



1976

# Bridgewater State College: As We Were ... As We Are, 1840-1976

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David K. Wilson

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**BRIDGEWATER  
STATE  
COLLEGE**

**As we were...  
as we are**

**1840-1976**



Marc Kerble, Class of 1976  
Patricia Stanley, Class of 1977  
Joyce Maciulewicz, Class of 1978





BRIDGEWATER  
STATE COLLEGE

FOUNDED 1840









**BRIDGEWATER  
STATE  
COLLEGE**

**As we were...  
as we are**

**1840-1976**

Introduction and Chapter Prefaces By:  
JORDAN D. FIORE, Class of 1940

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With the Assistance of:  
RALPH WILSACK, Class of 1971  
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*Many of the student reminiscences appearing in this book  
are taken from "As We Were," a book published  
in 1940 upon the 100th Anniversary of the College.*

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## PRESIDENT'S MESSAGE



In September of 1976, Bridgewater State College will begin its 136th consecutive academic year, and it is most fitting that our Alumni Association has chosen this particular time, when the attention of the Nation is focused on the 200th anniversary of America's founding, to publish a pictorial history of this institution.

It is especially appropriate because through the years the College has reflected, in a number of significant ways, the steady growth and development of the Country as a whole, and has mirrored the interests, concerns, attitudes, and tastes of the American people.

When this school was founded in 1840, with an entering class of just seven men and twenty-one women, there were at that time only twenty-six states in the Union, and much of the country was still a vast, sparsely inhabited, and often dangerous wilderness. Even then, however, America was awakening and responding to its pressing educational needs, and the birth of the school is evidence of a profound commitment to learning that the citizens of this relatively new land were prepared to make and support. It was here at Bridgewater in 1846, in fact, that the first building was constructed in the United States for the professional training of teachers to staff the public schools.

Through the nearly fourteen decades that have followed, each campus generation has expressed in its own way the quality and exuberance of the American spirit, and Bridgewater graduates have made many important contributions in all phases of this Nation's life. Thus, "As We Were. . .As We Are" is not just an absorbing pictorial record of Bridgewater State College from 1840 to 1976 and an enlightening chronicle of the American experience during those vibrant, dynamic years. It is also a revealing reflection of the College's and the Country's successful overcoming of a variety of problems and difficulties, and a promise of better things to come for both the Nation and for Bridgewater State College.

Very cordially,  
Adrian Rondileau  
President



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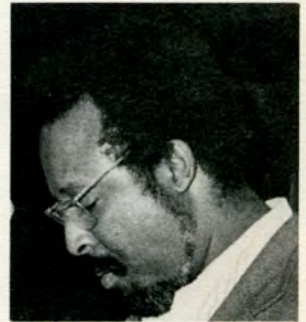
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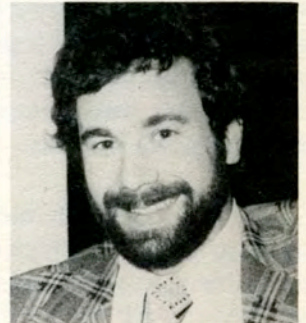
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## PREFACE

Since the founding of Bridgewater State College in 1840, a number of memorial and historical volumes have been published which contain photographs of activities, buildings and persons connected with the College. For example, *ALBERT GARDNER BOYDEN AND THE BRIDGEWATER NORMAL SCHOOL*, by Dr. Arthur Clarke Boyden, published in 1919, contains 44 photographs.



The College archives contain many hundreds of photographs, which, if systematically examined, could be utilized to present a pictorial history of the College. Such a history would preserve for posterity the photographic story of Bridgewater and would supplement the written histories which are in existence. It was to this task that David K. Wilson, '71, Editor of the *Alumni News*, and his two able co-workers, Ralph S. Wilsack, '71, and Cheryl E. Cox, '69, addressed themselves when this publication was conceived.

The pages which follow bear faithful testimony to the proud heritage which is Bridgewater's and to people who made that heritage possible.

As with so many of the publications which The Alumni Association has made available during the last three decades, this one reflects the professional skill and guidance of my colleague on the faculty, Dr. Jordan D. Fiore, '40, currently serving as the Director of the Division of Social Sciences here at the College.

V. James DiNardo, '39  
Dean of Undergraduate Studies  
and of Special Programs  
Treasurer, Alumni Association







## INTRODUCTION

When Bridgewater State College celebrated its centennial in 1940 a group of students prepared a booklet entitled *As We Were* and invited this writer, who was then a senior, to prepare a brief history of the college for that pamphlet. The emphasis then was on the past, and we gathered notes, ideas, and quotations from students who had attended the college since the Civil War period. Our college is old in years, to be sure, but there are alumni still living today who remember graduates of the first class in 1840, and a generation ago there were a number of graduates from the Civil War era still with us.

*As We Were* was not really a history, but a book of reminiscences, of accounts of another Bridgewater, another era. We, too, are interested in this excursion into nostalgia. We have tried to trace the history of this college through photographs, but our emphasis is not only on the past but on the present. We feel that this is in keeping with the spirit of the celebration of the Bicentennial of the United States in which we show an appreciation for our heritage, examine ourselves as we are today, and then, hopefully, draw from the past and present to build a better future. Thus our book in 1976 is called *As We Were. . .As We Are*.

Bridgewater's history is one of men and women who were dedicated to an ideal of good, solid education at low cost, under state auspices. Our college was conceived and created in a period of great controversy and at a time when the idea that people ruled in a democracy and that the United States was entitled to the best-educated leaders, was just becoming an acceptable point of view. In a time when there were really no trained teachers, these men and women who established and developed the college decided that education was a discipline in itself and that good teachers could be trained to provide good educational leadership.

The school opened on September 9, 1840, when twenty-eight students, seven men and twenty-one women, presented themselves to Nicholas Tillinghast, the one-man staff, at the old Bridgewater Town Hall, on the site of the present day Church of the New Jerusalem. Here in a one story wooden building, forty by fifty feet, were constructed three rooms, an ante-room for students, an apparatus room, and a classroom "*which had a board partition so constructed that the lower half could be raised and lowered so as to make one or two rooms, as the school exercises might require.*"

In the first two decades of its existence the new school struggled. Bridgewater's leaders almost despaired several times, but they found the courage to continue with the assurance that what they were doing was worthwhile and was succeeding. Horace Mann had set the tone at the dedication of the new Normal School building on August 19, 1846. Of the construction of that building, the first state normal school building in America, Mann said, "*It belongs to that class of events which may happen once but are not capable of being repeated.*" He prophesied, "*Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.*"



From those first classes came a number of assistant teachers who left the college to head normal schools in Providence, Salem, St. Louis, Normal, Ill., Los Angeles, and Detroit. Many students went out to serve in the schools of the Commonwealth and nearby states, and educational leaders in a number of major American cities boasted of their Bridgewater training. Nicholas Tillinghast, the first principal, and Marshall Conant, his successor, set the high standards for this school. Of Tillinghast, his assistant wrote, "*He was an educator, who sought to give his pupils command of themselves and of the principles of education, so that they might be able to practice the art of teaching in the education of children.*" Of Marshall Conant he wrote, "*By his fidelity, his devotion, his enthusiasm and the inspiration of his life, he was always leading his pupils to broader fields of thought and higher living.*"

Albert G. Boyden and Arthur C. Boyden, father and son, headed the school from 1860 to 1933. Under their leadership, the school grew, the original building was expanded and finally replaced, the first dormitory was built and expanded, and later new dormitories were added. New courses were added to the curriculum, and the school drew men and women from all over the world who left Bridgewater to carry the school's principles to distant lands.

When Albert G. Boyden was principal he encouraged many men who completed the four year course at Bridgewater to go on to Harvard University. Many leading principals, supervisors, and superintendents were products of this training. Both Boydens were close friends of Charles William Eliot, Harvard's famous president, and this liaison proved advantageous to both institutions.

Arthur Clarke Boyden, who began his fifty-four years of teaching at Bridgewater in May of 1879, presided over more radical changes. Some of these are discussed in the brief essays in other parts of this book. He was world-famous as a science teacher, and his students won many awards in expositions and conferences. His administration is remembered by many as a period of great crisis. In December, 1924, a great fire destroyed completely the main normal school building. The combined efforts of the principal and faculty, the students, and the area legislators were required to induce the Commonwealth to keep the school in Bridgewater. Fortunately, a new building, present-day Boyden Hall, was constructed in 1926, and, with the cooperation of the town, a new training school was built. In the 1920's the Normal School began granting Bachelor of Science in Education degrees. A few years later, in 1932, Bridgewater Normal School became Bridgewater Teachers College, and Dr. Boyden became Bridgewater's first president.

For almost one hundred years, Bridgewater was headed by men who were "on the spot" at the time of their elections. Each of the first four men lived in the town, died here, and was buried in nearby Mount Prospect Cemetery.

The new president named in 1933 was Dr. Zenos E. Scott, who had been educated and trained in the Middle West and had headed the public school systems of Louisville, Kentucky, and Springfield, Massachusetts, before coming to Bridgewater. His brief tenure at the college was spent in giving the institution a collegiate tone, developing a strong college spirit, and improving the curriculum, insisting that textbooks and courses be equivalent to those of other American colleges.



His successor, John J. Kelley, had been dean of men at Bridgewater under Drs. Boyden and Scott, and he continued many of their ideas. The curriculum was further strengthened, the liberal arts program expanded, and, when Hyannis State College closed, much of the program and most of the faculty of Hyannis State College were incorporated into Bridgewater State College. The summer school program there, one of the oldest continuous programs in the United States, still operates under Bridgewater's auspices. In 1937, the college began a full-time Master of Education program which continued for several years finally being discontinued during World War II. An active continuing education program which enabled older normal school graduates to earn a bachelor's degree and teachers in the field to earn Master of Education degrees, was introduced.

Dr. Clement C. Maxwell was an outstanding academician. He was named temporary president upon Dr. Kelly's death in the fall of 1951 and appointed president the following year. Under his direction the college offerings were greatly increased, and the faculty and student body more than doubled in size.

The John J. Kelly Gymnasium was completed and dedicated in December, 1956, and two new dormitories were opened during his tenure. In 1962 the name of the college was officially changed to Bridgewater State College. Before Dr. Maxwell's retirement in August 1962, plans were completed to offer a Bachelor of Arts degree to those who desired that program of study.

Dr. Adrian Rondileau, a native of New York and a graduate of Columbia University, came to Bridgewater in 1962 from the presidency of Yankton College and after many years of college administrative experience. In his tenure to date the college expanded in every area, the college campus became huge, and new buildings were constructed as needed. These accomplishments are discussed under several of the short essays preceding each chapter. The college course offerings reflect many changes, and new programs have been encouraged. Important roles have been assigned to various faculty and student groups, and there is extensive administrative - faculty - student involvement in most major decisions. In recent years graduate education has been expanded and Master of Arts and Master of Arts in Teaching degrees have been added to the college's list of degrees. Prominent public officials and educational leaders have been awarded honorary degrees and have delivered commencement addresses which have brought us to the fore in public relations. We do not know in what direction the college will go, but Bridgewater men and women are hopeful that under his direction the college will continue to be a major force in the field of collegiate education.

But the story of Bridgewater State College is not only a story of her presidents. We have had a large number of dedicated teachers, and in almost every discussion with an alumnus mention is made of one or another teacher who inspired the student and who is remembered with respect and affection. Often, working with limited materials and support, these teachers planned, struggled, and improvised to provide quality education to their students.



And, of course, no history of the college is complete without consideration of the students and the alumni. Bridgewater students have always been a special breed, and this writer, who has taught at several colleges, still feels after twenty years in this college, that Bridgewater students are unique in their attitudes, in their concerns, in their genuine desire to serve. And the results are seen in the contributions of alumni all over the world.

Three hundred miles up the Nile River stand the ruins of the ancient city of Thebes. Among the ruins is a statue of Rameses II with the inscription, "*If any man will know how great I am, or where I lie, let him surpass my works.*" This writer thinks of this often when he recalls contributions of his college. Not in size, not in numbers, but in the quality of our work and our contribution should we be really tested.

We have good solid brick structures, many rather new. There are no magnificent Gothic halls, no centuries old, drafty buildings slowly decaying, but standing ivy-covered and weather-stained as monuments to a great past. Our real monument is not in an endless campus or in hundreds of thousands of alumni. We have struggled not for numbers or for size, but for quality. We are small, but no less lasting and durable. As Daniel Webster (who, incidentally, has a great interest in the establishment of Bridgewater) said of his own Alma Mater, "*We are a small college, but there are those who love her.*"

Jordan D. Fiore

Bridgewater, Massachusetts

March 1, 1976



## Chapter I The Presidents

Although Bridgewater State College in 1976 is well into the second century of its existence, only eight men have headed the college in all of these years. Each has left his impact on the college and is remembered with deep personal warmth by the teachers and students of his era.

Nicholas Tillinghast, West Point-trained and a native of Taunton, opened the school in the fall of 1840. He had spent several months at the normal school in Lexington, which had opened a year earlier, and so he was able to anticipate many of the early problems. Struggling with a penurious and uninformed legislature, with persons really unfriendly to the normal school movement, with students who did not see the necessity for completing the prescribed course, with all of the problems that one would expect in a new venture, he liberally gave his life, but he succeeded in creating a permanent institution. In 1846, the Commonwealth finally agreed to construct the first state normal school building in America in Bridgewater, and this building, enlarged considerably, housed the educational plant for almost half a century.

