children, literacy classes for adults, vocational training for unemployed youth, as well as extensive but informal financial networks which channel credit and capital for business enterprises. Popular political support for extremist groups in the Middle East is thus rooted neither in the supposed fanaticism of these groups nor in the ostensible irrationality of those who support them. Instead, it stems logically and rationally from the precarious material conditions and harsh realities of daily existence fostered by the abject failure of Western-supported authoritarian regimes in the region to even recognize the need for, much less secure, a semblance of distributive justice in the face of impressive macroeconomic development and overall prosperity.

Reinforcing the social inequities that spawn political extremism are the class divisions fostered by state-led strategies of economic development. As elsewhere, these strategies have been the key to economic prosperity in the Middle East. But also as elsewhere, they have proven to be a double-edged sword. On the one hand, state-led growth policies created new social classes — an urban working-class dependent exclusively on wage labor, a sizable lower-middle class of traders, shopkeepers, and other self-employed entrepreneurs engaged in low capital-intensive enterprises with small profit margins, and a rapidly growing educated middle class comprised of government bureaucrats, professionals, and big businessmen and industrialists often closely allied to Western multinational corporations — who perceive their long-term prosperity tied to the continuation of these policies. On the other hand, the structural imbalances inherent in economic development undermined the legitimacy of state-led growth policies. In particular, the private sector and allied middle-class groups now saw their futures threatened by the continuation of these policies under regimes becoming increasingly authoritarian in the face of growing discontent among the lower- and lower-middle classes. These political pressures, combined with the 1980s’ recession and the demands by Western donors (e.g. the United States) and lending agencies (e.g. the International Monetary Fund) for structural adjustment, have forced Middle Eastern states to institute infitah (economic liberation). Entailing a general move from planned to a market economy, shift of investment resources from the urban to the rural sector and from the public to the private sector, increased foreign investments and production for exports instead of domestic consumption, infitah hurts all groups, but those in the lower socioeconomic ladder more than others. This unequal impact of economic liberalization has accentuated sharp income and lifestyle differences and intensified class antagonisms.

Religion and ethnicity also fragment Middle Eastern societies. However, religious and ethnic conflicts in the region, as anywhere, are not immutably rooted in visible differences in language, behavior, and lifestyles. These characteristics define the social boundaries separating groups engaged in competition and identify the political criteria on which status and resources are to be allocated. For instance, Palestinians are Arabs, and there are Christian as well as Muslim Palestinians. But the consolidation of a separate Palestinian ethnic identity
occurred as a result of their inferior social, economic, and political status in communities with which they came into contact throughout the Middle East. Also, religion and ethnicity interact with each other, and with class divisions, to create multiple identities. Which identity is invoked will depend on the social context of political conflict. For instance, Israeli law guarantees the rights of all citizens, but the law is applied differently for Arab and Jewish citizens. In the context of Arab-Jewish conflict, then, socially constructed ethnicity becomes the basis for applying the same law differently. In the context of Israeli politics, however, social bases of support for the major parties show the political relevance of the historical distinction between Ashkenazi and Sephardic Jews. The former, traditionally dominating Israeli social, economic, and political life, tend to vote for the liberal Labor Party. The latter, traditionally predominating in lower-middle classes, tend to vote for the conservative Likud Party. Sephardim, moreover, had more in common culturally with Palestinians who remained in Israel after 1948 than with the Ashkenazim with whom they shared little except their Jewish identity. Over the years, however, forced by the Ashkenazim's negative stereotyping of all Arabs, Sephardim have made a concerted effort to differentiate themselves from the Palestinians. They have also moved up the socioeconomic ladder as Palestinians from the West Bank and Gaza have taken over the lowest of menial jobs in Israel. Finally, there is growing evidence that the recent influx of large numbers of Russian Jews, many of whom are middle-class professionals, may exacerbate class and ethnic divisions in Israel.

In the Middle East, as anywhere, class, ethnicity, and religion combine in complex and mutable ways to produce highly volatile social conditions in which multiple identities can propel political conflicts in unpredictable directions. And because most states in the region are run by authoritarian regimes (Turkey and Israel are the only liberal democracies, although Turkey has also experienced military rule), peaceful channels of political expressions are virtually nonexistent. Social conflicts legitimized in the idiom of religion and ethnicity inevitably explode into political violence, increasingly pushing the coping abilities of these regimes to the limit. In Iran in 1979, they exploded in a revolutionary upheaval which overthrew the Shah, bringing Ayatollah Khomeini's Muslim fundamentalist regime to power. The Iranian revolution posed a dangerous challenge to both the politically and socially conservative regimes of the Persian Gulf and the politically conservative but socially progressive regimes elsewhere in the region. The former responded by repressing political dissent, especially after 1987 when Iranian pilgrims visiting Mecca for the hajj instigated violent demonstrations, and by creating the Gulf Cooperation Council to coordinate mutual security arrangements against revolutionary threats from Iran. Other regimes have responded by a combination of intensified repression (Syria and Iraq) and limited reform (Algeria, Egypt, and Jordan). The success of these strategies remains uncertain.

In general, the tension between social turmoil engendered by dashed expectations of continued prosperity and rigid political institutions unable to move things forward again makes all Middle Eastern governments vulnerable to popular disaffection. Some form of political liberalization to accompany the current wave of economic liberalization in the region seems almost certain. Labelling them as democratization is risky. Successful democratization requires sustained economic prosperity to satisfy the demands of newly-enfranchised groups. With a reported global shortage of investment capital, it is uncertain if Middle Eastern economies can grow fast enough to meet increased popular demands. Moreover, democracy requires a culture which tolerates diversity of views, including distasteful ones. No Middle Eastern country, not even Israel with its much-vaunted commitment to democratic values, comes even close to fostering such a culture, protestations from the region to the contrary notwithstanding. Further yet, democracy ultimately rests on the sanctity of individual rights, including the right of one individual to discriminate against another. Neither government nor people will tolerate such rights in a region where group identities supersede individual autonomy and political animosities run deep. The plight of the Kurds is tragically symptomatic of this. Absolutely no one in the region has come to their support. Finally, the push for liberalization in the Middle East, ostensibly being spearheaded by the historical carriers of liberal values, the secular Westernized middle-class, may yet turn out to be the most ironic of twists in Middle Eastern political development. Tentative steps toward political pluralism in Algeria, Egypt, and Jordan indicate that Muslim religious fundamentalists, for whom anything Western is anathema, will readily capitalize on the popular disaffection with infitah and insensitive Western-supported rulers to emerge victorious in the great game of democratic elections.

It may, therefore, behoove any would-be peacemakers, especially outsiders who scarcely understand the nuanced complexities of Middle Eastern societies, to heed carefully Princeton historian Charles Issawi's apposite aphorism: "God sent Moses, and he couldn't fix it; He sent Jesus, and he couldn't fix it; He sent Muhammad, and he couldn't fix it."
Is There a Future for Science in a Scientific World?

by Catherine (Brennan) Lauwers, '76, and James Brennan, Department of Biology

A quick survey of local newspapers over a two-day period recently revealed five articles based on scientific advances or problems. Although such items could be read by average readers, they would certainly appeal more to those with a healthy interest in science and they surely would be better understood by those with current formal course work in science. The articles involved such concepts and terminology as "DNA, polymerase chain reaction, AIDS, alpha interferon, tumor necrosis factor, gene therapy, white blood cells, artificial insemination, fertilization clinics, weightlessness, basic research, microgravity, oncology, colon carcinoma, and cancer genetics." Readers may be scared off by terms such as these and just stop reading. The vocabulary may even remind them of their old science textbooks. It has been estimated that there are more new words in a high school science textbook than a student learns in two years of a foreign language.

An atmosphere that is so heavily committed to and controlled by scientific activities demands that citizens, as well as their leaders, possess a healthy skepticism about scientific (and especially un-scientific) discoveries and pronouncements. It is important that observers, as well as practitioners, be aware of the scientific method of analysis. A foundation knowledge in a number of different disciplines is important, along with at least a limited vocabulary of commonly used terms.

Critical thinking, problem-solving, evaluation skills — these are the skills the layperson needs to participate knowledgeably in a rapidly changing world. There is probably some merit to the old idea that formal courses in the sciences may provide mental exercises to sharpen a student's thinking ability. The traditional goal of providing exposure to a spectrum of recognized fields of study is also likely to carry some importance for a "complete" education. However, the real merit to studies in the sciences may lie in a more practical arena.

Our society is so strongly based in modern scientific advances that anyone who wishes to understand the many processes that have a direct effect on an individual's life must have the ability to read and understand rudimentary scientific presentations. To form opinions on scientific advances and their utilization, not to mention making judgments about expenditures of tax money for scientific studies, each educated citizen must possess some ability to interpret the phenomena in question.

A plethora of recent reports and studies have decried the dismal level of scientific knowledge of today's students. By the third grade, half of all U.S. students don't want to take science anymore. By the eighth grade, 80% dislike science.

One report (National Assessment of Educational Progress) found that only 7% of 17-year-olds have the science skills necessary to perform well in college-level science classes. A report by the International Association for the Evaluation of Educational Achievement found that in a field of 13 countries, U.S. high school seniors having two years of physics ranked 9th, seniors in advanced chemistry ranked 11th, and in biology, the most popular science course in the United States, our students ranked last.