Marshall Conant, an engineer and experimental scientist, who had already achieved success as an educator in Illinois, came to the principalship in 1853. In his administration new science courses were added, the curriculum expanded, and assistants added to the staff. Upon his retirement in 1860, the permanence of the institution was assured.

The Boydens, father and son, who between them headed the college for almost three-quarters of a century, have left an indelible mark. Albert Gardner Boyden presided over the expansion of the original building and its eventual replacement by a new modern brick structure. A model school, excellent science laboratories, and dormitories were also built. Bridgewater attracted foreign students, from Japan, Burma, Mexico, and Armenia, for example, who came eagerly to learn teacher-training methods and returned to improve the educational systems in their homelands. He expanded the science offerings, lengthened the curriculum, and was a pioneer in studying and promoting new psychological methods.

His son, Arthur Clarke Boyden succeeded him. In his administration the new gymnasium was built, new dormitories were constructed, and the botanical garden was established. In December 1924 the main normal school building burned, and a new building, Boyden Hall, was constructed nearby. In addition, a new model school was built. In the 1920's Bridgewater began to offer the Bachelor of Science in Education degree, and in 1932, the Bridgewater Normal School officially became Bridgewater Teachers College.

In 1933, Dr. Zenos E. Scott, who had formerly headed several city school systems, became president of the college. In a quiet and unassuming way, he gave the college great leadership, teaching philosophy of education courses, encouraging the college sports program, and planning the college's full-time graduate school.

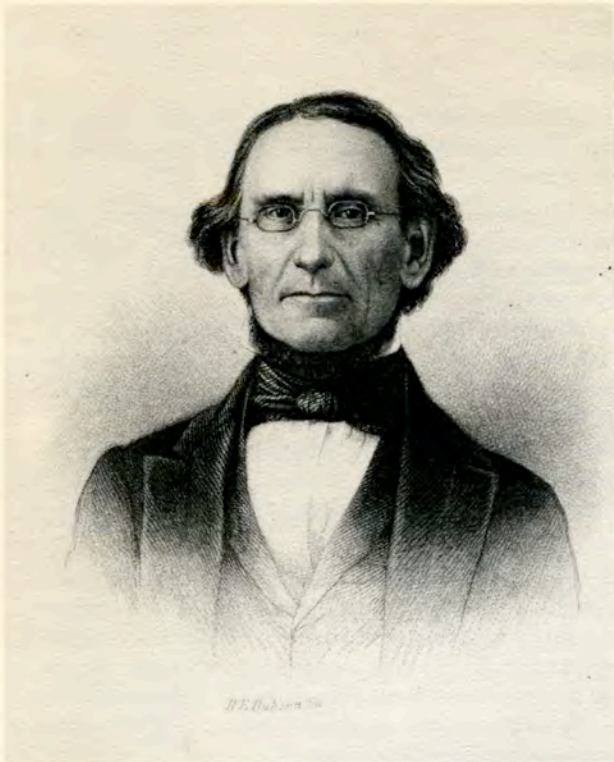
John J. Kelly, who had been dean of men for many years, became president in 1937. He presided over the college's centennial activities in 1940, established the graduate school and continuing education programs and greatly revised the college curriculum to give more emphasis to courses in the liberal arts.

His successor, Dr. Clement C. Maxwell, was a distinguished scholar and a brilliant and beloved teacher. In his administration the college programs, graduate, undergraduate, and continuing education, expanded, and more buildings, the Kelly gymnasium, the conversion of the old gymnasium into a library, Scott Hall, and Pope Hall were completed. He laid the groundwork for the Bachelor of Arts program, which went into effect in the fall of 1962, shortly after his retirement.

Dr. Adrian Rondileau, the current president, has brought to the college perspective gained as a college administrator in various parts of the country. His leadership has been dynamic on many fronts. The greatest expansion and building program in the college's history has developed in the past fourteen years, as dormitories, a new library, new student union, and new playing fields have been built, and much additional land acquired. In addition, the college curriculum has undergone radical changes to meet contemporary needs and objectives, the graduate school has grown prodigiously, and the college community concept has become a reality. With the support of the community, with the understanding of community and state leaders, with the cooperation of the General Court, the college has made great strides under his leadership.

About a decade ago, this writer published a pamphlet entitled *Leadership in Perspective*. He sees no reason to change the judgments made then. The college has grown because dedicated men have devoted their lives and strength to Bridgewater and encouraged many others to do the same. Good leadership has been the key to our success.



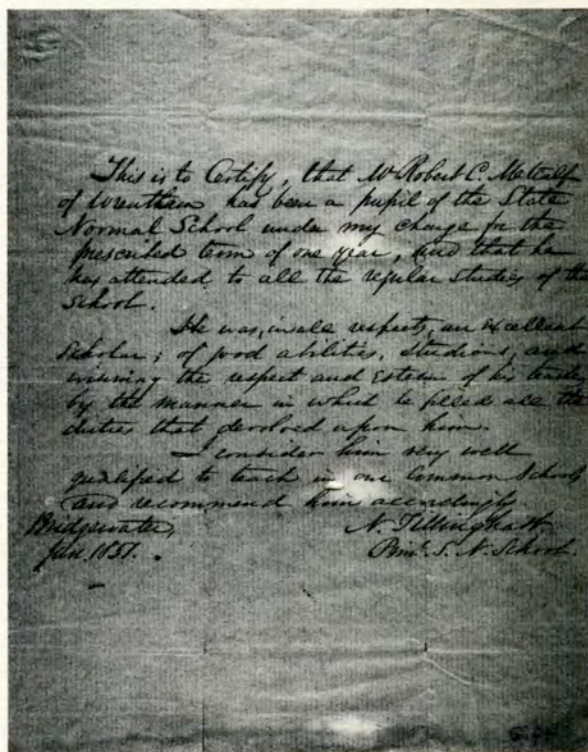


NICHOLAS TILLINGHAST  
Principal  
1840 - 1853

As principal, he guided the school through its early, formative years when its very existence was often threatened. It was under his principalship that the school's permanent home was erected in 1846, the first building in America constructed specifically for the training of teachers. Mr. Tillinghast remained principal until ill health forced him to retire in 1853, and he died several years later. His great accomplishment in establishing a successful Normal School was achieved at much personal sacrifice.

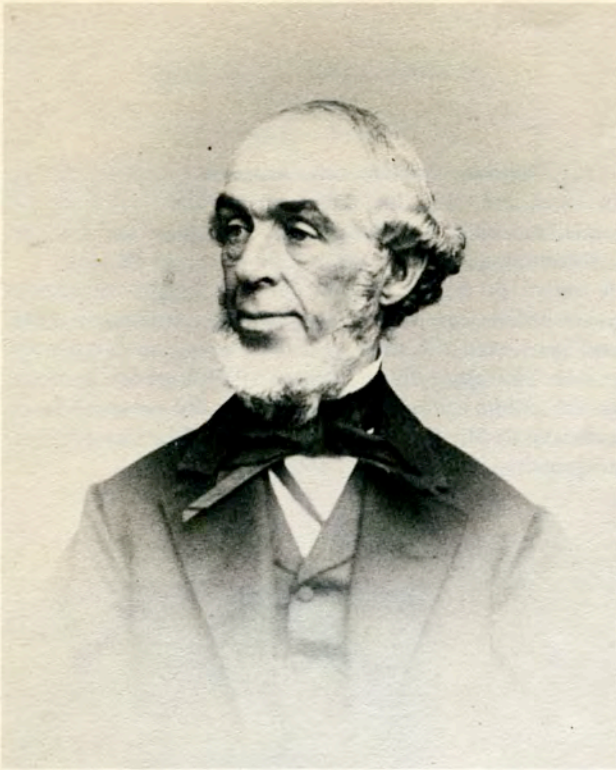
Nicholas Tillinghast, first principal of the Bridgewater Normal School, was a native of Taunton, Massachusetts, who had graduated from the United States Military Academy at West Point, had served as a captain in the U.S. Army, and had returned to West Point as an instructor before resigning his commission to pursue a career in civilian life. At the time Horace Mann appointed him to the Normal School, he was a schoolmaster in Boston.

On September 9, 1840, Nicholas Tillinghast welcomed the school's first students, seven men and twenty-one women. The school program was divided into two terms of fourteen weeks each, which students did not have to attend consecutively. This arrangement was to prove unwise, and in 1846, under threat of resignation from the principal, the Board of Education voted to require pupils to attend three terms, consecutively, each fourteen weeks in length. Thus, a year's course of instruction was established.



An early diploma - a certificate handwritten by Nicholas Tillinghast in January, 1851.





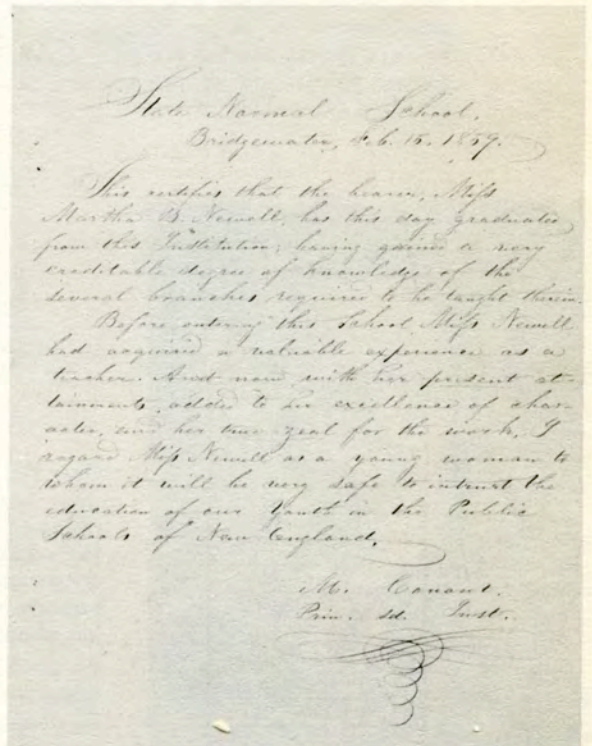
MARSHALL CONANT  
Principal  
1853 - 1860

Before coming to Bridgewater Normal School, Mr. Conant had been a teacher, an architect, and an engineer, and thus his natural bent for the scientific and mechanical combined with an ability to teach was carried over into his work in Bridgewater. He expanded the scientific studies of the school, added books and a host of scientific apparatus, and laid the foundations of a professional school for teachers.

Mr. Conant resigned the principalship in 1860, and later became Assistant to George Boutwell, Director of the Internal Revenue Service in Washington, D.C.

Marshall Conant, distinguished engineer, scientist, and educator, became the second principal of Bridgewater Normal School in 1853 upon the resignation of Nicholas Tillinghast, who had recommended Conant as his successor.

Born in Pomfret, Vermont of parents who were natives of Bridgewater, Marshall Conant at an early age demonstrated an unusual talent for science. In 1828, at the age of twenty-seven, and without any advanced formal scientific training, he calculated an Almanac for the year 1829 which sold over 10,000 copies in the United States.



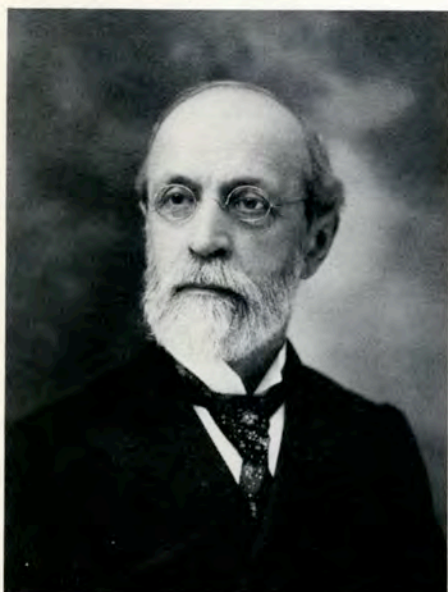
A diploma, handwritten by Marshall Conant, awarded to Martha B. Newell on February 15, 1859.





A. G. Boyden as an assistant under  
Marshall Conant in 1857

During the next forty-six years, until he retired in 1906, A. G. Boyden worked relentlessly and with great success to assure Bridgewater State Normal School's reputation for academic excellence and the quality preparation of teachers for the Commonwealth of Massachusetts.



A. G. Boyden as principal in 1900

## ALBERT GARDNER BOYDEN

Principal  
1860 - 1906

Albert Gardner Boyden, who assumed the principalship in 1860 and served in that post for the next forty-six years, had been a student under Tillinghast and later an assistant teacher under both Tillinghast and Conant. A native of South Walpole, he had taught for several years before entering Bridgewater as a student in 1848 and graduated the next year. He served as an assistant to Mr. Tillinghast from 1850 to 1853, then left to teach in the public schools for four years, and returned as an assistant to Mr. Conant from 1857 until he was appointed principal in August of 1860.