Is it any surprise then that only about 15% of American adults know that the Earth orbits the Sun in one year, or that 43% know that electrons are smaller than atoms, or that 37% know that dinosaurs lived before the earliest human beings? Is it surprising that astrology dictated the schedule of a president of the United States?

For the many reports identifying this "scientific illiteracy," there are as many that propose to explain the causes of the education deficit.

In a speech delivered before the Council of Scientific Society Presidents, former Secretary of Education Lauro Cavazos listed five reasons for the lack of a solid foundation of science knowledge among students. For one thing, schools at all levels devote too little time to science. A second reason is that science presented in a science curriculum is fragmented and specialized rather than interdisciplinary. Third, the methods of instruction include too little "hands-on learning." Fourth, textbooks don't use relevant or applicable problems and examples. Finally, teachers aren't appropriately prepared or qualified. Elementary teachers take too few science courses while in college and one out of two high school teachers is assigned at least one class outside his or her degree area.
More and more, educators and scientists alike are calling for a science curriculum that emphasizes the process or methodology of science rather than description and terminology. "Science education should emphasize ideas and thinking at the expense of specialized vocabulary and memorized procedures," affirms a 1989 report by "Project 2061," the American Association for the Advancement of Science's taskforce charged with designing models for a national science curriculum.

So far Project 2061 has produced a survey of the needs of science education for the future without a new curriculum. The new curriculum is on the way, but the preparation is purposefully slow. The National Science Teachers Association has also mounted a massive attempt to produce a new curriculum that has already been tested in California. Their program is called "Scope, Sequence, and Coordination" and has received $8.6 million for implementation at five other centers.

Of course, there is a core bit of science — basic principles and laws — that students should learn and understand, but memorized facts can change. A first grader can tell his mother that Pluto is now closer to the sun than Neptune, even though she learned differently in college just ten years ago. Facts, scientific concepts, and the resulting technology can change rapidly.

The Department of Commerce has identified "emerging technologies" which are projected to have a total economic activity of about one trillion dollars by the year 2000. These technological frontiers include advanced materials, superconductors, advanced semiconductor devices, digital imaging technology, high-density data storage, high performance computing, optoelectronics, artificial intelligence, flexible computer-integrated manufacturing, sensor technology, biotechnology, and medical devices and diagnostics.

Chemical warfare, amniocentesis, CAT scans, recycling efforts, Patriot missiles, FAX machines, pesticides on lawns, food additives, AIDS transmission, waste management — these are all issues that graduates of the seventies have had to face in the more than a decade since their last science class at Bridgewater State. Did their science classes in the sixties and seventies prepare them at a personal level to cope with these everyday contacts with science? Are these former students equipped with the knowledge and skills to consider, evaluate, and perhaps vote intelligently on issues regarding the environment, information processing, energy, space, drugs, defense systems, biotechnology? Did they receive the kind of education that insures understanding and thus support for technical progress? Were they prepared to be scientifically literate managers? And what about all of those currently in the education system? Are they being prepared adequately?

At the college level, critics have decried reductions in required science courses for liberal arts majors and a lowering of rigor in the remaining science classes. In spite of the tradition of strong science exposure in teacher preparation at Bridgewater, this college has followed the contemporary demise of science courses in the curriculum for elementary teachers. Older graduates are often astonished to learn that only two science courses are required and taken by our future elementary teachers, in contrast to the five courses representing biology, physical sciences and earth sciences, plus mathematics, that they took in the sixties.

Some of our graduates from the past who are now seasoned teachers are incredulous when they are told that the change occurred with the advent of a new set of general course requirements. With the installation of the requirement for two science courses in different disciplines (only one being a lab course), Elementary Education majors began to follow the same science course exposure as other non-science curricula.

If new teacher certification regulations are implemented for the Commonwealth, future teachers will be required to obtain a bachelor's degree in a traditional liberal arts or sciences discipline. It is possible that such students will obtain degrees in science curricula that have barely one or two science courses more than the 1960s teachers had. These courses will be concentrated in a major discipline, rather than spread across several subject areas.
The wisdom of the new certification requirements seems to lie in the idea that it is blatantly ridiculous to attempt to teach students to teach subjects at any level if they do not have an in-depth exposure to the knowledge of the discipline.

An old axiom of educational technique states that "we teach as we were taught." Thus, it is difficult to see major changes in the material presented in scientific disciplines without major efforts to revise courses and curricula. Max Planck, a well-known physicist, said in his autobiography, "A new scientific truth does not triumph by convincing its opponents and making them see the light, but rather because its opponents eventually die, and a new generation grows up that is familiar with it."

In the thirties and forties, biology courses could present a survey of the whole science and demand that students commit most of it to memory. However, it is impossible to continue to present even a substantial core of biological conceptual knowledge in the 1990s. The field is overwhelming in terms of the amount of knowledge and we cannot continue to superimpose new knowledge on top of the traditional array of information for general courses.

Neither can we expect secondary schools to pick up all of the traditional subjects that must be left out, although that is clearly one way to provide broadened coverage. There is some justified concern that students will not select an adequate array of courses if left to pick their own in a college curriculum that does not specify required courses.

At Bridgewater, over the years the Biology curriculum has added new courses while dropping some traditional ones and making others optional that were formerly required. Some faculty worry that we are allowing students to leave without everything they need — and yet our course list has grown so long for future teachers that it is not reasonable to expect that a four-year stay will be long enough for a student to finish the program.

Now that curricular revision is underway at elementary and secondary levels, it is probably an inappropriate time to think about curricular revision at the college level as well.

This seems to be true for two reasons: (1) students will be coming to college with different science preparations and (2) future teachers will have to be prepared for the new techniques and approaches to science in the public schools.

Adjustments to the new world of science will be difficult for a traditional college like Bridgewater, but there can be little doubt that adjustments will be made during the next ten years. If a pattern is followed that can be predicted for the rest of the world, it is likely that greater changes in course and curricular structure will occur than we have seen in the last thirty years.

Science majors will be exposed to in-depth studies in concentrated areas, without an attempt to provide a broad survey of the field. While this seems to counter the need for preparation as an educated person who is adaptable to a number of different areas, it is not anathema to that goal. The fundamental techniques of the field will be learned and scientific principles will be developed through pursuit of model research projects. Solid, hands-on learning will be involved, while reading of current literature in the field will be required in an atmosphere of critical thinking and problem solving.

If the best approach possible is developed, each student will work closely with faculty each year in an interdisciplinary program that not only correlates studies in easily allied fields, but in more difficultly contrived patterns as well. With careful planning, biology courses can be integrated with arts, social sciences, and humanities. Weekly seminars with all four or five of a student's instructors could provide a true interdisciplinary experience and assessment of progress.

Non-science majors will also need more exposure to science, including in-depth studies along with a general approach to methods of study in science and the significance of such studies. Here, as with science majors, a coordinated and well-planned interdisciplinary effort will be essential for future graduates.

Maybe there will be no effort made to look forward to these changes, but if there is not, we are likely to find that the fears of the nation in regard to the demise of science are justified.

Bridgewater was well ahead of its time when Louis Carmel Stearns introduced our first science course (Gardening I) into the Normal School curriculum in 1908. Over the years the reputation of strong science has been a part of the Bridgewater tradition. It is difficult to imagine that this tradition will not continue during the years to come.

If the past is a good predictor of the future, there will be significant changes in science education as the nation strives to maintain a position of educational excellence in a changing world.
Perspectives on Education

Advising in the 90s

by Barbara Apstein
Department of English

No less than yearbooks, old college catalogues provide a window on the past. Not too long ago, while engaged in one of my periodic efforts to create additional bookshelf space, I unearthed a Bridgewater State College catalogue from 1971, and, leafing through it, tried to imagine what the College had been like before anyone had heard of car phones, C.D. players, junk bonds, or yuppies.

The 1971 catalogue is less than half the size of its modern counterpart, but then, it seems that everything was smaller twenty years ago. Bridgewater in 1971 had 3,500 day students; this year there are 5,300. Tuition was $200 a year for Massachusetts residents. Girls favored mini-skirts and long, straight hair. Some of our most popular academic programs — Aviation, Management Science, Computer Science — didn’t yet exist.

Some of the changes are less obvious. For example, the 1971 catalogue has only a few sentences on counseling: “Each freshman is assigned to a faculty advisor. Additional guidance by a professional counselor may be arranged through the office of the Dean of Students.” In 1971, we thought that was adequate.

The 1990-91 catalogue devotes several pages to advising, and reveals a far more thoughtful and comprehensive approach. The creation of an Academic Advising Center marks the recognition that counseling is a full-time job which requires a professional staff: the current director is Tom Walsh, who works with associates Kirk Avery and Helena Santos as well as five faculty members. The Center focuses on the needs of the College’s most vulnerable population, the freshmen. Walsh and his staff examine the admissions folders of all incoming students, attempting to learn all they can from grades, test scores, recommendations, essays, and other data, in order to assure the best possible placement. For example, Julie, whose test scores suggest an outstanding mathematics aptitude but who is timid and hesitant, is encouraged to undertake calculus. Hector, whose high school record reveals a reading disability, is steered away from a program heavy in reading. Mark, who has a heavy work schedule, is advised to carry four courses rather than the standard five. The advisers are keenly aware that events occurring outside of school can have a powerful impact on academic performance, and occasionally they are in a position...
to intervene. For example, a faculty adviser was recently able to help arrange a student's relocation from a difficult home situation into the dorm.

The Advising Center has also embarked on some innovative projects, most notably the Accelerated Calculus Program. Director Walsh and Mathematics Professor Jean Prendergast were intrigued by the possibility that students could improve their performance in math by working in groups. A research study conducted at the University of California at Berkeley had addressed the question of why Asian students experience more academic success than members of other groups whose S.A.T. and other test scores are comparable. The Berkeley researchers discovered that, unlike the other groups, the Asians studied cooperatively. With the help of a FIPSE (Fund for the Improvement of Post-Secondary Education) grant from the U.S. government, Walsh and Prendergast enrolled 60 students from among those groups deemed especially likely to benefit from the cooperative approach — commuters and minorities. These students meet to work on calculus in groups of five for several hours each week. An instructor is present, but in a passive role; she intervenes only when the students themselves have reached an impasse and are unable to move ahead. The results of the Accelerated Calculus Program have been impressive. The participants enjoy working cooperatively; in addition, their grades not only in math but also in other subjects have increased by an average of one letter grade.

There are probably a variety of reasons for the increased emphasis on advising at the College in recent years. The pool of 18-year-old applicants has declined, making retention of students more important than it once was. Events of the past decade have shaken our confidence in the superiority of American education. Studies, reports, and task forces remind us almost daily that American children are less well-educated than their counterparts in other industrialized countries. If these young men and women are to achieve their full intellectual potential, it is clear that colleges must do more than offer a curriculum and assume that the students can do the rest on their own.

The increased time and energy the College has devoted to advising has clearly paid off. Ten years ago, 44% of Bridgewater's freshmen dropped out before the end of their first year. One can only imagine the boredom, frustration, and bitterness which that figure represents. With the advent of the Advising Center, however, the rate of attrition began to decline, and by the end of this year it is expected to be approximately 16%.
The Missing and the Mission

by William C. Levin
Department of Sociology and Anthropology

It is Christmas time in a small town in mid-America during World War II. George Bailey (Jimmy Stewart played the character in Frank Capra’s now classic 1946 film It’s a Wonderful Life) has for years run the local savings and loan since his father’s death. He still hopes for the exotic and adventurous travel that he dreamed of when he was young, but now he is trapped by the responsibilities of his life. He has a wife and children, a large drafty house, and thousands of details to attend to in the operation of his business. But when an envelope full of cash intended for deposit is lost, the savings and loan is threatened and George Bailey sees his life coming to nothing. Despondent, he decides to jump into the river, only to be saved by his guardian angel, Clarence Odbody (played by Henry Travers). Clarence gets the clever idea of granting George Bailey’s wish “that I’d never been born.” Together they tour the town seeing what it would be like if George had never lived to influence the lives of others.

Sometimes we are called upon to justify ourselves, to evaluate how we have spent the time and breath given us. I have been thinking about these things because recently we took it upon ourselves at Bridgewater to do the institutional equivalent of a life review in our evaluation of the college’s mission. Perhaps the celebration of our 150th year as an institution of higher learning has brought on the institutional equivalent of a mid-life crisis. But even without this significant marker in our history Bridgewater would be reviewing its mission, for as anyone who has been conscious during the last few years knows, conditions in the Commonwealth have been changing so rapidly and profoundly that we all are forced to take stock.

Be assured that no institution can have taken more seriously than we have the need to examine what it has done in the past, and can and ought to do in the future. We have tried to cumulative the story and statistics of Bridgewater’s history and accomplishments, knowing the result would fill volumes, but that it could never tell the whole story of the life of this place. On the other end of the scale of detail, we are refining our mission statement. It is a demanding project because it is limited to a compact and carefully crafted few sentences designed to make clear precisely how we value education, preparation for life and careers, and the needs of our region and the wider communities to which we are responsible.

In addition we sponsored and hosted a two-day national conference sponsored by Bridgewater State and the American Association of State Colleges and Universities in which the only subject was the missions of colleges like ours. Experts from around the country made presentations and led workshops on shaping and fulfilling mission, and our own administrators, staff, and faculty were central to the process. A book summarizing the work of the conference will be published. Clearly we are taking seriously the task of defining our mission.

Having taken part in much of this effort, I cannot escape the feeling, however, that there is still a place for what I would like to call “Odbody’s technique for life review.” What would the region look like if Bridgewater State College had not been here? We could begin by citing the data for the increased earnings rates and tax payments generated by our graduates, the high percent of them who stay in the area to work and raise families, and the provision of educated citizens who attract businesses to the Commonwealth and bring knowledge and responsible citizenship to local communities. These are true, but to me, less compelling than the individual stories of the difference Bridgewater has made. Let me sketch a few for you, and though I identify them by first name, each stands for many others whose experiences they share.
This year I had a visit from Jean, a former student who attended Bridgewater in the early 1970s. She was the first in her family to attend college and, like many Bridgewater students, worked summer and part-time jobs to pay for her education. She took five years (including some evening courses) to finish, but graduated with honors and now is in charge of a state housing program. She also told me about a friend of hers who graduated the same year and manages a nursing home for a large company. Neither woman had been raised with the idea that she would get to go to college, nor a sense of herself as competent in administration or business. Would either have gotten where they are today if Bridgewater had not been available? They say no.

Another student who I have gotten to know well over the years, Robert, has become a wonderful high school teacher, and has sent many of his best students on to Bridgewater to learn to be teachers. Would the community he teaches in have one less excellent teacher now without Bridgewater? Everyone in his family had previously gone to work in a local factory. He knows the value of the work they do, but this is a man who says he was born to teach. He claims that without Bridgewater he would not have a job about which he is so passionate.

Lastly, there is Maureen, a woman I interviewed recently for a study of “non-traditional” students at Bridgewater. Just after high school she got married and worked in a medical lab (a job she hated) while her husband finished college. When they got divorced the children were in their early teens. She wanted to prepare herself to do something for the rest of her life that she would look forward to in the morning, rather than dread. Since she pieced together enough support from her ex-husband, family, and part-time work to go to Bridgewater, it should be no surprise that she would insist on getting nothing but “As.” This would have been unlikely without a Bridgewater nearby. I am as convinced of it as she is.

You will have to take my word for the fact that I could go on and on like this, and my colleagues could take over when I ran out of stories. The process of evaluating the mission of the college is as frustrating as trying to make sense of one’s life. We have been here so long and done so many things. But when I think of Bridgewater as the sum total of the difference we have made, then our mission can be told in the thousands of stories like the one Frank Capra told for George Bailey. I hope they all get told by the people for whom Bridgewater has made a difference.

"One of the major priorities for state colleges and universities for the 1990s has to be the definition of a clear and concise mission to indicate their role among competing institutions of higher education."

Dr. Allan W. Ostar
President, American Association of State Colleges and Universities

You will have to take my word for the fact that I could go on and on like this, and my colleagues could take over when I ran out of stories. The process of evaluating the mission of the college is as frustrating as trying to make sense of one's life. We have been here so long and done so many things. But when I think of Bridgewater as the sum total of the difference we have made, then our mission can be told in the thousands of stories like the one Frank Capra told for George Bailey. I hope they all get told by the people for whom Bridgewater has made a difference.

Review Summer 1991 A11
Charles Fanning
Irish-American Scholar

Charles Fanning of Bridgewater’s English Department is a man on a mission. An Irish-American scholar with five books to his credit and numerous published articles and papers, Fanning has spent his professional life exploring and explaining the literary contributions of the Irish who settled in the United States.

Fanning’s work on the Irish experience in America has been both a joy and a struggle. While he is excited and proud of his scholarly accomplishment, Fanning is also saddened by the prejudice shown toward the work of Irish-American writers. For example, Fanning points out that the writings of James T. Farrell of *Studs Lonigan* fame have been long overlooked by the American literary establishment and in some cases vilified by Anglophile New York critics who relegated Farrell’s work to the level of dime store novels.

To counteract the injustice done to Irish-American writers, Fanning recently published *The Irish Voice in America: Irish-American Fiction from the 1760s to the 1980s* (University of Kentucky Press) which is the culmination of eleven years of research tracing the numerous strands of writing by the Irish in America. As Fanning proudly states, Irish-American literature is the largest body of ethnic writing in this country, yet Fanning adds with some sorrow that to most Americans, even second and third generation Irish in the United States, this writing is largely unknown and under-appreciated.

Fanning describes his work as part of a renewal of interest in Irish culture in the United States, a renewal designed to replace harsh stereotypes with pride. Today there are numerous signs that Fanning is not alone in his attempt to revive Irish culture in America. Irish step-dancing, courses in the Gaelic language, and historically-informed concern for the so-called “troubles” in Northern Ireland, point to a revival of Irishness in this country.