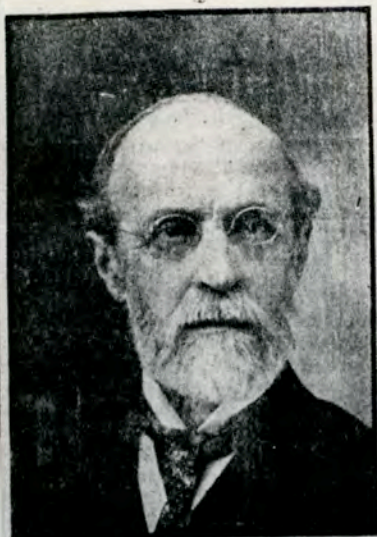
A. G. Boyden as a young principal in 1870

Over the decades he introduced first a two years' course, then a three years' course, and finally a four years' course as well. Enrollment climbed from 67 pupils in 1860 to nearly 300 in 1900. His ambitious and far-sighted building program resulted in the construction of five major buildings, extensive renovations to improve existing structures, and the acquisition of land which has allowed the College to grow and expand through the years. A. G. Boyden, known affectionately to generations of Bridgewater students as "Pa," retired in 1906 and his son, Arthur Clarke Boyden, succeeded him. Yet even though retired, Mr. Boyden remained active as a part-time teacher and principal-emeritus until his death in 1915.



## WILL CONCLUDE HIS SERVICES AS PRINCIPAL OF NORMAL SCHOOL, AUGUST 1

Prof. Arthur C. Boyden Appointed to the Principalship.



PRINCIPAL A. G. BOYDEN.

Principal Albert G. Boyden of the state Normal school has resigned as the head of that institution to take effect August 1. His resignation was received and accepted at a meeting of the Board of Education held in Boston yesterday. At the expiration of the present school year Mr. Boyden will have concluded his 46th year as principal, a record of continuous service hard to equal. While resigning as principal he will still retain his connection as a teacher and as principal emeritus.

At the same meeting yesterday Prof. Arthur C. Boyden, son of the principal was appointee to succeed his father.

Prof. A. G. Boyden has taught at the Normal school 46 years, the first six as assistant and the last 40 as principal. When he took charge in 1860 the school comprised a small two story structure, located on the present site, and the total value amount to \$10,000. The number of students was only 67. The school property is valued at present at about \$500,000 and the students number 256. In Mr. Boyden's career as principal over 3000 have been graduated from the school and gone forth into the



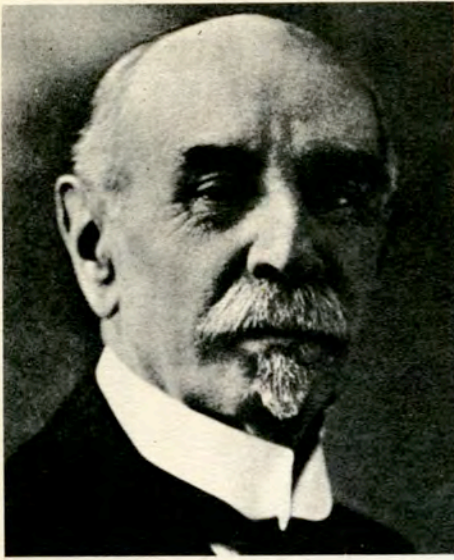
PROF. A. C. BOYDEN.

world as teachers of the young. In all Mr. Boyden has had over 5000 pupils under his charge during the 46 years he has been in charge of the school.

Prof. Arthur C. Boyden, the new principal, was born in Bridgewater in 1852. He graduated at the Normal school in 1872 and from Amherst college in 1876. For three years he taught in the Chauncey Hall school at Boston and came to Bridgewater in 1879 as teacher of history and sciences. He continued as teacher until 1896 when he was made vice principal which office he has held until the present time. He is a member of Fellowship lodge of Masons, being a past master of the organization. He was district deputy in 1902 and 1903, is chaplain of Harmony Royal Arch chapter and is a member of Bay State commandery in Brockton. He is moderator of the Central Square Congregational church, president of the Improvement Association and president of the board of trustees of the public library. He is also president of the Massachusetts Conference of Village Improvement societies and is president of the Auxiliary Educational League of Boston.

A newspaper account from 1906





ARTHUR CLARKE BOYDEN  
Principal  
1906 - 1931  
President  
1932 - 1933

Arthur Clarke Boyden became the fourth principal of Bridgewater State Normal School in 1906, and the first president of Bridgewater State Teachers College when the school received that designation in 1932.

Born in Bridgewater in 1852, Dr. Arthur C. Boyden graduated from the Normal School in 1871, then went on to Amherst College and graduated with honors in 1876. After three years as a teacher in Boston, he returned to Bridgewater State Normal School to become a member of the faculty, and remained at the school for the next fifty-four years.

Dr. Boyden was appointed assistant principal in 1896, and eight years later, principal. He was renowned as a teacher, and enjoyed a nation-wide reputation for his work in the natural sciences and biology.

In December, 1924, a disastrous fire destroyed much of the school he and his father had devoted their lives to building. Yet despite his advanced years, he led a vigorous campaign to rebuild the institution and supervised himself the reconstruction process. Dr. Boyden died in 1933, thus ending the connection between the Boydens and Bridgewater which has lasted for over seventy years.



Principal Albert G. Boyden (center) and son Arthur Clarke Boyden (standing, third from right) with the faculty of Bridgewater State Normal School, circa 1906.





ZENOS E. SCOTT  
President  
1933 - 1937

Dr. Scott believed in making Bridgewater a truly co-educational institution, and to this end he actively encouraged student activities. Dr. Scott resigned the presidency in 1937 to accept a position in Kentucky. He died in 1965.

Dr. Zenos E. Scott, who came to the College as the second president in 1933 after a successful career in education that included service as Assistant Commissioner of Education in New Jersey, and as Superintendent of Schools in Louisville, Kentucky, and Springfield, Massachusetts, represented the first break with the "heir on the spot tradition" that went back more than ninety years.

## New Teachers' College Head Is Well Qualified for Work

*Dr. Zenos E. Scott of Springfield, President of State College, Bridgewater, Has Had Much Experience.*

1933

Dr. Zenos E. Scott of Springfield, recently named successor to the late Dr. A. C. Boyden as president of Bridgewater State Teachers' College, has had many years experience in teaching and improving educational systems in the schools of this State, and is the holder of three degrees from the various colleges and schools he graduated from.

He is a graduate of Indiana State Normal school, Evansville College with B. S. degree, Teachers' College, Columbia University, M. A. degree and honorary degree, with Pd. D., from Evansville College.

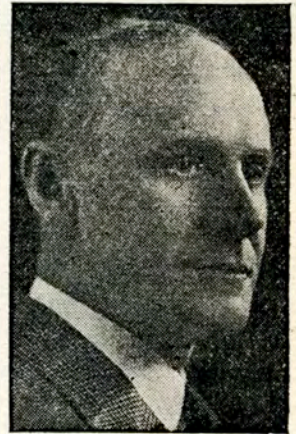
Dr. Scott has taught in elementary and High schools in Indiana and was also principal of elementary and High schools in that State, later becoming superintendent of schools in Millville, Asbury Park and Trenton, N. J., and in Louisville, Ky., and in Springfield, Mass. since 1923.

### Was Instructor.

Under the direction of the State department of education at New Jersey he taught teacher-training courses, summer session, there. He was also instructor in summer schools at the University of Vermont, College of William and Mary, Columbia University, the latter seven summers; was lecturer in graduate school of education at Yale and Harvard Universities.

As assistant commissioner in charge of education he was directly responsible for co-ordinating work of the county superintendents and the various supervising principals throughout the State, with major emphasis upon the supervision of instruction working through county superintendents, supervising principals and principals of the various school systems.

During this period, four years, he



DR. ZENOS E. SCOTT.  
To Begin Duties Sept. 1.

was responsible for directing the curriculum revision of the State course of study in geography, history and civics of the elementary schools and was jointly responsible for curriculum revision of the special classes and physical education of the State.

A programme of curriculum revision has been under way in Springfield for the past eight years from kindergarten through Junior High school. This work has been carried out by the active participation of the entire staff, teachers, principals and supervisors.

Dr. Scott will begin his new duties on Sept. 1.

A news account of Dr. Scott's appointment





JOHN J. KELLY  
President  
1937 - 1951

Dr. John J. Kelly served as president of Bridgewater State Teachers College from 1937 until his death in 1951. He was a native of Worcester and first came to Bridgewater in 1918 as an instructor in practical arts. In 1924, he was appointed Dean of Men, a position he held until appointed to the presidency in 1937.

During the Kelly administration there were several important educational developments. The general education program of the college was strengthened, making the first two years almost exclusively liberal arts, and in the fall of 1937 the full-time graduate program was established. It was also during President Kelly's tenure that the continuing studies and summer school programs were instituted.

John J. Kelly. 1937



New Head of State Teachers College.

## NAMES KELLY PRESIDENT AT BRIDGEWATER

BRIDGEWATER, June 17.—Dean John J. Kelly of the State Teachers College faculty was appointed president of the college by Education Commissioner James G. Reardon Wednesday with the approval of his advisory board. President-Elect Kelly received word at his home at 58 Stetson street last evening through telephone calls from Boston newspapermen and to-day the popular and well-liked dean is receiving the congratulations of his many friends and associates.

He succeeds Dr. Zenos E. Scott, who resigned to become superintendent of schools at Louisville, Ky.

Mr. Kelly has been connected with the school for the past 19 years, being appointed to the faculty as instructor in the industrial educa-

(Continued on Page Twelve.)





CLEMENT C. MAXWELL  
President  
1952 - 1962

Dr. Clement C. Maxwell became the seventh head of the College in 1952. He had previously served as chairman of the English Department, Dean of the Graduate School, director of continuing studies, and director of the summer school at Hyannis.

A native of Taunton and a graduate of Holy Cross and Fordham, Dr. Maxwell was a respected English studies scholar, with a particular enthusiasm for the works of such notables as Dickens and Thackeray.

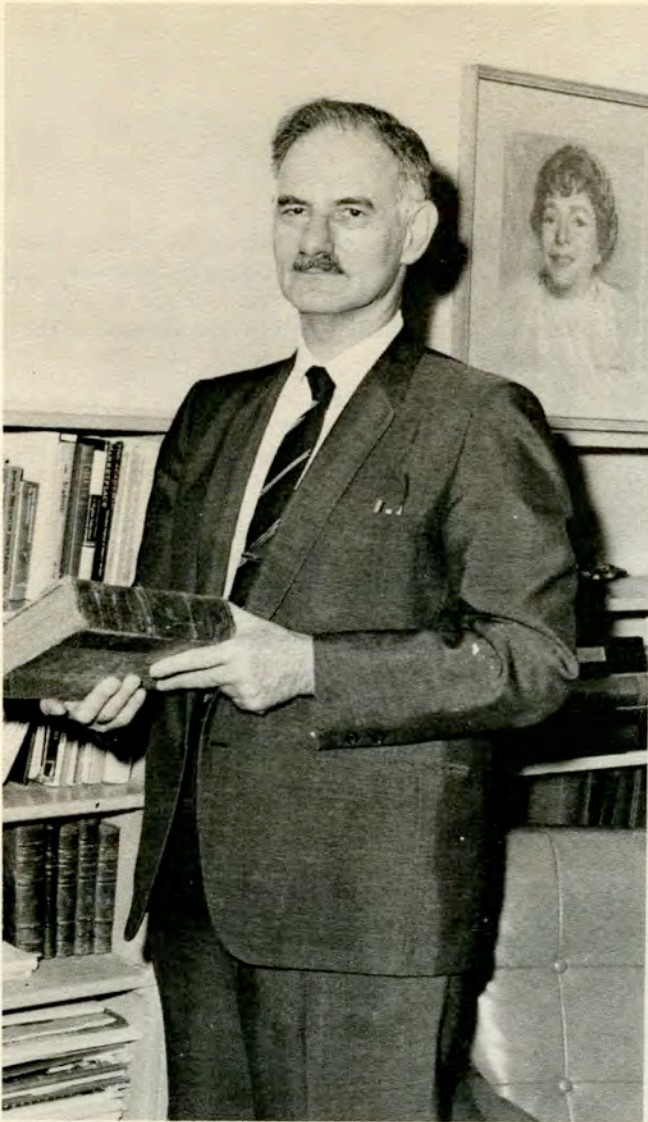
Dr. Maxwell headed the College during a period of unusual expansion. While he was president, two new dormitories and the gymnasium were constructed, and the old gymnasium was converted into a library. Also, it was under Dr. Maxwell's leadership that planning for the Bachelor of Arts degree program was begun. The membership of the College faculty tripled during the years he was president.

Dr. Maxwell retired in 1962 and died in 1972.



Part of the extensive Clement C. Maxwell collection of books, now housed in the Special Collections Department of the Clement C. Maxwell Library at the College.





From the student yearbook, 1969

## President Adrian Rondileau

In a time of campus confusion and unrest it is difficult, often impossible to be a college president. Yet, Adrian Rondileau ascends this turmoil to transform Bridgewater State College from a small, teacher Normal school to a modern expanding Liberal Arts college.

Constantly concerned with the welfare of the student body, President Rondileau has expanded the student power to give action to their demands. It is his aim to produce a college community which serves all its students.