Charles Fanning takes pride in the role Bridgewater State College has played in the Irish revival. Fanning notes that Professor Vincent Gannon of the Music Department taught one of the first Irish literature courses on an American college campus years before Boston College and others began develop-
Irish-American Fiction from the 1760s to the 1980s


Howard, and William Kennedy are favorites of Fanning. In novels about the Albany Irish such as the famous Ironweed, Kennedy uniquely combines earthy realism and poetic vision, and Flanagan's Year of the French is one of the great historical novels of our time.

Although writers like these win Fanning's praise, the real literary hero is in some cases eagerly advance those stereotypes.

Fanning, however, is most critical of fellow authors such as Mary Gordon who in her highly praised novel, Final Payments, continues the Irish-bashing by filling her book with drunken priests, repressed pietistic spinsters, and neighborhoods of malcontents and right-wing yahoos. In Fanning's view, the work of authors like Gordon reflects a new wave of anti-Irish writers and critics who seem bent on continuing to present the Irish in a negative light.

But while there is much to be concerned about in terms of anti-Irish writing, Fanning is quick to point out that not all of the recent writing on the Irish is in the Gordon mold. Contemporary Irish-American writers such as Elizabeth Cullinan, Thomas Flanagan, Maureen

THE IRISH VOICE IN AMERICA

Irish-American Fiction from the 1760s to the 1980s

FANNING

The Irish Voice in America

Charles Fanning

Review Summer 1991 A13
Turning fifty proved to be anti-cathartic. Nothing happened. My fear was that life would just get flatter and grayer. There was little left to do but turn inward. When my attention engaged in reflection, the truth that slowly emerged was how much ambition had been generated into the outer world by me and people like me. My notion of my own actions had been blurred. Rather than simply being in it, I was truly of it. My voice had been raised in the realms of the world, the flesh, and the spirit. Above all, I wanted to be heard. Then something shut down at fifty. It was as if one of the soldiers in the armies of Arnold’s “Dover Beach” suddenly laid down his arms. The rest of them seemed to keep on fighting, but to me came the realization that only by retreating from the fray could I cease being controlled by it.

Many learn to drop out long before half-a-hundred years old, but those of us gifted with a voice are tempted to keep on talking. After all, it was in the word that life was born, and now that we see it clearer, we think we can make it re-born, not so much in our own image, but one we had handed to us from one noble thinker or another. I, like many articulate ones, spoke my hand-me-down theories from pride. Then came anger that no one was listening, envy that others instead were heard, despair things would not be shaped as they ought, greed for an opportunity, and, inevitably, gluttony and luxury to assuage failure. This observation is not a confession but a simple explanation of why the anti-climax of life’s pirouette after five decades caused hardly a stir. At fifty, I no longer hope to speak conclusively, possibly because after that many years of being passionately of it, the repetitive, fated quality of the debate is obvious.

Looking back, I wondered how my life came to be as it is. In John of the Cross’s Dark Night of the Soul is an answer. Four concepts shape the individual and must be calmed before one can be quiet. They are: fear, grief, joy, and hope.

Fear may strike a chord to those born in or near 1940, the year before Pearl Harbor, as I was. First came the Holocaust and soon the Bomb. Both of them blitzed me from the newsreels when I was a child. What sticks especially are those haggard souls staggering out of liberated death camps in black and white images moving across the screen. The message that came with them was that they can do anything to you—anything—and, in turn, make you do exactly what they desire. We simple children wanted to howl our disbelief and outrage. Later on some did, but to what avail? The Nazis were only one evil in a century whose dance is death. Wars, rumors of wars, and plagues have characterized my fifty years. The serial killer is definitive of something in human nature in my time.

My generation’s reaction to our fear was multiple, with the existential philosophy, hatred of our rock of despair, holding sway in the 1950s. No values became the value. The next decade flirted with self denial and Orientalism, as if to say: you cannot hurt me; I already have obliterated myself. What followed was yet again another war. The fears unleashed in the twentieth century scrambled our thoughts. Outside of technological advances, what have we contributed that is not beholden to, or claimed by authority from Freud, Marx, and Darwin, the great warriors from the past century.

My ethnic background also comes under fear. Whether in the melting pot of old, or the cultural diversity of the new, my people got opportunity, but not respect. In college, my sociology teacher once called me to her office and, when I told her I was second generation, defined for me what I was and what I could and could not do. There have been walls and ceilings ever since. When I looked for work in academics, I received blatant comments on my name, and my wife was once turned down for a job by her alma mater because I was both Italian and Catholic. The fear is of being ashamed. I was sent out to make peace with a society from which, in some ways, my family was set apart. It was a partial success. The worst of it is that I have little patience with those who refuse to learn English and use it well. I sometimes feel as cold as the ice that greeted me. No one in America has been taught to be guilty about the early ethnic groups, and I don’t feel guilty about the later ones either.
**GRIEF**

By grief, John’s second concept, I mean loss of the splendid self-love which comes from something still yearned for yet irretrievably gone. It is a shiny feeling and warms me, but it is also essentially dramatic with little real power. It comes both in and out of one’s personal darkness, and is lost, except for the memory powerful enough to recall and hold the new voices of entitlements at bay. Believe it or not, even at fifty, I am essentially happy and do not much grieve. St. Paul said the past is all garbage anyhow.

**JOY**

That leaves joy and hope, two seemingly odd gifts to dismiss from one’s life before coming to rest in the God whose perfect love casts out fear. Joy means excitement, what lifted me up. John’s point is that only in aridity can God mold, otherwise the proud self, bewailing its ailments and singing its joys, wriggles free from His firm hand and is lost in its own confusions. It is a hard lesson, but then what has gone up in my fifty years has inevitably come down, and vice versa, as one assumes it does for all people. The batterings of happiness and misery must be rebuffed before the soul can come to rest. I once prayed with some friends who lived on the street. They were pretty much unafraid and did not grieve over the past. What did they want? Peace of mind. Amen to that.

**HOPE**

To find hope in John’s list was a shock. When all else fails, there is always hope. But John of the Cross, whom I dub Cross John, declares this, too, must go. At first I gave John’s four-some a quick look and rushed on. John, however, is not just another granola guru to wile away the time with magical obscurities. He is hard. So is life at fifty when it’s flat, especially when you’ve done everything you were taught to, judged not, put yourself in other people’s shoes, given way to the braying hordes that insist you do so, and come to find there are no rewards. What you really have done is repeat history and recapitulate Original Sin, particularly if in the back of your head is the hope that I, the grand exalted and now separated-from-the-rest-of-them I, is eager to live as he chooses, finally. Such a hope is a snare founded in pride and followed in sequence by the rest of the seven deadly sins. Everything goes round and round, so that at fifty it appears as if nothing has meaning. Nothing does until one is removed from the battle.

I only wish to tell what experience was at a key point in my life, not to sermonize. I doubt my thoughts and feelings are original. It is commonplace that men and women feel taken aback at fifty. A simple reason is that fifty is enough; there is nothing new under the sun. Perhaps at this age, we conclude we have done our best and ought to see at least a sliver of the great light. If the moment of this turning is allowed to restrict us, or if we can only continue by the delusion we are still nifty at fifty, we have lost an opportunity. My effort is to describe my experience of the moment. What will develop from it is unknown to me.

Still there is the lovely admonition of Ecclesiastes to “enjoy yourself with the wife of your youth.” That one I try to live up to, possibly because the wife of my youth is my last best flesh and blood guru. I did seek counsel of a spiritual adviser recently, and he, God love him, told me: “Jung said it’s all outer ‘till fifty, then all inner.” Another formula. What else I do specifically is unimportant. Abstractly I try to pick up the cross laid down for me. What exactly that is, I am not yet sure. I think it is the Cross of sin (the wages of death), not so much my sin but the sin of those I see stumbling. St. Paul put it thusly: “I fill up in my flesh what is still lacking in regard to Christ’s afflictions, for the sake of his body, which is the Church.” In order to carry that burden, I suppose God has been weeding out my fears, vanities, excitements, and false hopes. I most likely will have to stop figuring and simply be whatever I am. I will have to stop trying to be better than I am.

What this acceptance will mean for me is to be ordinary. Maybe seeing the blaze of one’s commonness is the beginning of the loss of self which prefigures agreement with the divine. At least it feels that way in my spirit at fifty, shut down on various passions and newly aware of old truths.
Reducing Waste Products in Electroplating

The surfaces of many common metals are often coated with a very thin layer of a “precious” metal, creating an attractive and rust-proof product. Examples of such products range from the proverbial “silver spoon” to sophisticated coatings on computer components. The process of electroplating involves the passage of controlled electricity through a solution of the metal (silver, gold, platinum, etc.) which forms a uniform coating on the object. Unfortunately, electroplating processes also generate chemical waste products which must be treated properly or disposed of legally in a landfill. Dr. Vahé Marganian and graduate student Russell Haschke of the Department of Chemistry are investigating the nature of such waste products. Plating baths tend to build up impurities in them as they are used. In time, the bath must be disposed since the level of impurities exceeds health and safety standards. Specifically, the Marganian-Haschke team are investigating such impurities in the electrodeposition of nickel from nickel sulfamate solutions. Low-level concentrations of impurities are being studied by such techniques as Ion Chromatography, Ultraviolet-Visible, Infrared, and Atomic Emission Spectroscopy. Such investigations lead to a more fundamental understanding of the formation of impurities, the extension of the lifetime of nickel-plating baths, and the reduction of hazardous waste products.