It is neither an easy, nor a relaxing task; it demands time and self-sacrifice. Adrian Rondileau, our president, gives of himself in meeting the challenge.

He is the symbol of our college; and we are proud to have him.

### ADRIAN RONDILEAU, President, 1962 to Present

Dr. Adrian Rondileau became president of Bridgewater State College in 1962 after a long and successful career in college and university teaching and administration both at home and abroad, including eight years as president of Yankton College in South Dakota prior to accepting the presidency of Bridgewater. He is a native of New York who studied at the City University of New York and went on to earn his doctorate in psychology and economics from Columbia University.

The Rondileau years have been marked by tremendous growth in all aspects of the life of the College. Since Dr. Rondileau became president in 1962, the full-time undergraduate student enrollment has increased four times over, from 1,000 to 4,350, the size of the faculty has more than doubled, and the number of academic majors offered has climbed from less than a dozen to a total of twenty-two. In addition, six major buildings have been constructed, with a seventh in the planning stages, the graduate school has added several new degree programs, and the continuing education program has grown to the point where in the 1976 spring semester more than 3,500 people had enrolled for late afternoon, evening, and Saturday morning courses. Also, more than ever before, the College is reaching out to its neighboring cities and towns with a number of community service programs which utilize the resources of the College to help improve the quality of their lives.

Dr. Rondileau's philosophy of the College as a Community has been the significant guiding force in the development of Bridgewater State College over the past fourteen years. It has stimulated and encouraged the students, faculty, administrators, staff, and alumni to join together collectively in a cooperative partnership, sharing with each other and working together toward the goals of educational excellence and the free pursuit of knowledge.



## Chapter II THE CAMPUS

If a Bridgewater student a century ago could return today, he would view the campus in 1976 with the same incredulity that the original native Americans would have shown toward the Bridgewater of his day. No one, it is certain, would have conceived of the present-day Bridgewater campus a century ago.

Indeed, in the college's centennial year, 1940, there were many who felt that the college has reached its full growth, and they hoped that it could retain the size of its student body and location of the college for many more years. The suggestions of a new building on this campus even a generation ago would have brought cries of protest about need and cost that would have drowned out any arguments about the service that their new edifice would provide.

It is true that the college has grown and has spread but present-day Bridgewater State College still boasts of an attractive campus. The architecture of each building has been planned to fit into the general scheme of the campus, and each building fulfills an important functional role.

In the early years the college campus had a single frame building, which was enlarged several times. The first dormitory was constructed just after the Civil War. The first major change came with the construction of the fine brick Normal School building in 1891. Architecturally, it was typical of the period, red-brick, with large archways, a pattern repeated in many public schools of the period that still stand. Then early in the twentieth century the first building outside of the quadrangle, the Albert Gardner Boyden Gymnasium on the lawn facing the Unitarian Church, was constructed as were the new dormitories.

The fire that destroyed the main building in December, 1924, provided the excuse for a complete reconstruction of the campus. The new classroom building, Boyden Hall, was constructed on an eminence to the right of the old building with the front of the building facing the beautiful lawn. Gates House, which later became the president's home, was moved to its present site. The Training School, now the Burnell School, was constructed across the street. Many suggestions have been made to construct buildings on this expanse of lawn, but, happily, all have been resisted by four presidents of the college, and we glory in its beauty particularly in the spring and fall months.

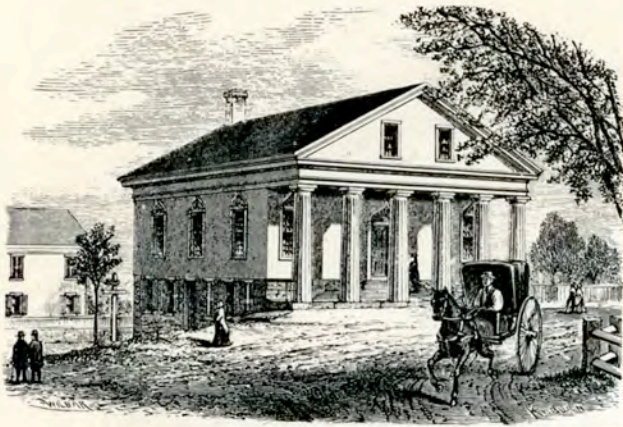
At Bridgewater's centennial (1940), the college buildings were Boyden Hall, Tillinghast and Woodward Halls, the Boyden gymnasium, the botanical garden and greenhouse, Gates House, and the power plant. From 1926 to 1956, a period of thirty years, the college campus remained almost unchanged.

Bridgewater's growth and expansion cannot be explained simply as part of the postwar boom, for the college grew slowly in the years immediately after the war. As late as 1956, when the John J. Kelly Gymnasium was dedicated, the college had only about 800 full-time students.

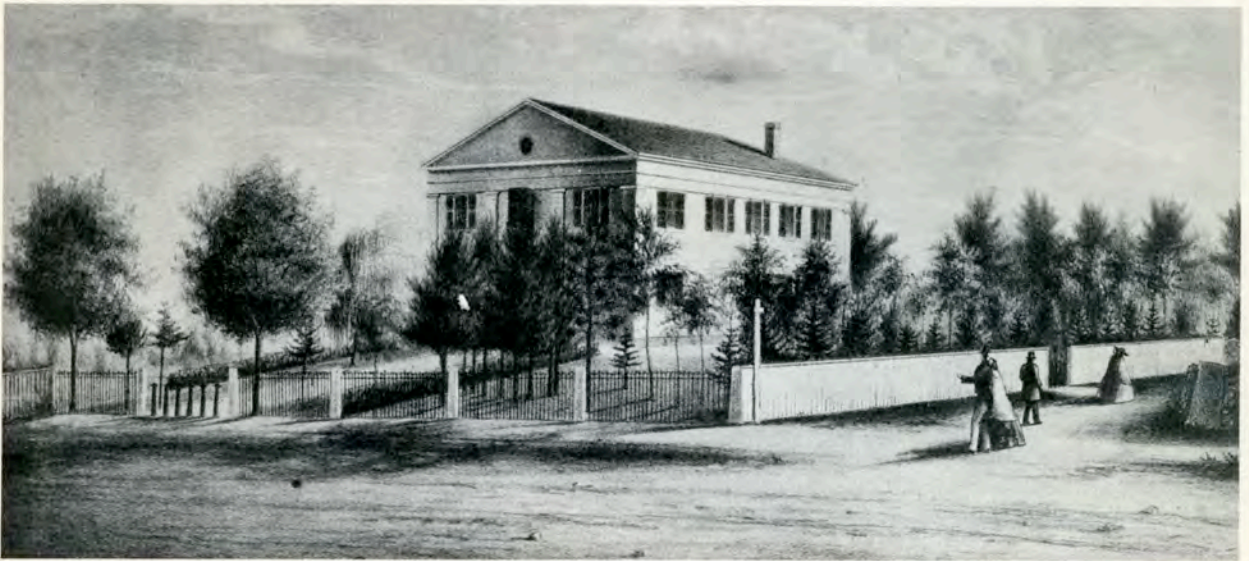
In the years that followed the student body grew in number, the campus was expanded, and the number of buildings increased. New dormitories included Scott Hall for men, Pope Hall for women, and then on Great Hill the dormitories named for Professor George W. Durgin and Ellen M. Shea. The Boyden gymnasium became a library in 1958 and was named in honor of President Clement C. Maxwell. The science building, named for Marshall Conant, was dedicated in 1964. The Student Union Building and the new Clement C. Maxwell Library were constructed on the lower campus quadrangle. New playing fields, tennis courts (named in honor of Dr. Henry Rosen) and a new power plant were recent additions.

We have a spacious campus of which we are proud. It is attractive and well-kept, and Bridgewater students show it to friends and visitors with well-deserved pride.





The Bridgewater Town Hall served as the school's home from September 9, 1840, when classes first commenced, until August of 1846, when a permanent home was erected. This building, which stood on the corner of Bedford and School streets, was one-story, forty feet by fifty feet, standing upon a brick basement. The interior of the hall was a large room divided by a matched board partition that could be lowered or raised to make two separate rooms if that was desired. The school room was furnished with the most primitive style of furniture, a pine board seat with a straight back attached to the desk behind. A high platform on three sides of the room brought the teacher prominently into view.



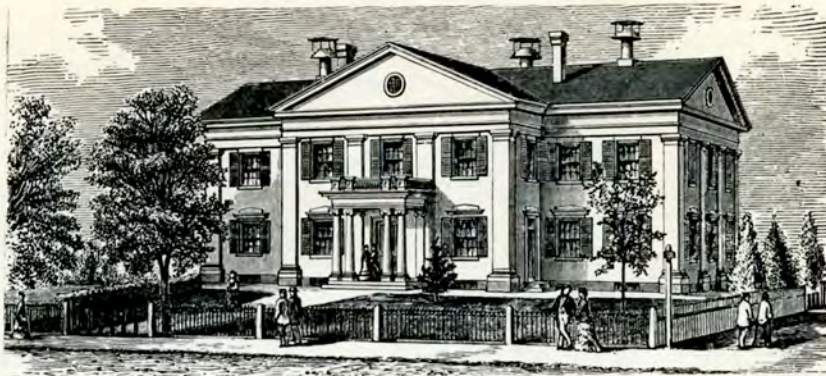
In August of 1846 the building pictured above was completed, and Bridgewater State Normal School had a permanent, and more spacious home. The structure had a significance for America as well - it was the first building ever erected in the United States for the preparation of teachers. It was built on a one and one-quarter acre plot of land donated by Colonel Abram Washburn, and stood where today a rock on the quadrangle marks its location (see below).

The building was a wooden structure, two stories in height, sixty-four feet by forty-two feet, and made to accommodate eighty-four scholars. The first floor had a room for the Model School, a chemical room, and two ante-rooms. On the upper story were two small classrooms and one large main schoolroom. Blackboards extended around each of the classrooms in the building.

Impressive ceremonies were held to dedicate the new building, and among those in attendance were the governor and various education officials, including the Secretary of the Board of Education, Horace Mann, who had been one of its staunchest supporters. It was here that Horace Mann made his well-known prophecy: "Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres."







The building was enlarged in 1861 as two wings were added

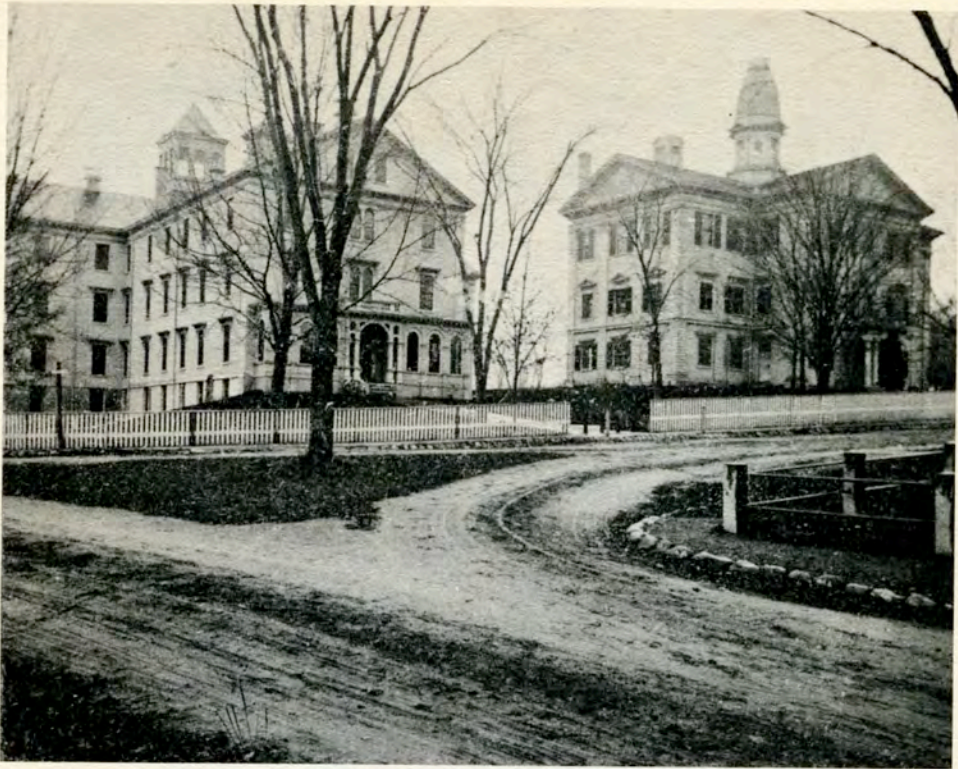


In 1871, a third story was added to the building



Bridgewater's first science building was constructed in 1881 as an annex to the main classroom building





In 1869 the school's first boarding hall was erected, and is seen here as the building on the left (this view is from where Pope Hall stands today). It contained twenty-one rooms, with space for fifty-four pupils. As the school already numbered 142 students, many could not be accommodated and had to find housing in nearby homes, where the cost per week averaged \$4.25, not including washing, fuel and lights. Often board could not be found at any price. In this first dormitory, the boys lived on one side, the girls on the other, and the principal and his family in the middle.



Two more dormitories followed in the 1890's. Woodward Hall, on the left, had originally been the science annex constructed in 1881 (see page 23). It was moved after 1890 and turned into a dormitory. Tillinghast Hall was erected in 1896. Both buildings were destroyed in the fire of 1924. With the addition of these dormitories, up to 250 students could be housed on campus.





By the late 1880's the school population had increased to nearly 200 students, and the physical plant was not capable of further enrollment growth. After much effort by Mr. A. C. Boyden, the state legislature voted an appropriation of \$150,000, and in 1890 the handsome brick building seen above was erected on the same spot as its wooden predecessor of 1846. Designed to accommodate up to 250 students, which at that time was thought to be the absolute upper limit of growth, the building contained classrooms, laboratories, a gymnasium, and space for the training school. It was later enlarged to provide additional needed space for the training school. The building on the left is the dormitory erected in 1869, Normal Hall.

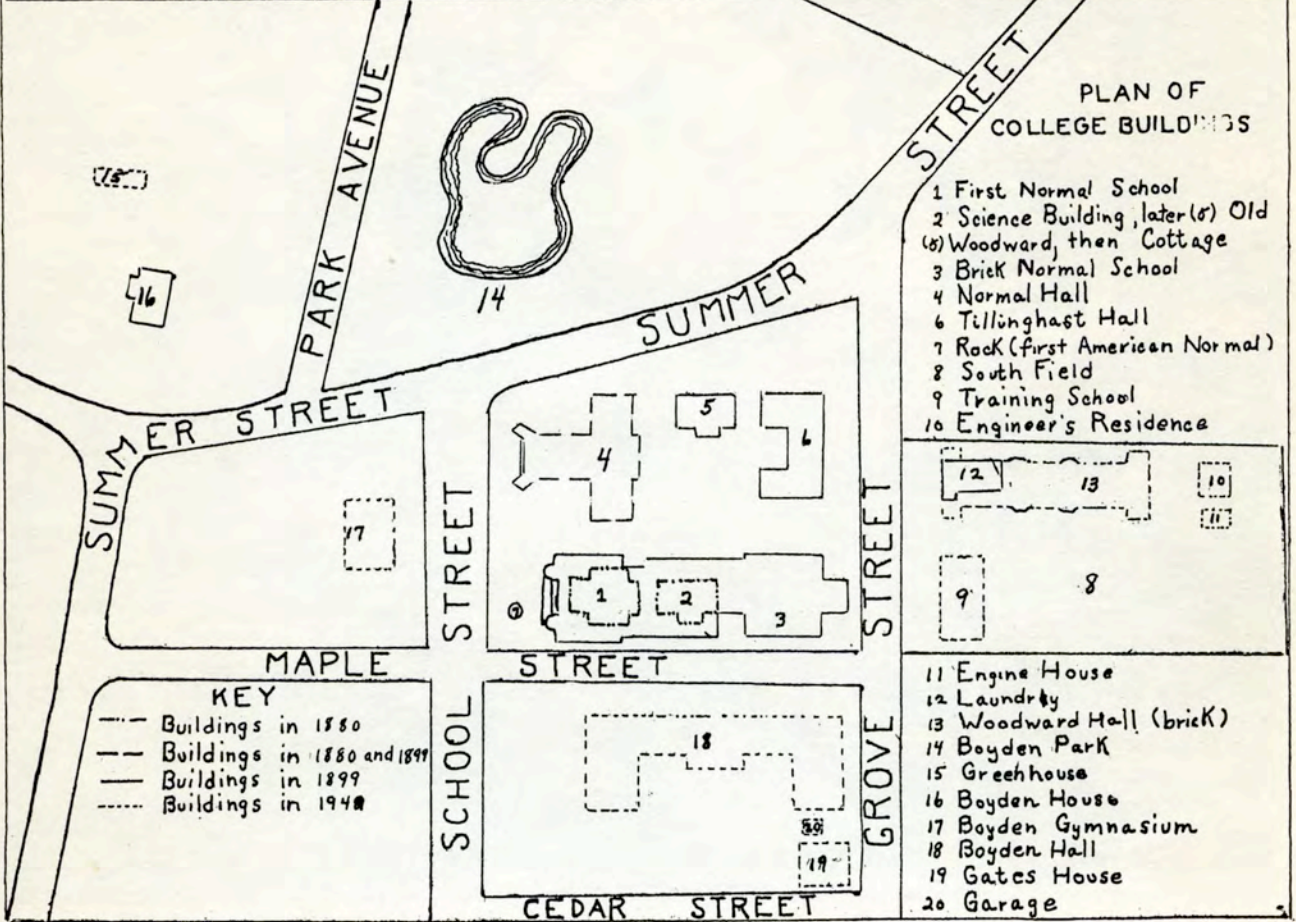




In 1881 a piece of land across the street from the school came up for sale, and Mr. A. G. Boyden purchased the lot, which amounted to six acres. He excavated a pond and laid out the grounds as a campus for the school. In 1886 the state purchased the land for the school, and generations of Bridgewater students today fondly remember the campus pond area, which was known as Boyden Park. The pond had long disappeared before the Student Union Building was built on this site in the late 1960's. The structure on the right in the picture above is the dormitory erected in 1869, Normal Hall, which stood where today Tillinghast Hall is located. The building on the left is Old Woodward Dormitory, also known as the "Cottage," which burned down in the fire of 1924.



# STATE TEACHERS COLLEGE at BRIDGEWATER



This map, dating from the 1940's, depicts the plan of campus buildings, old and new. Note the location of Boyden Hall (18) which will serve as a reference point for modern day students. Building 4 in the diagram above is the Normal Hall seen in photograph on preceding page, and building 5 is Old Woodward Dormitory, which had originally been building 2, the science annex of 1881, before being moved across the campus.

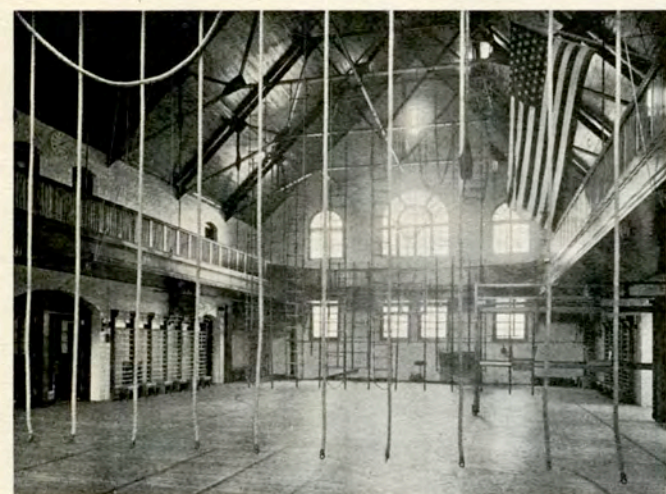




The Albert Gardner Boyden Gymnasium, erected in 1905. Outdoor sports and gymnastics had been introduced at Bridgewater State Normal School as early as 1860, and with the advent of the new building in 1890, with a gymnasium in the basement, physical fitness took on more emphasis. In 1891 Mr. F. F. Murdock was appointed to instruct students in exercises, and in 1893 a lady gym teacher was hired. In 1895 South Field, where today the Burnell School stands and the playground is located, was purchased by the state for baseball and football. The building of the gymnasium in 1905 was seen then as an appropriate culmination of these previous efforts.



Over the years the A. G. Boyden Gymnasium was destined to fulfill a number of important functions for the College, and these are depicted in the photographs below.



A gymnasium, 1905 to 1957



A library, 1958 to 1971

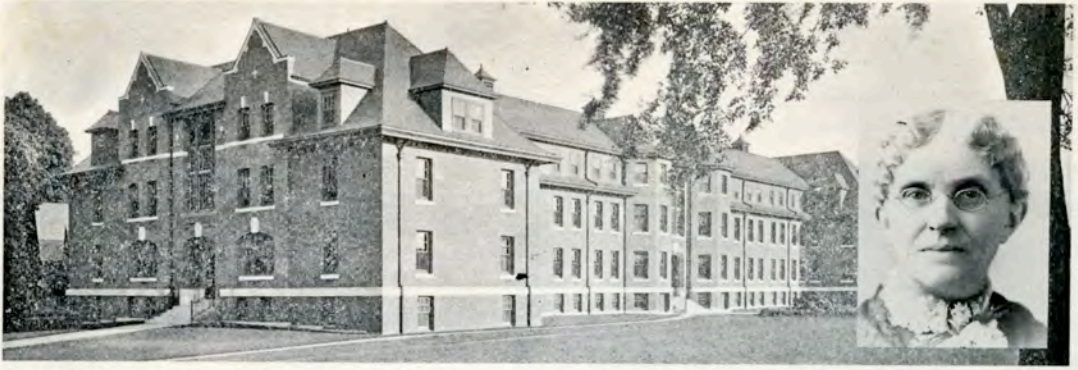


A faculty office building, 1971 to 1975



In January, 1976, the College's new Art and General Classroom Building opened in the completely renovated former gymnasium building.





In September, 1911, new Woodward Hall was erected as a women's dormitory with accommodations for 168 students. It was officially named in honor of Miss Eliza Bond Woodward, inset, a graduate of Bridgewater State Normal School and a member of the faculty from 1857 to 1887. It is today the College's oldest dormitory.



When Tillinghast Hall was erected in 1917, it served several purposes. It had offices for the school administration, a reference library on the first floor, a large dining hall on the second floor, and the dormitory on the third floor. Today Tillinghast Hall is primarily a dormitory, but it still has a large and elegant dining hall and its ground floor houses classrooms and faculty offices. It is one of three women's dormitories on lower campus (Woodward Hall and Pope Hall are the other two).



In 1911 an 84-foot greenhouse was erected on the school grounds. It was the donation of Mrs. Elizabeth R. Stevens of Swansea, a graduate of the class of 1872. Mr. Louis C. Stearns, inset, long-time school gardener and horticulturist, taught generations of Bridgewater students about plant and flower life, and today a memorial gate stands at the entrance to the garden in tribute to him.



DECEMBER 10, 1924

A DISASTROUS FIRE SWEEPS THROUGH THE COLLEGE DESTROYING MOST OF THE SCHOOL

Early in the morning hours of December 10, 1924, a fire starts in an air shaft in the large brick Normal School. By the time it is discovered by a nightwatchman, the fire is churning away through the center of the building and soon eating its way in both directions, up and down through the floors. Fire fighters respond, but low water pressure seriously hampers them. Soon it is out of control, and before the blaze is extinguished, the Normal School, old Tillinghast Hall, and the Cottage are completely consumed. Miraculously, no one is injured in the devastating holocaust, but the school has been destroyed.



The still smouldering hulk of what had once been the handsome brick Normal School.

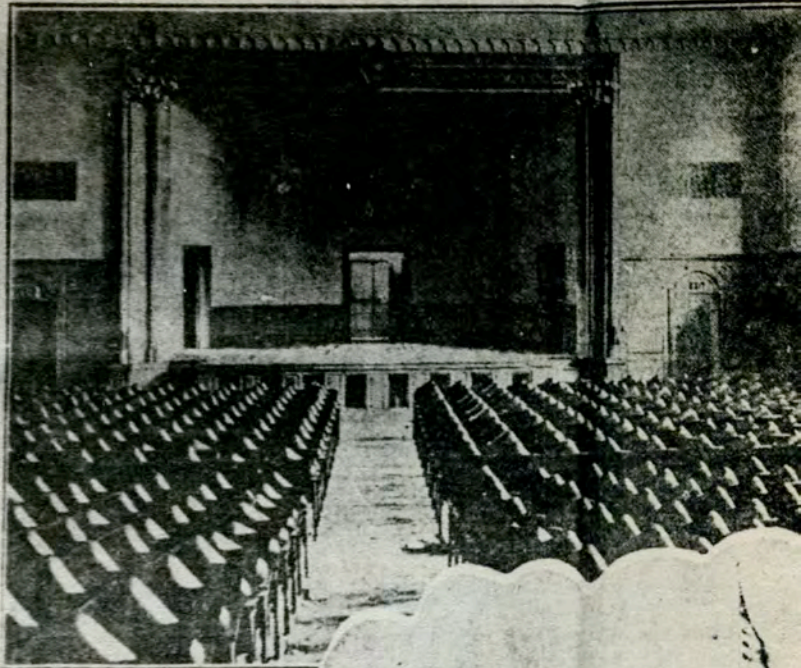


Old Tillinghast burns as spectators watch helplessly in the cold morning hours.



SATURDAY, OCTOBER 23, 1926.

# Dedication At the Br



## EXERCISES TO-DAY AT BRIDGEWATER

Gov. Fuller Brings Greetings  
of State--Other Guests  
and Speakers.

### PROF. BOYDEN'S ADDRESS

New Normal and Training  
Schools Have Cost  
\$750,000.