Toward a Theory of Drama

Contemporary literary theory is one of several interests of English Department Professor Jadwiga Smith. Smith’s point of departure is the work of European philosopher and literary critic Roman Ingarden on the intersubjective structure of artistic objects. Ingarden argued that all literary works have a common structure or skeleton on the basis of which individual readers build their interpretations. He opposed such contemporary theories as deconstruction, which claims that there is no common ground in interpretation between author and reader and that consequently each reader has total freedom of literary interpretation. Prof. Smith’s latest book, The Aesthetics of Roman Ingarden: Toward a Theory of Drama, is a theoretical inquiry into the essence of stage plays. How much of the common skeleton which Ingarden postulated is present for every reader or viewer? Smith argues that plays possess four levels or strata, each one essential and all four interdependent. The first element is sound, without which a play becomes pantomime. Second are the larger units, words and sentences, which begin to generate meaning. Smith’s third element is “aspects,” what the work gives the viewers as the basis for the concretization of the object, which occurs on the fourth and final stratum, “represented objects,” the fullest version of the play.
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A Note of Acknowledgement

The article in Bridgewater’s spring edition entitled “Our Japanese Connection -- Alice Pettee Adams” was compiled from a historical summary written by Alice Adams’ granddaughter, Connie Adams.

Bridgewater is very grateful for the information provided, and encourages other individuals with knowledge of accomplished Bridgewater alumni to submit material for inclusion in the magazine.

Record Scholarships & Awards for Students

Recognized and presented with awards, some 107 students received scholarships or awards totaling more than $46,995 during the Annual Meeting of the Alumni Association and at the College’s Honors Day Award Ceremony.

The dollars given to students in the form of scholarships and awards this year represent a 51% increase over last year’s cash awards. Each year scholarships are awarded under the guidance and support of the Office of Alumni Relations, Office of Student Services, Bridgewater Alumni Association Scholarship and Awards Committee, Bridgewater Foundation, as well as other scholarship and award committees.

The Bridgewater Chair

Since its introduction by Miss Pope in 1955, the Bridgewater Chair has been a cherished gift of Bridgewater graduates.

Chairs are available through the Bridgewater Alumni Association in various styles. The Bridgewater Arm Chair or Rocker is available with special laser engraving of the college seal for $240. Also, the following chairs are available with a gold college seal: Arm chair, $220; Thumb-back side chair, $134; Boston-style rocker, $183; and Child’s rocker, $116.

To order specify type & style & send a check including $35 for shipping (Mass. residents add 5% sales tax) to: B.A.A., P.O. Box 13, Bridgewater, MA 02324.

Checks may be made payable to the Bridgewater Alumni Association. To order with Visa, MasterCard, or American Express call (508) 697-1287.
Association President's Message

As the 1990-1991 academic year comes to an end and another group of seniors prepares to become alumni, Bridgewater State College faces an uncertain future, its integrity threatened because of the severe financial cuts imposed by our state government. As we all know from personal experience, a degree from Bridgewater State College has been, until now, a valuable, prestigious, and desirable degree. Bridgewater State College is neither the buildings nor the grounds which one sees upon entering campus, but rather the alumni who, for 150 years, have been "ministering unto" the Commonwealth. The prestige of Bridgewater has been created by its alumni in order to ensure the future of Bridgewater for its students. It is contingent upon all of us to take action to preserve our legacy and the future of Bridgewater.

As you are no doubt aware, the final decision-making process for allocating funds to Bridgewater State College occurs in the Great and General Court of the Commonwealth of Massachusetts - our Senate and our House of Representatives - where the final vote on the state budget is cast.

Bridgewater needs the help and support of all of her 30,000 alumni. We need you to exert political pressure upon your senator and representative to support a viable budget for Bridgewater State College. The most significant manner in which you could demonstrate your support would be for you to contact both of your legislators, informing them that you are an alum of Bridgewater State College and that you want them, as your representatives, to support Bridgewater State College. Write, send a telegram, or telephone them, indicating to them your logical and reasonable rationale re: why it is important to preserve the integrity of our alma mater. Everyone has their reason why they attended Bridgewater State College. Whatever the reason(s), your education was complete and excellent and allowed you to become a caring, well-educated professional who has made a significant contribution to your profession, to your community, and to the Commonwealth.

Regardless of which method you choose to contact your legislators, be prepared to provide the following information:

* Your name and address: Your legislators will want to know that you are a constituent.
* Indicate that you are a registered voter: Your party affiliation need not be disclosed.
* Inform them of your affiliation with Bridgewater: alumni, student, parent, employee, etc.
* Your message might be as follows:

My name is Jane Doe. I am a registered voter and reside at 2 Center Street, Hometown, Mass. I am very much concerned and distressed because of the severe budget cuts which are occurring at Bridgewater State College, my alma mater, and would like to encourage you to support Bridgewater State College when the budget comes to a vote. I am the first person in my family to attend college and to receive a college degree. I would not have been able to do that if Bridgewater State College was not available to me. It has allowed me to make a significant contribution to Massachusetts as a teacher, (and add here whatever you, your students, or your children have done).

You get the idea. You are trying to convince your legislators that it is imperative that Bridgewater State College receive their support. There is strength in numbers. The more phone calls, letters, and telegrams which they receive, the more likely they will be to think about Bridgewater and to support Bridgewater.

Bridgewater's future - its students - are depending upon you to ensure that there will be a Bridgewater for them.

The Bridgewater State College Community thanks you for your support.

Mary C. Lydon, Ed.D., President
Bridgewater Alumni Association
Murder in Morrocco Yields Super Sleuths

Luscious Loretta (Ethel Korotsky, '51) struts her stuff to the tune of "Hey, Big Spender."

M ick's Hot Cabana Club (aka the Campus Center's B.D.R.), was the scene of a thrilling murder on Saturday, April 6. At approximately 9:30 p.m., Sir Victor Hargraves (Scott McDonald, '80), well-known researcher of aboriginal erotica, suffered a "fatal" gunshot wound to the head. (It was later revealed that while grappling with his assistant, who had been instructed to shoot him in the abdomen, he protested, "No... shoot me in the head! The (fake) blood will stain my shirt!")

A festive dinner was enjoyed immediately prior to the murder, attended by such colorful characters as Lawrence Welka (Richard Flannery, '90), Shutterbug Sims (Carol Harris, '87), and Gloria Gotrocks (Bridgewater's own Maureen Sylvia). Mick the host (Richard James, '51), was seen smiling frequently as the blackjack table raked in the pseudo-Moroccan currency.

Had it not been for a disgruntled maid talking to a busybody bartender Billy Bub (Christopher Lee, '90), the murderess (Cynthia (Booth) Ricciardi, '81) might have gotten away with it. Instead, she was apprehended after an entertaining and entirely unrehersed investigation/stand-up comedy routine by Inspector Moiree (Louis Ricciardi, '81) and Inspector Cloisonne (Scott McDonald, '80).

The murder dinner was a huge success, and all who attended are looking forward to a second opportunity to test their sleuthing abilities. Rumor has it the next murder will happen at a fifties-style prom sometime near Halloween. Watch this space, or contact Maureen Sylvia at (508) 697-1287 for further details.

Attention
Alumni Authors

If you are an alumna or an alumnus who has published a book, an article, or a story, you are invited to participate in our first Alumni Authors Reception in September 1991. You will be asked to donate a signed copy of your work for the new Alumni Authors Library in the Davis Alumni Center.

Right now we are compiling a complete list of alumni authors and their published works, so please notify the Alumni Relations Office (508-697-1287) so you can be included. Even if you cannot attend the reception this year, please contact us so we can list your name.

Invitations with specific details will be sent in August to all the authors on our list. Call Maureen Sylvia in the Alumni Relations Office for further information.

The senior Bears became the newest alumni Bears at the 11th Annual Football Alumni Banquet. During the banquet, the team presented Coach Peter Mazzaferr a game football from the coach's 100th game at B.S.C. Pictured above, members of the Class of '91 receive plaques of recognition from the Alumni Association. Front row left to right: Chris Coyne, Jeff Lane, Jorge Orta. Second row: Rick Weinhold, Glenn Gonsalves, Ripp Charters, Jim Mello, Sean Connor, and Richard Crossman.
**Class of 1916**

Bertha Chandler is 101 years old and has not lost her keen wit nor her enthusiasm for life. Besides teaching for many years in New Jersey, her fondest memories include her involvement with marionettes, particularly her own "Martha." Bertha is presently living in Port St. Lucie, Florida, and from the sounds of her letter, is still enjoying life to the fullest.

**Class of 1919**

Loretta (Carr) Hunter was recently featured in an article appearing in the Sunday Herald News. The popular former music teacher at the Henry Lord Junior High recalled her wonderful years of teaching music with nothing but praise for her co-workers and students. Loretta is still very active and still enjoys playing the piano.

Verna (Clark) Powell writes that after teaching all grades from junior high through college, she and her husband John are enjoying their retirement in Florida. They have travelled extensively and some expeditions include: a six-month trip, by freighter, around the world which brought them from New York to the Mediterranean, around Sinai to Jordan and Saudi Arabia, to India, Malaysia, Singapore, Japan and Hong Kong; a six-month freighter trip through the South Pacific; and a five-month tour of Southeast Asia, Taiwan, Hong Kong, South Korea, and Japan. The couple lived for two years in the Canary Island and then spent a year in Hawaii.