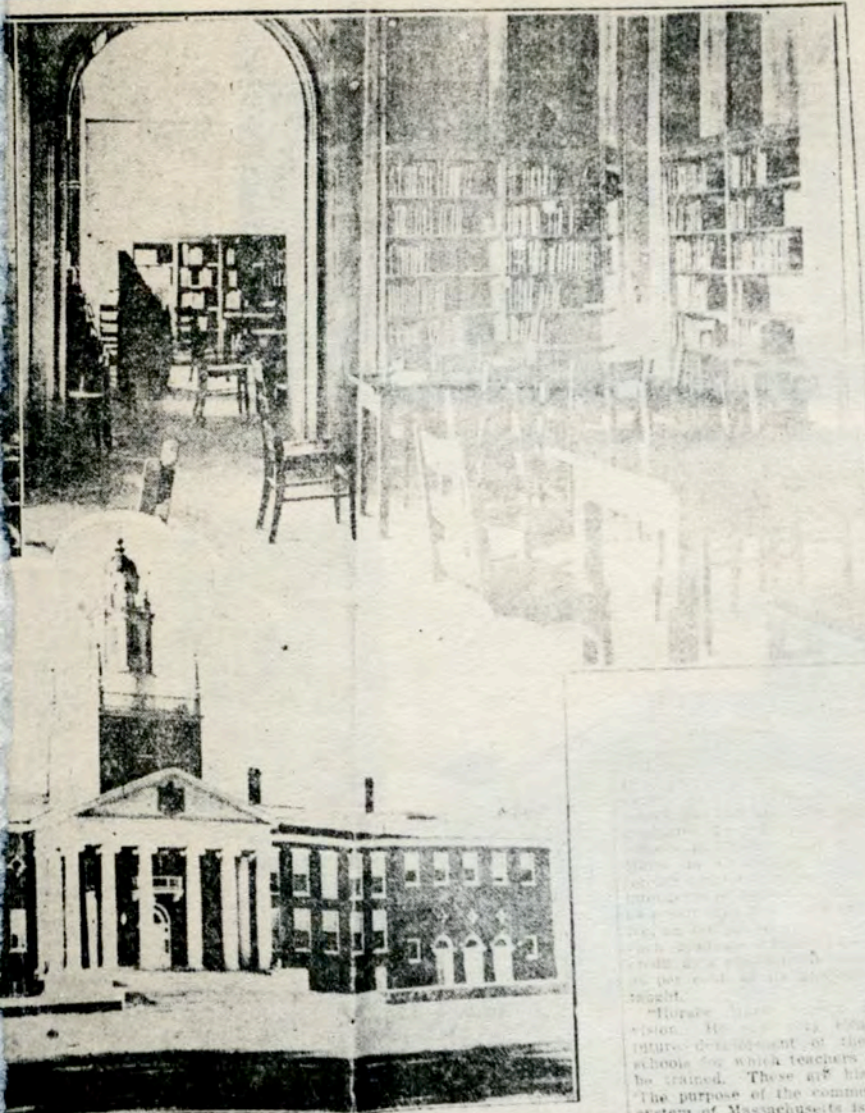
HANDSC  
Above at left--Interior of Horace M

RIDGEWATER, Oct. 23.—Two buildings, which has been given the by Rev. Egbert C. Prin

There were serious doubts the school would ever be rebuilt, and even once the decision was made to go ahead and reconstruct, several nearby cities and towns argued that the school should be rebuilt in their communities rather than Bridgewater. Yet Principal Arthur C. Boyden, who had stood with tears watching the school which has been his life burn down that December morning, launched an energetic campaign to restore the school to Bridgewater, and the newspaper ac-



# Bridgewater Normal School



NEW STATE BUILDING. Auditorium. At right, Interior of New Library Rooms.

...is to revive the older styles, coordinate with their history, beautiful school house for the State Normal school at Bridgewater. One count above bears testimony to his success. Though it took two years to build Boydell Hall and the Burnell School, the actual school time lost due to the fire was only a matter of weeks. Determined students and faculty held their classes in the dormitories that remained standing, and in nearby homes and churches, so that Bridgewater State Normal School was back in operation shortly after the Christmas recess of 1924.

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Boyden Hall, today the College's main administration building, erected 1926 and named in honor of Albert Gardner Boyden and Arthur Clarke Boyden. An inscription on a tablet inside the front door reads, "They gave their hearts, their minds, and their lives to this school."

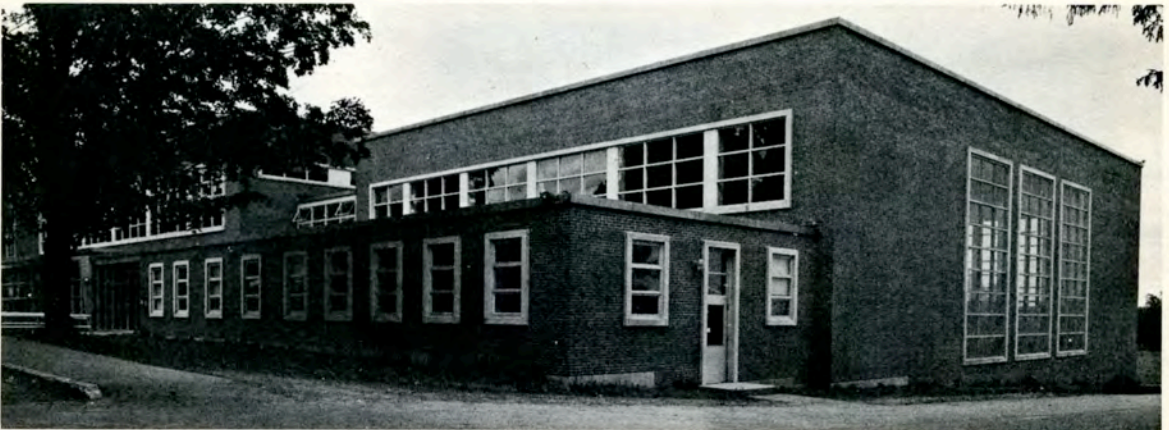


The Martha Burnell Campus School, erected 1926. Martha Burnell, inset, was a long-time teacher and principal of the training school, and it is named in honor of her service in those capacities.





The Samuel P. Gates house, since the 1930's the home of the presidents of the college. The house originally stood on the School Street side of the lot, in the opposite corner, and was moved to its present location after the fire, when it was used as a dormitory. Samuel Gates was a graduate of the school in 1857 and had donated the house and lot to the school before his death.

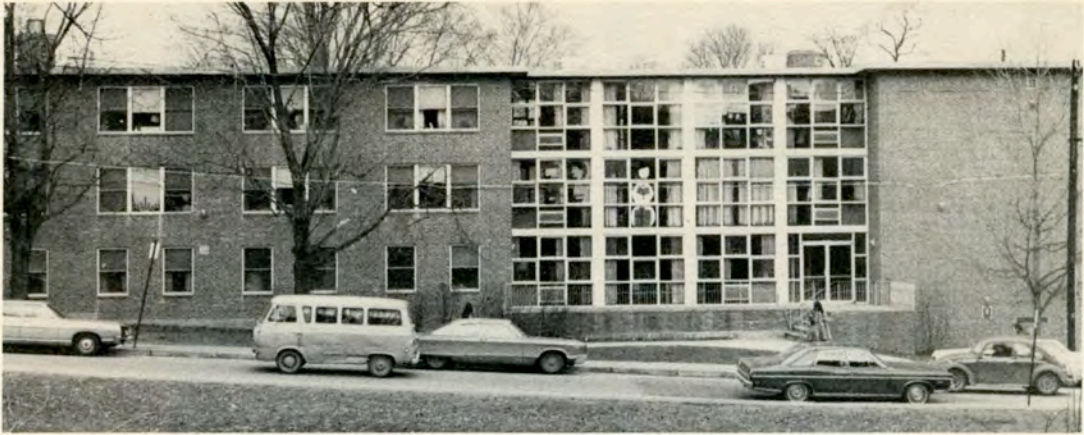


In 1957, the College built a new gymnasium with extensive facilities for a variety of athletic and recreational programs. Included in the structure is an olympic-size swimming pool. The College named the building in honor of its sixth president, John J. Kelly, an avid sports enthusiast.



A modern power plant was constructed for the College in 1965.





Pope Hall, a new women's dormitory, opens in 1960 on lower campus. The impressive new structure is named in honor of Miss S. Elizabeth Pope, Dean of Women from 1919 to 1955. Miss Pope, who had first joined the faculty as a teacher in the training school in 1914, was to continue to serve the College actively after her retirement in 1955. She became Executive Secretary of the Alumni Association, and remained involved in the life of the College until her death in January of 1975. Beloved, admired, and respected, S. Elizabeth Pope is seen below through her years of association with Bridgewater.



Miss Pope in her first year at Bridgewater, 1914



Miss Pope as Dean of Women 1935



Miss Pope in the fall of 1974



Scott Hall, built in 1961 on lower campus, was the first all-male dormitory ever built at Bridgewater. It is named in honor of Dr. Zenos Scott, fifth president of Bridgewater State College.





The Marshall Conant Science Building was opened in 1964, and named in honor of the distinguished scientist who served as the second principal of the school. Extensive laboratory and research facilities supplement the classrooms in the Science Building, which also has a large lecture hall. Its modern scientific equipment includes a Zeiss Electron Microscope utilized by the Department of Biological Sciences (see page 58).



In 1967 two new residence halls were opened at Great Hill to accommodate 600 students, 300 men and 300 women. The women's dormitory is named in honor of Dr. Ellen M. Shea, Dean of Women from 1955 to 1965, and Dean of Students from 1965 until her retirement in 1974. The men's dormitory is named after George M. Durgin, a veteran science teacher at the College. The dormitories each have in addition to student rooms, lounges, study areas, recreational rooms, and outdoor athletic facilities nearby.



Dr. Ellen M. Shea



Professor George M. Durgin



The Student Union Building upon completion in 1970



The Student Union Building, one of the finest such complexes in the nation, is the center where today many of the College's varied student activities take place. Opened in 1970, the Student Union boasts a long list of impressive facilities, including: a 900-seat cafeteria, a snack bar, a formal dining room, a Rathskeller that features good food and lively entertainment, game rooms equipped for pool, ping-pong, and other recreational activities, large and small conference rooms, a television lounge, a browsing room stocked with reading materials, a hobby shop, complete with darkroom for photo buffs, a music lounge, offices for student organizations, and private study areas. Located in the Union are the offices of THE COMMENT, the weekly student newspaper, and the College's FM radio station, WBIM. The College's closed circuit television studio is housed here also. A large theater wing is another feature of the Union, with a 1,450 seat auditorium, dressing rooms, costume rooms, and stage equipment to rival many professional theaters.

The Student Union Program Committee regularly schedules a host of activities, ranging from lectures, concerts, and films, to mini-courses, cultural exhibits, and recreational competitions.

Outside the Student Union Building, an attractive reflecting pool, surrounded by a landscape of plants and flowers, provides a nice atmosphere in warmer weather. Funds for the fountain and landscaping were given in memory of Flora M. Stuart, a long-time training school teacher at Bridgewater State College, and the fountain is named in her honor.

Flora M. Stuart, for whom the fountain in the rear of the Student Union Building is named





Sixteen tennis courts were opened in 1972 in the area below the Great Hill dormitories. In the spring of 1976, the courts were named in honor of Dr. Henry Rosen, chairman of the Department of Instructional Media at BSC for twenty-five years until his death in 1975. Dr. Rosen had been the coach of the tennis team at Bridgewater for over two decades.

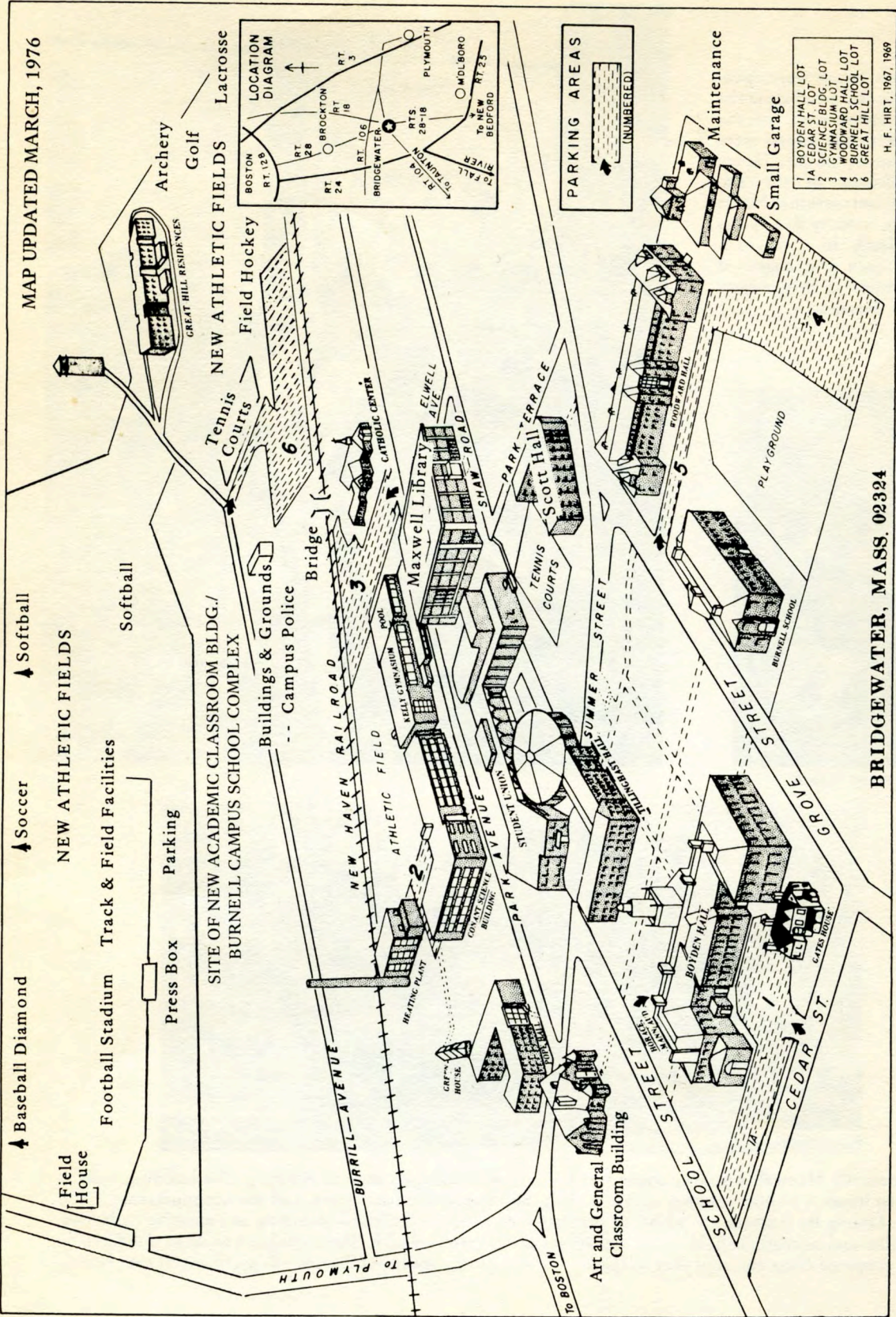


Dr. Henry Rosen



The Clement C. Maxwell Library, opened in 1971, is the College's newest building. The building has the capacity to house 425,000 volumes within its large and impressive four stoies, and can accommodate 2,500 students. Among its features are a host of sophisticated research facilities, including an extensive collection of microfilm and microfiche holdings, a dial-access carrel system which allows students to view and listen to specially prepared films and tapes for selfpaced learning, and a special collections department of rare books.

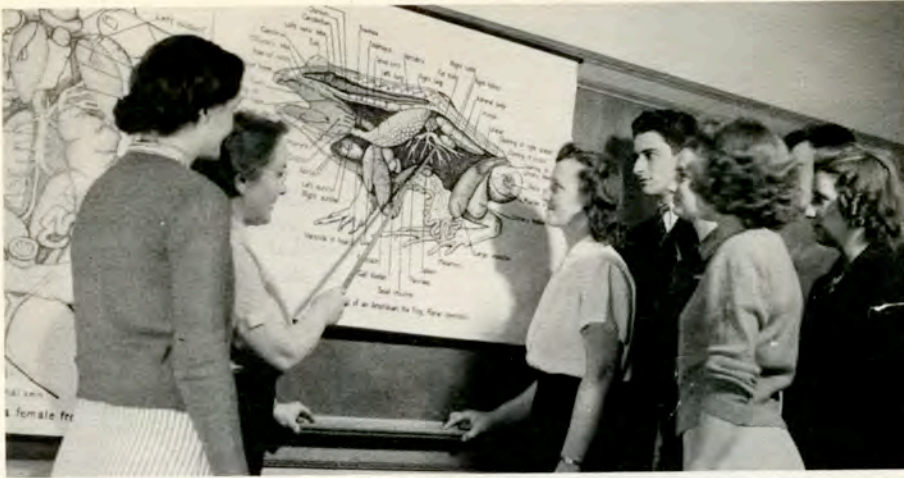




This is Bridgewater State College today. As the map indicates, extensive new athletic fields have been constructed near Great Hill. These fields were in use for the first time during the fall of 1974. Also, a new academic classroom building/campus school complex is scheduled to begin construction perhaps as early as the spring of 1977. The campus of Bridgewater State College today encompasses eighteen major buildings spread out over nearly 200 acres of land.



### Chapter III The Academic Experience



Bridgewater Biology Students in 1940

A college is more than buildings, more than students, more than traditions. Long ago Bridgewater adopted the motto, "*Not to be ministered unto, but to minister,*" and many generations of her presidents, teachers, and students have taken the adage seriously.

The student at Bridgewater in 1840 received an education that was mainly a review of his secondary school work. It must be remembered that the first high school had been established fifteen years earlier and that this educational program was still experimental, and that the concept of training teachers was still foreign to the American mind. In addition, the idea of a normal school was imported from Europe, and in a highly nationalistic age that was enough to cause it to be viewed with suspicion.

But the early Bridgewater teachers, though idealistic and watchful of the ultimate goal, worked with the situation as it was rather than as it ought to have been. It was a difficult concept then, and it is difficult to accept now, but generations of Bridgewater teachers know that it is the only idea that works.

Each of the early principals and teachers had his mark of distinction. Tillinghast was a patient man, who had been a captain in the peacetime army, and that alone must have taught him that "*They also serve who only stand and wait.*" He stressed good discipline, good drilling, good practice, and allowed the students to learn by teaching each other. Perhaps the idea seems crude and even naive today, but it worked in its time, and many of the men and women that he trained became leaders in the normal schools and colleges of the day.

Marshall Conant was the master of the inquiry method. His scientific training and his interest in the practical were important in the growth of the college.

Of the Boydens, father and son, too much cannot be said. We see their monuments all around us. They schemed and planned for Bridgewater's growth and leadership and recruited excellent teachers, the Leonards, Jacksons, Shaws, Davises, Stuarts, and Kirmayers, among others, who set the pace for the generations of teachers who followed.

Men like Drs. Kelly and Maxwell had vision, too. Dr. Kelly saw Bridgewater as a great institution for training of teachers, hoped to keep it small and to encourage legislative support for a good program to produce excellent elementary teachers. Dr. Maxwell, trained in the liberal arts, had a vision of Bridgewater as a great liberal arts college as well, and he encouraged the growth of programs in science, the social and behavioral sciences, and the humanities. Realizing that this meant increasing faculty in those areas and improving the library and laboratory facilities, he spent much energy inducing the proper authorities to provide funds to meet these needs.

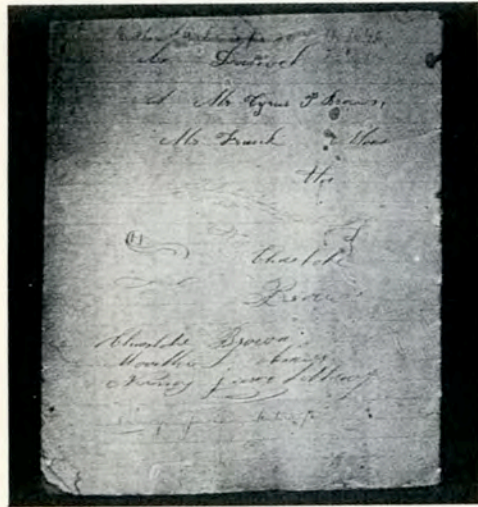
Dr. Adrian Rondileau came to Bridgewater when the college was at the crossroads and took the lead in asserting the need for Bridgewater's academic growth as well as its physical expansion. In his inaugural address he called for a dedication to excellence, claiming that many who talked of future needs and ambitions placed their sights too low. Under his leadership the student body and faculty have grown greatly. He has brought many scholars with impressive credentials to the college to aid him in his pursuit of excellence in all academic matters.





Abigail Morton, left, was one of the seven men and twenty-one women who entered the first class of Bridgewater Normal School on Wednesday, September 9, 1840. She was a resident of Plymouth, and after graduation taught for ten years. She later became a well-known writer, and founded the Women's Industrial Union of Boston, a group still functioning today.

The only cost to students was \$1.00 per term for "wood, sweeping, etc.," but they had to furnish themselves with copies of Webster's Grammar and Mitchell's School Geography. All other books and supplies were furnished by the school. At left is Miss Brown's notebook, our earliest surviving student document. It is said that Mr. Tillinghast was so pleased with the book that he moved Miss Brown to the head of the class.



Charlotte Brown, Class of 1844  
 When Miss Brown entered the school, the school year was two terms of fourteen weeks each, which students did not have to attend consecutively. Female applicants had to be at least sixteen years of age and male applicants had to be seventeen. These applicants had to present themselves on the first day of the term and be examined in reading, spelling, writing, geography, grammar, and arithmetic, and they had to pledge to teach in Massachusetts after graduation.





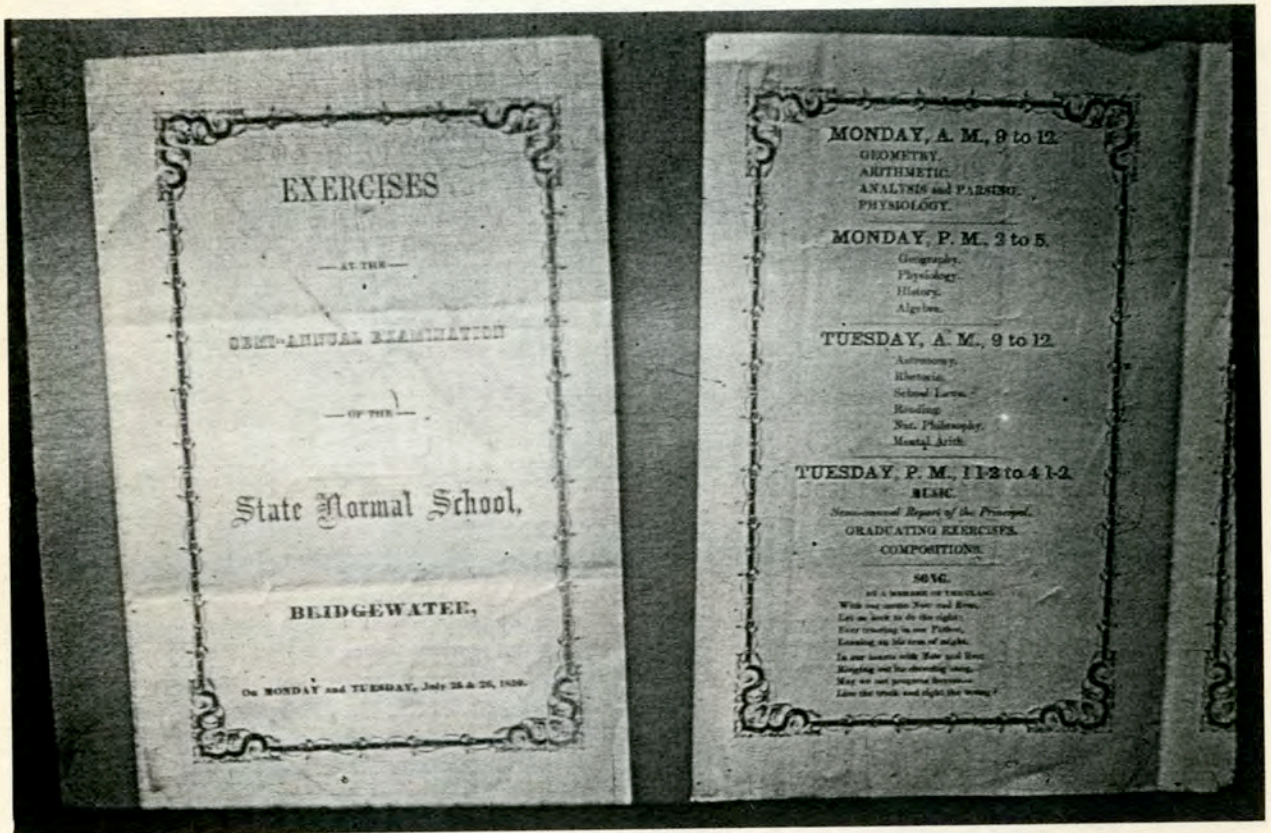


The Class of 1856. By this time there were eighty students in attendance, and the school year was divided into a fall term of twenty-one weeks and a spring term of nineteen weeks, and students were now required to attend three terms consecutively. Tuition was still free to Massachusetts residents pledging to teach, and total expenses amounted to \$1.50 payable in the middle of each term. Each student was expected to furnish some of his own books, specifically including Lippincott's "Gazetteer of the World," and such costs could amount to \$7.00. Board and room could be found in nearby homes for approximately \$2.75 per week, exclusive of fuel and lights. Among the subjects studied by these students were etymology, English grammar, algebra, physiology, history of the United States, natural philosophy, astronomy, book-keeping, logic, and school laws of Massachusetts.





The Class of 1859 poses on the lawn in front of the school.



As early as 1856 semi-annual examinations were held in which the scholars were tested, publicly, on their knowledge and attainments. The exercises occupied two full days. Above is the schedule of the exercises for 1859.



## BRIDGEWATER NORMAL SCHOOL.

SEMI-ANNUAL EXHIBITION AT THE CLOSE OF THE EIGHTY-SIXTH TERM—A GOOD DISPLAY BY THE GRADUATING CLASS IN TEACHING—THE ESSAYS AND VALEDICTORY—REPORT OF THE PRINCIPAL.