**Class of 1921**

Winfred (Whalen) Leary retired in 1971 after teaching for many years. She is living in Mattapoisett and is very proud of her seven grandchildren and four great grandchildren.

**Class of 1925**

Class Secretary
Lillian Wallace

Anne (Dorney-Carey) Murphy was recently featured in the Spencer New Leader. An English teacher at North Brookfield High School from 1940-1968, the article featured highlights of her life, family, and career. Anne currently resides in a garden apartment in North Brookfield and still plays the piano.

**Class of 1928**

Class Secretary Mable Pratt

Mary Bair, Marion Brine Gerry and Mable Pratt meet for lunch frequently. They rejoice in a friendship that has endured for 67 years.

Marion Morse Howell has moved to the Pacific Northwest to be near her daughter and six grandchildren.

Mable Pratt was recently honored by the Quincy Retired Teachers Association as she retired as chairwoman of the scholarship committee. In her 11 years of service, the fund grew from $1,000 to $194,000 and some $52,000 was awarded in scholarships.

**Class of 1935**

Phyllis (Kennedy) Chase, '35, boasts of a daughter and granddaughter who graduated from B.S.C. Enjoying her retirement after 27 years of teaching in Lakeville, Phyllis is traveling and living in a new apartment in the rear of her youngest daughter's home.

**Class of 1944**

Virginia Boarn Alden taught for 32 years in public schools in Massachusetts before her retirement in 1986. She is presently teaching children of ages four and five in a pre-school. Virginia was married to Arthur Alden, who attended B.S.C. for two years and the couple has five young grandchildren.

**Class of 1950**

Doreen M. Wallace admits that the phrase on the old B.S.T.C. seal, "Not to be ministered unto but to minister" has lingered with her for years. Always a volunteer in church, scouts, schools, and community, she recently completed a year of full-time volunteer work in an innovative program called "Diaconal Ministry" sponsored by Deaconess Hospital in St. Louis, Missouri. As part of this program, Doreen coordinated a meal ministry and provided support for a single parent group at the local college campus. Most of her time, however, was at a care center, working with elderly patients and their families, even assisting at time of death. Doreen feels this was one of the best years of her life and encourages others to volunteer their time and talents. She enthusiastically says, "It is a great way to use these Golden Years."

**Class of 1953**

Class Secretary Ralph Fletcher

Dr. Lois Haslam, assistant superintendent of schools in Andover, has been chosen as a finalist for the superintendent's post in Attleboro and a semifinalist for the same position in Tewksbury.

**Class of 1954**

Nancy (Fears) Lob is the "Musicare" coordinator and teacher of creative movement for the elderly at the Community Music Center of Boston. Nancy recently attended a class at Tucson Creative Dance Studio in Arizona where she studied under Barbara Mettler, who had taught at Bridgewater in 1950. Nancy also lunched with Cora Miller (Wells), former dance teacher at B.S.C. who is currently very active in Tucson dancing on behalf of the environment, Native Americans, women, etc.

**Class of 1958**

Dr. Robert MacLauchlin is completing his 22nd year as Professor of Speech Communication and Director of Television-Radio Instruction (undergraduate and graduate programs) at Colorado State University. He was recently selected by the Colorado Broadcasters Association to serve as a member of its new "Human Resources Committee." In April, he was a national panelist at the Broadcast Education Association convention in Las Vegas. Robert and his wife Liz thoroughly enjoy the people of Colorado and are very active in Fort Collins community activities.

**Class of 1961**

Class Secretary Rochelle (Matheson) DeCaro

Lou Gorman, who received a master's degree in education from B.S.C., was recently given a two year extension of his contract by the Red Sox where he serves as senior vice president and general manager.

Alex Mitchelson, a teacher in Framingham School Department, recently became president of the Tara Irish Club of Cambridge. Alex, who lives in Brighton, is the father of two daughters and a son and summers in Ireland.
Joan (Williams) Shipman writes that she and her husband were looking forward to retirement when her youngest (#7) graduated from high school in 1989. But after the death of her oldest daughter Darin, in 1988, they are launched on a new adventure — raising three grandchildren. “Some of you may remember Darin,” she says, “She came to class with me in the old library building and she attended our graduation.” Joan now figures she would have been bored with retirement anyway, and looks toward this new experience as a second chance for her and a third chance for her husband. Joan insists that she has a lot of help and says, “My wonderful sons and daughters pitch in often.” The family lives at the northern entrance to skyline drive in Front Royal, Virginia, and invites any classmates visiting the area to “...come on over, hear?”

Class of 1962
Class Secretary Tom Lee

Tom Salvo recently affiliated with Century 21 Fiddler Real Estate in Swansea. He will be active in the residential and commercial investment division.

Class of 1963
The Peter P. George Memorial Scholarship Fund has been established in memory of the former Taunton High School headmaster by his wife Josephine. George gave over 30 years of his life to education after receiving a master’s degree at B.S.C. During his years as T.H.S. headmaster, Peter was the moving force for raising funds for the present Taunton High School Faculty Community Scholarship Fund which, through much personal sacrifice and effort on his part, now boasts in excess of $100,000.

Class of 1964
Class Secretary Tony Sarno

Arthur Curry has recently been promoted to Assistant Dean for Economic Development at Sierra College in Auburn, California. His duties involve administering a contract education program, a small business development center, and a small business innovation and research program. He had formerly been Director of Cooperative Education and Placement at El Paso Community College. Arthur and his wife of 24 years, Ingrid, reside in Cool, California and have one son and one granddaughter.

Nancy Vieira Couto has drawn from her own life as well as her historical interests on her collection of poems, “The Face In The Water,” which won the Agnes Lynch Starrett Poetry Prize in 1989, and has just been published by the University of Pittsburgh Press. Nancy is a subsidiary rights manager for the Cornell University Press in Ithaca, New York. Her book may be ordered through your local bookstore or by writing the University of Pittsburgh Press, 127 North Bellefield Avenue, Pittsburgh, PA 15260.

William J. Sullivan, who attained a master’s degree from B.S.C., is serving as president of the family-owned Sullivan Funeral Homes, Inc., which was founded in 1901.

Class of 1966
Class Secretary Paul O’Brien

Doris Ashapa-Olson, a teacher for 24 years and currently a reading specialist at the Cleveland School, has been selected as one of three finalists for the position of principal of the Cornelius M. Callahan School in Norwood.

Judy Farren of Weymouth is “happily single and loves the life of an Aunt!” She left teaching in 1979 to start her own business - “A Thousand Words”-a writing, design and desktop publishing firm.

Class of 1970 Reunion

Ellen (Burnham) Hardsog is the new Director of the Exeter Public Library in New Hampshire. She had previously served six years as Director of the Derry Public Library where she was instrumental in achieving support for the building of a $2.3 million addition to the 1926 library building. Additionally, Ellen works with her husband in the Beacon Group, a new manufacturer’s representative agency serving the New England electronics industry.

Class of 1971
Class Secretary Jan Conroy

Peter Higgins, assistant football coach at Taunton High School, has been named Assistant Football Coach of the Year by the Massachusetts Football Coaches Association. Peter has turned down offers to be the head coach several times, citing family commitments (he has five children) and time as the reason.

Class of 1972
Class Secretary John Connolly

Jason Holder, who received his master’s at Bridgewater recently conducted a program entitled "Enhancing Communications Within the Family," in North Conway, New Hampshire. In addition, Jason runs Adventurelore Programs, a high adventure, outdoor experience for children and youths. He has served many years as an educator, in Health, Science, and Physical Education-Readiness through High School, as well as college-and Advanced Educational Psychology and Stress Management at the graduate level.

Class of 1974

Denise Carloni, a kindergarten teacher at the Ezra H. Baker School in South Dennis, was recently honored by Channel 5 for her work in starting “Silver Threads-Golden Hearts," an inter-generational program between her five and six year olds and residents of a local nursing home. Her program is unique in that the residents of the nursing home also visit the kindergarten and laugh and giggle with the children thus reminding them of when they were young. Denise is also working on a series of books for children entitled, “Come On Over To My House” designed to help youngsters better understand the cultures of other countries.

Jim Donatelli and his wife Susan work together at Optical Data in New Jersey, the fastest growing company in educational publishing. Jim and Susan were part of the original 15 employees at the company which now employs in excess of 100. The couple has two daughters.

Richard Hovey, ’50

Richard B. Hovey, ’50, retired as a lieutenant colonel from the U.S. Army in 1968, and as a customs officer in 1986. He is a widower with three adult sons and resides in the San Francisco Bay area. Richard travels extensively and visited the B.S.C. campus in 1990. He sends his regards to classmates and fraternity brothers.
Class of 1975
William G. Bloodworth, Jr. left his teaching position in Randolph and moved to Tennessee where he recently achieved his C.P.I.M. (Certification in Production and Inventory Management). He is employed by the Ceco Corporation and serves as Vice President of Education for the local chapter of the American Production Control Society. Bill and his wife Janet reside in McKenzie, Tennessee with their two children Jason and Kathryn.

Class of 1976 Reunion
Class Secretaries Nancy Florence and Jackie (Sylvia) Wheaton
John Eaton moved to New Jersey in 1974 and has been associated with the Ocean School, where he has served as director of instruction, for the last 11 years. John and his wife Maureen have one son, John Jr., who aspires to be a meteorologist.

Kathleen (Chase) Gauthier is serving as a part-time sales consultant for Heart and Home products. She is presently living in Dracut with her husband, Paul, and year-old daughter, Renee. Kathleen is expecting her second child in early August.

Ed Priest, a French teacher at Middleboro High School, continues to entertain local audiences with his all-inclusive musical repertoire. Ed

Class of 1977
Class Secretary Rick Tonner
Lynne (Dunn) Christensen is currently working as a T.A.G. coordinator/Chapter I teacher in the Gilmore City - Bradgate Community Schools in Iowa. Lynne received her master of science degree in education from Drake University in May of 1991. She has just returned from the U.S.S.R. and Hungary as U.S. delegate with a team of educators of the talented and gifted to exchange professional information with educators in those countries.

Carol-Ann Cimina, a teacher at the Governor John Carver School in Carver, recently married Ronald J. Camerchio and resides in Green Harbor. She will graduate through Lesley College in June with her master of education degree.

Gail (Donovan) McCarthy and Stephen McCarthy, '78, announce the birth of their daughter, Erin Joy. Gail teaches English in Easton and Stephen is an assessor for the City of Brockton.

Class of 1978
Several members of the Class of 1978 wonder why there has never been a reunion. Interested parties should contact Maureen Sylvia in the Office of Alumni Relations.

Class of 1979
Joyce Dwyer, of Salem, was recently the featured artist sponsored by the Walpole Arts Council. She exhibited water colors that include scenes from the North Shore area.
Stephen J. Perry, '71

Stephen J. Perry, '71, is a history teacher, athletic director, and basketball coach at St. Dunstan's Prep School in Providence, Rhode Island. Stephen is proud of having taken his basketball team to a 35-6 record, making it the first Rhode Island team to win the Triple Crown, Rhode Island Division Crown, Southeastern New England Independent School Crown, and the New England Prep School Class D Crown.


Class of 1980
Class Secretary Scott McDonald

Maureen (Lynch) Burke, an attorney with a Kansas City law firm, recently added to her family with the birth of her second son Aidan. She and her husband, Pat, have one older son, Owen and live in Overland Park, Kansas.

Cindy (Moore) Dowling, Director of Computer Education for the Amesbury Public Schools, along with her husband Dennis, announce the arrival of their new daughter, Caitlyn Jamie. The family resides in Salisbury.

Robert McGann, a recreational director for the State of Massachusetts, recently married Nancy A. Stevens and resides in Charlestown.

Saturday, September 22, 1990, saw the birth of Kathleen Rose Mulligan, daughter of David H. Mulligan, '80, and his wife Debbie. She weighed 4 lbs. 8 oz. at birth, but the future alumna of B.S.C. is now well over 17 lbs. and preparing for her SATs. The Mulligans make their home in Pawtucket, Rhode Island.

Class of 1981 Reunion
Class Secretary Cynthia (Booth) Ricciardi

Donald W. Bagwall and his wife Willa of New Haven, Connecticut, announce the birth of their daughter, Rebecca Bliss Bagwall. Donald is the Head Athlete Trainer and Assistant Director of Athletics at the Hopkins School in Connecticut.

Raymond A. Duffy, who received his master's degree from B.S.C., recently returned from an eight month deployment to the Persian Gulf where he served as Commanding Officer of the U.S.S. LaMoure County (LST 1194). He has recently been selected for promotion to Captain and will assume duties as a senior engineering examiner from the Atlantic Fleet Commander's staff.

Class of 1982
Class Secretary Ellen Cuttle

Kim E. (Martin) Kiernan, a commercial energy consultant for Mass-Save in Belchertown, recently married Gerard D. Kiernan, director of operations for the Eastern States Exposition. The couple resides in Indian Orchard, Massachusetts.

Theresa A. O'Brien recently married John G. Sartucci and resides in Weymouth.

Kathleen Timmins, art director of the Bourne public schools, recently had her artwork exhibited at a group showing sponsored by the Falmouth Hospital Auxiliary.

Class of 1983
Class Secretary David Robichaud

Greg Southworth, Ludlow High School Athletic Trainer, has been chosen to provide his services for the West team for the McDonald's All American Basketball game. Greg is also an athletic trainer and coordinator of clinical athletic training and research at N.E. Orthopedic Surgeons, Inc., in Springfield.

Shirley Sylva, an attorney with the firm of Garnick and Scudder, is heading the alumni drive for the Cape Cod Community College Survival Fund.

Class Notes & News

Joanne Dumont, Senior Program Director at the Y.M.C.A. in Fall River, recently spoke for the Somerset Women's Club.

Kate (Rittenhouse) Guerard is married, the mother of two children, Christine-age three and Michael-age six months and resides in Stoughton.

John Hurley recently took over as the leading man in The Little Theatre of Stoughton's production of "Chain of Circumstances." He has acted in and directed several local community productions. With professional experience in front of the camera for local cable broadcasting, in addition to radio broadcasting experience as a new anchor for WTDA in Quincy, John brought a great deal of experience to this production.

In a garden ceremony overlooking Monterey Bay in California, U.S. Army Sergeant Stephen L. Mulligan was married to Airman First Class Shelly C. Edgell on February 16, 1991. They are both Russian linguist/translators with the U.S. On-Site Inspection Agency and will be stationed for three years in Washington D.C.

Help Wanted:

Positions available for sociable individuals interested in 'getting in touch' with classmates.

Bridgewater is seeking class secretaries from unrepresented classes to serve as liaisons between classmates and the Class Notes & News section of the magazine.

Qualified applicants should possess interest, enthusiasm, and the ability to meet four annual publication deadlines for submitting class news.

This is a volunteer position and a great opportunity to stay in touch with your classmates. If interested, please contact Maureen Sylvia, assistant director of Alumni Relations, at (508) 697-1287.

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Class of 1984
Class Secretary Cindy Skowyra

Helene Bier, special education teacher at the Burke School in Medway, has traveled to Europe, Bermuda, the Caribbean and the Far West.

Class of 1985
Class Secretary Dom Amado

Kathy L. Dias earned her master’s of education degree from Rhode Island College in May of 1991 and currently works as an elementary physical education teacher for the East Providence School Department. Since graduating from Bridgewater, Kathy has traveled to Bermuda, Barbados, St. Maarten, Key West, Columbus, Niagara Falls, and Philadelphia. She plans to continue traveling, learning, and growing.

Kerri MacKenzie Fay, employed as a client service account representative at State Street Bank, recently married Joseph Eck and resides in Norton.

Diane Shannon Gray has been named Community Relations Specialist for the Quincy Hospital where she will be coordinating fund raising and development. Diane was most recently with NYNEX Information Resources Company in Danvers. She and her husband reside in South Weymouth.

Susan Oldrid of Somerset has been appointed the new executive director for the Volunteer Services for Animals, with headquarters in Providence, Rhode Island. Susan had been director of development/public relations for the DaVinci Center also located in Providence.

Class of 1986 Reunion

Mark Beauvais is a heavy equipment operator and member of the Teamsters’ Union. He still enjoys running, competing in three or more road races a year. Mark, who resides in Raynham, feels he has met the “right girl” who recently attended Clarkson University in New York.

Judith Lynn Budnik, a social service coordinator for Ridgewood Court Nursing Home in Attleboro, recently became the bride of David M. Sansone. The ceremony took place in St. Basil’s Chapel at the Catholic Center at B.S.C.

Doris Cannata, ’82, marries Paul Syrakos

Doris (Cannata) Syrakos, ’82, is working as a bilingual special needs teacher at the Dr. Martin Luther King Jr. Middle School in Dorchester. Last summer she was married to Paul Syrakos and they presently reside in Lynn. Doris was recently nominated for inclusion in Who’s Who in American Education: 1989-1990.

Class Notes & News

Laura Marie Ehlers, employed by State Street Bank, was recently married to John G. Gagnon and resides in Weymouth.

Randal K Grimmett, Esq. has recently opened an office for the practice of law in Quincy after being admitted to the Massachusetts Bar in 1990. He and his wife, Deborah ’85 reside in East Bridgewater.

Ellen M. Kenney, employed as a marketing coordinator by Serta Mattress Co., recently married Brian P. Cadigan and resides in Weymouth.

John C. MacLellan, a new Watertown police officer, recently graduated from the regional police academy in Needham.

Jeanne M. Ryder recently married Michael D. McBrien. After a wedding trip to Austria, Switzerland and Germany, the couple made their home in Concord, Massachusetts.

Susan Oldrid of Somerset has been appointed the new executive director for the Volunteer Services for Animals, with headquarters in Providence, Rhode Island. Susan had been director of development/public relations for the DaVinci Center also located in Providence.

Class of 1987
Class Secretary Kevin Kindregan

Pamela Marie Dunbury, a licensed nursing home administrator, recently became the bride of Lt. Donald C. McCarthy and resides in Virginia Beach, Virginia.

Heidi (Berry) Dustin is living in Concord, New Hampshire with her husband Darrin (a state trooper) and their 10-month-old son Christopher.

Sally Anne Ray, a first grade teacher at the Hannigan Elementary School, recently married Frazee and resides in New Bedford.

Stephen M. Santos is the director of catering at the Mansfield Host Hotel. He married Jodi Bonin in March and they reside in Norton.

Class of 1988

Lisa M. Armstrong, employed at Massachusetts Joint Underwriters Association in Boston, recently became the bride of Kevin McDonough and resides in Marshfield.

Hannah Cracower is the assistant director of admissions at Hartwick College in New York. She plans on beginning studies toward her doctorate in education.

Mary Therese Janerico is a staff social worker and assistant admissions coordinator for the J.M.L. Care Center in Falmouth. Mary married Christopher Nelson in September of 1989 and they reside in East Falmouth. She has received her social work license and is continuing her education in geriatrics.

Rosemary Leen, employed as a savings plan administrator by CTTE Shareholders Services in North Quincy, recently married Robert W. Slayter and resides in Rockland.

Judith Ellen Nix, an auditor for Commonwealth Automobile Insurance, recently became the bride of Michael Callahan, owner of Harry Dog’s Comics and Stories in Bridgewater. The couple resides in Waltham.
Kevin Shores, '84

Kevin Shores, '84, director of rehabilitative services at the Nashoba Community Hospital, has been named president of the Massachusetts Association of Cardiovascular and Pulmonary Rehabilitation.

Karen Tondreau, a cardiovascular technician recently married Douglas Meyer and resides in Somerset, New Jersey.

Wendy Wentworth, employed by the Fall River school department and Globe Department Store, recently became the bride of Scott J. Boyd and resides in Fall River.

Class of 1989

Barbara Daniels, a kindergarten teacher in Albany, New York, recently married Brooks Baker and resides in Albany.

Annette Marie Moccia recently started a new job as assistant to the president at The Boston Conservatory. She will start on her master of fine arts degree in lighting and set design in the fall of 1991. Her study will take place at the Boston Conservatory and Boston University.

Monica V. Niedzwiadek, a special education teacher at the A. F. Maloney School in Blackstone, recently received a master's degree in special education from B.S.C.

Gary E. Rose of Fairhaven has been appointed sales representative at Alpha Graphics Printshops of the Future in New Bedford.

Lt. William Salvaggio, husband of Nancy Malcolm of Middleboro, has been commissioned a U.S. Air Force Officer and has been awarded his Air Navigator Wings.

Tracy Lynn Santos, payroll manager for the Flatley Co., of Braintree, recently became the bride of Alan R. Toupin and resides in Fall River.

Kelley Scherber is currently working as a health education teacher at Brockton High School. She also coaches girls' junior varsity basketball at Foxboro High School where she also serves as assistant basketball coach for the girls' varsity team.

Class of 1990

Class Secretary Kathy Dyer

Fran Bevans, who received her master's of science degree from B.S.C. and teaches at Kingston Elementary School, has been named assistant director of Camp Satucket, a multi-faceted summer day camp for children ages 3 to 15. Fran lives in Buzzards Bay with her husband and five children.

Melissa Caron has been employed as a social worker in protective services at New Bedford Child and Family Service for a year. She has also received her L.S.W.

Vincent Fernald has finished his first year working as Assistant Executive Secretary for the Sigma Chi Fraternity International Headquarters outside of Chicago. He has traveled extensively throughout the U.S. and Canada, having visited 40 college campuses.

Christine Harren, an accountant at HNU Systems in Newton, recently married John S. Danko, Jr. and resides in Newton.

James Patrick Harrington is presently completing his first year at Temple University School of Law in Philadelphia, Pennsylvania.

Lisa Ludwig, a teacher at Jolly Farm Day Care in North Attleboro, recently married Steven Whyte and resides in Plainville.

Brian T. McDonough, employed by Reebok in Stoughton, recently married Carol Ann D'Alotto and resides in Taunton.

Sherri Jo Ouellette, employed by White's of Westport, has recently married Richard Harrison of Westport.

Heather Pike has been appointed a Master's Teaching Fellow at Springfield College where she is pursuing a master's degree in health science and fitness.

Daniel DiCesare, '85, Flies Combat Missions in Iraq

Captain Daniel A. DiCesare, '85, recently returned to England after being deployed to Saudi Arabia where he flew 29 combat missions over Iraq. He has been flying F 111s from his base in England and plans on joining the U.S.A.F. Massachusetts Guard flying A-10s sometime in 1992.
Hazelfern (Hofmann) Appleton, 14, who taught in Attleboro until she was 70, died at the Doolittle Home at the age of 99. She was a long-time member of Centenary United Methodist Church and had been a volunteer for the Red Cross during WWII. Survivors include a daughter, three grandchildren and four great-grandchildren.

Anastasia U. McMullen, '14, retired assistant principal at East Junior High School in Watertown, died in Waltham at the age of 95. She was one of the first teachers to start "Americanization" classes in Watertown, which taught English and civics to recent immigrants so they could earn American citizenship. Donations may be made to New England Home for Little Wanderers in Brookline.

Alberta Knox Eatmon, '16, of Burlington died after a brief illness at the age of 95. In addition to a long and distinguished career as a teacher and friend to youths, she made significant contributions to community activities in New Bedford and New Jersey. Survivors include her widower and her brother.

Bertha (Chase) Gardiner, '16, a descendant of all but one of the original settlers of Nantucket, died in Wheeling, West Virginia, at the age of 95. Bertha is survived by three daughters, 10 grandchildren, and eight great grandchildren.

Margaret (Shaw) Grigg, '19, the first full-time special education teacher in the Hingham public schools, died recently. She had returned to school at age 55, after her children were grown, to earn her degree from B.S.C. Margaret is survived by a son, two daughters, 11 grandchildren, and nine great grandchildren.

Louise (Dickinson) Rich, '23, who wrote about her adopted state of Maine for four decades but was best known for her first book, We Took to the Woods, died recently in Mattapoisett. Louise leaves a daughter and a son.

Elizabeth Savage, '25, died in Hawaii after a long illness.

Myra (Horton) Prout Weed, '25, died in Florida after a long struggle with leukemia. She had been a teacher in the Grafton School System and had owned and operated the former Prout the Florist there. Myra is survived by two sons, a daughter, eight grandchildren, and nine great grandchildren.

Margaret Hazelfern (Hofmann) Appleton, 14, who taught in Attleboro until she was 70, died at the Doolittle Home at the age of 99. She was a long-time member of Centenary United Methodist Church and had been a volunteer for the Red Cross during WWII. Survivors include a daughter, three grandchildren and four great-grandchildren.

In Memoriam

Professor Emerita Dr. Annabelle Melville, Bridgewater State College teacher from 1953 until 1975, died suddenly after a brief illness. Recognized as one of the leading historians in the United States today, she published several biographies and has also served as the first woman president of the American Catholic Historical Association. Her accomplishments have withstood the test of time. The reception room at Gates house was recently dedicated and named the Dr. Annabelle Melville Room. Additionally, she was honored at Bridgewater's spring commencement exercises with an honorary doctorate. In a recent nomination by her colleagues it says, "...her unique competencies - as a teacher who successfully challenged students to maximize their potential, as a gifted conversationalist of sparkling wit, and as a person of charm, grace, culture, and dignity - have enriched the lives of those privileged to come in contact with her." She will be sadly missed by all who knew her.
Prize-Winning Essay

What the Flag Means to Me

by Laurie Principe

To me the flag has always meant my country, my home. It is the same feeling I have when I hear my address or see a picture of my house.

My school has a flag in front of it. When I get off the school bus each morning, I see that flag. I also hear it, the wind blows the flag and the metal ends on the rope bang on the pole like a school bell calling us to class. My grandmother said it’s the flag’s way of saying that we are free and have fought and died for the right to have children be able to go to school everyday. My grandmother said there is a song that says “let freedom ring throughout the land.” I think of this when I hear the flag. The flag rings out freedom to us each day as we get off the bus. I always listen to the wind clapping and blowing our flag each morning.

Our flag means we believe all people should be free. We have just seen how important this can be. We have seen our flag, and our belief in freedom, have to go to another country far from America where people weren’t being treated with respect and freedom.

The war in the Gulf has shown the world our flag will go to a far away desert where our soldiers will fight and die so all children someday can see our flag and think freedom. This is what we believe. Our flag flew high and proud in the Gulf and I know if you were there with our troops, if you had listened, you would have heard our flag. It would be ringing freedom... again.
Save The Date

Mark your calendar now for

Homecoming 1991

Friday and Saturday, October 4 & 5, 1991

"Roll Out the Red Carpet" is the theme for the 1991 Homecoming Weekend. Don't miss the fun and excitement of the game, the festivities, the Carol Mulloy Cuttle Road Race, and the post-game decade parties to be featured throughout the weekend. Each event is designed to extend the warmest possible welcome to all alumni, so be sure to plan now for a weekend filled with royal treatment!

Complete details for the weekend will be featured in the autumn issue of Bridgewater. If you would like to volunteer to help the Homecoming Committee during the planning stage, contact the Office of Alumni Relations at (508) 697-1287.