The eighty-sixth term at the State Normal school in Bridgewater ended yesterday with the usual exercises of the closing day. The attendance of the parents and friends of the pupils was as a matter of course large, and of the board of education the Rev. C. C. Hussey of Billerica, the Hon. Joseph White, LL. D., secretary and treasurer, and Abner J. Phipps, agent, were present. There was an elegant bouquet on the principal's desk at the hall, but no other decorations.

The morning session was principally occupied by lessons in teaching, conducted by members of the graduating class. None of the graduates had met the classes which they taught before, and their success was all the more creditable to them. Horace Packard taught in book-keeping; Mary H. Kelley, Emma J. Purdy and Ellen M. Lovering, in geometry; Emily J. Herrick, Lucy M. Wilder and Hattie D. Hall, in geography; Lillian Bryant, in anatomy; Edward P. Shute, in mechanics; Julius E. Tuttle, in reading; Julia F. Cutter, in spelling; Horace D. Newton, on the chemistry of bread-making. An anthem, "Praise waiteth for Thee," and a chorus, "The March," were sung by the school, and an exercise in gymnastics was gone through with. At the close of the forenoon exercises, the Rev. C. C. Hussey, of the board of education, said that the teaching exercises of the morning seemed to him to approach nearer practical topics than was usual at normal school exhibitions.

The afternoon exercises began at two o'clock with teaching in Latin and other studies by Messrs. Benjamin C. Boylston and John B. Gifford of the advanced class. The school then sang an anthem, "I will extol Thee," after which Horace Packard, Lucy M. Wilber and Emily J. Herrick of the senior class read several selections. B. Clarence Boylston read an essay on "Theory and Practice," and John B. Gifford on "Special and General Culture."

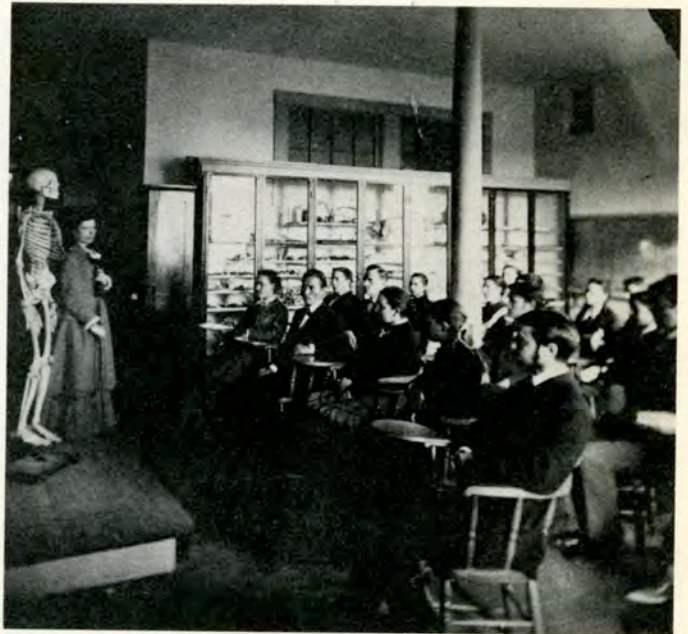
The principal, Albert G. Boyden, made a brief report for the term, which he said had been even more than usually successful. He declared that much of the credit for the good results shown was due to his assistant teachers. The statistics presented were: Number in the advanced course, 31; senior class, 16; sub-senior class, 34; ex-junior class, 30; junior class, 49; number of pupils in attendance the present term, gentlemen, 45; ladies, 115—total, 160; number of different pupils during the past year, gentlemen, 55; ladies, 155—total, 210.

The valedictory was then read by Edward P. Shute of Derry, N. H., his subject being "Individuality." He believed that individual development was only possible in a free and enlightened country. The teacher must individualize his pupils and must be a distinct personal force in their midst.

The Hon. Joseph White then presented diplomas to the following graduates: Advanced class—Benjamin Clarence Boylston, Marshfield; John Benjamin Gifford, Westport. Senior class—Horatio Danforth Newton, Chatham; Horace Packard, West Bridgewater; Warren Anson Rodman, Wellfleet; Edward Parker Shute, Derry, N. H.; Julius Herbert Tuttle, West Acton; Lillian Bryant, East Bridgewater; Julia Francis Cutter, Pelham, N. H.; Hattie Dora Hall, Yarmouth; Emily Jane Herrick, Tromungatum, India; Mary Hagan Kelley, Nantucket; Ellen Maria Lovering, Medfield; Emma Jane Purdy, Stoughton; Lucy Maria Wilber, Milford.



This photograph and the one below are among the earliest existing of classroom scenes at Bridgewater State Normal School, and probably date from the 1870's.



A newspaper account from 1875 of the semi-annual examination at Bridgewater State Normal School.





## BRIEF CIRCULAR

OF THE

# Bridgewater State Normal School.

This Institution was established by the State for the preparation of Teachers, of both sexes, to instruct in the Public Schools of the Commonwealth, and is under the direction of the State Board of Education.

The School-Year is divided into two terms, each containing twenty weeks of study, with a week's recess near the middle of the term. The Fall term is preceded by a vacation of eight weeks, and the Spring term by a vacation of two weeks. The next Fall term will commence on TUESDAY, September 11, 1866. The next Spring term, on TUESDAY, February 19, 1867.

Male applicants for admission must be at least seventeen years of age; female applicants, sixteen. They must declare their intention to become Teachers; must present a satisfactory certificate of good moral character; must declare their full intention of faithfully observing the regulations of the school while members of it; and pass a satisfactory examination in Reading, Writing, Spelling, Arithmetic, Geography, English Grammar, and the History of the United States. The examination for admission takes place on TUESDAY, the first day of each term, beginning at nine o'clock, A.M.

The regular course of study includes the English branches which are prescribed by law for the Common and High Schools of the State; also the more strictly professional studies, embracing Mental and Moral Philosophy, Theory and Art of Teaching, including Principles and Methods of

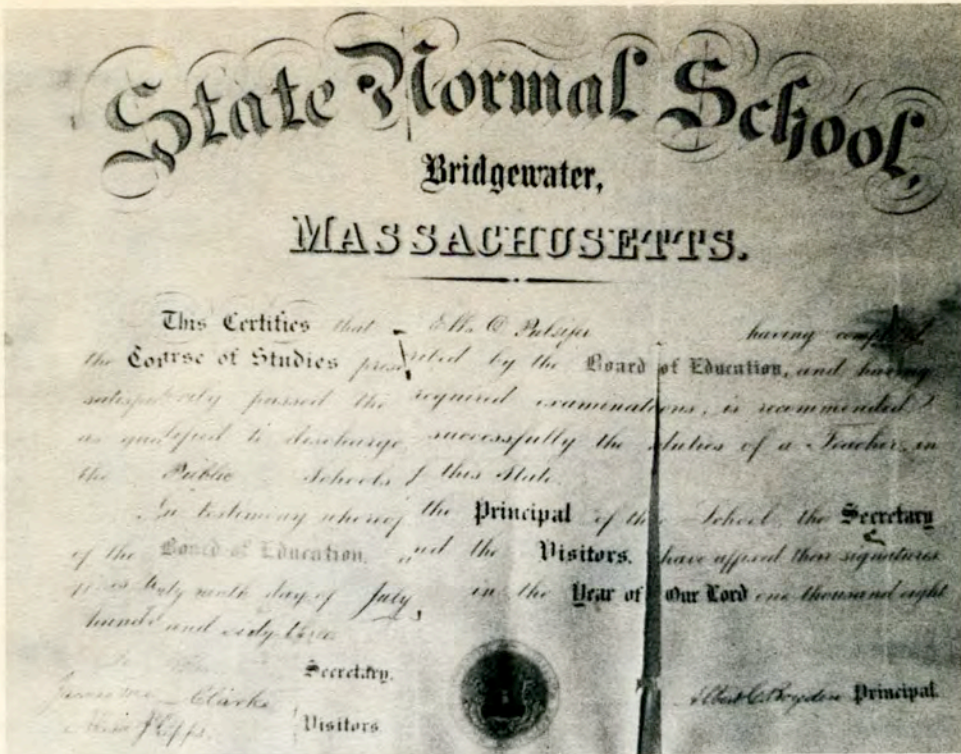
In March, 1865, the Normal School academic program was revised and the course of studies lengthened to two full years divided into four terms. Above is the first page of an admissions circular dating from 1866. In the first term, students studied such subjects as arithmetic, chemistry, and English grammar; In the second term, algebra, geography and history, and English grammar. Lessons were also given twice a week in Botany and Zoology; In the third term, book-keeping, natural philosophy, and rhetoric and English literature; In the fourth term, astronomy, mental and moral science, theory and art of teaching; and school organization and government.





The faculty and the senior class of Bridgewater State Normal School in 1868. The members of the faculty (numbers one through seven) are: 1. Albert G. Boyden, principal; 2. Eliza B. Woodward (for whom Woodward Hall is named); 3. Alice Richards; 4. George H. Martin (who went on to lead a highly distinguished career in state education); 5. Mary H. Leonard; 6. Albert E. Winship; and 7. Hosea Holt. The students are: 8; Sarah R. Walker; 9. Flora McFarland; 10. James A. Francis; 11. Mary E. Minter; 12. Cora I. Young; 18. Moses W. D. Hurd; 14. Laura A. Leonard; 15. Samuel J. Bullock; 16. Clara F. Leonard; 17. Hattie E. Cobb; and 18. Noah Hathaway. Beginning in 1865, when the school year was divided into two terms and a total of two years were required for graduation, each of the four classes in attendance came to be known by a specific name. First term students were Juniors, second term students were Ex-Juniors, third term students were Sub-Seniors, and fourth term students, such as those above, were Seniors.





The handwritten certificates of the 1840's and 1850's had been replaced by official diplomas in 1861. Ella Pulsifer, a graduate of the class of 1863, received this impressive looking document on July 9th of that year.

Mr Boyden -  
Sir -

We, the undersigned, members of the Bridgewater Normal School, understanding that reports derogatory to the interests of the School are in circulation, and wishing to express our disapproval of the same, <sup>would</sup> indicate it by the subscriptions of our names to this paper - that we extend to you and those associated with you in the government of the School our heartfelt sympathy; and that we fully sustain you in such government.

“. . . reports derogatory to the interests of the School are in circulation” according to the document above, written in 1863, and in defense of their institution and principal the Normal School students affixed their signatures to a petition affirming their support. Just what the reports were was not specified.

Hattie G. Richardson.	Eloua M. Clark
Emmeline F. Felton.	Addie Reed
E. M. G. Sanborn.	Lucia A. Kingman
Abbie M. Dotson.	Mary M. Leonard.
Julia G. Brown	Caroline R. Brown.
Corra P. Daggett.	Mary C. Bates
Lizzie M. Leonard	Florence A. Jenkins.
Mary B. Richardson.	P. Ruth Woodard
Hattie W. Leely.	M. A. Kingman.
Abbie F. Tallson.	Fannie Reed
Minerva Farnum.	





A group of students and faculty of the Bridgewater State Normal School gather in front of the school building in this photograph, circa 1880. Total student enrollment by this time was approximately 160 students.

To this end there must be the most thorough knowledge: *first*, of the branches of learning required to be taught in the schools; and, *second*, of the best methods of teaching those branches.

The primary object is to train the pupils to the habit of clear and systematic thinking and speaking, to give them such command of themselves that they can educate others.

#### Course of Study.

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:—

“The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

#### Branches of Studies to be Pursued.

##### First Term.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

##### Second Term.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

##### Third Term.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

##### Fourth Term.

1. Astronomy.
2. Mental and Moral Science, including the Principles and Art of Reasoning.
3. Theory and Art of Teaching, including,—
  - (1) Principles and Methods of Instruction.
  - (2) School Organization and Government.
  - (3) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

In connection with the foregoing, constant and careful attention to be given throughout the course to Drawing and Delineations on the blackboard; Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

The order of the studies in the course may be varied in special cases, with the approval of the Visitors.”

#### Advanced Course of Study.

The Board of Education have generously provided “a Supplemental Course of Study, occupying two years, in each of the four Normal Schools, which shall comprise the Latin, French, Higher Mathematics, Ethics, Natural Sciences, and English Literature.” The object of this advanced course is to give to young persons of decided ability the opportunity to prepare themselves thoroughly, to meet the constantly increasing demand for well-trained teachers in the different grades of the public schools.

Past graduates of the school may avail themselves of the privileges thus freely offered by the State.

#### Examinations and Graduation.

Examinations, both oral and written, are made each term in every study, and the result in each must be satisfactory to enable the pupil to advance to the studies next in order. Only those pupils who have satisfactorily passed all the examinations in the prescribed course of study receive the diploma of the Institution.

#### Employment of Graduates.

The graduates of the school readily find employment in teaching. The demand for graduates of both sexes, and especially for well qualified young men, to fill good positions in the public schools, is greater than the school can at present supply.

The school catalogue in 1870. Beginning in September of 1870, students could choose to attend the Advanced Course for an additional two years, and the program is outlined on the page above at right.

Bridgewater students of that era attended classes Monday through Friday, from 9:15 a.m. to 12:15 p.m., when they had lunch, and resumed classes at 2:00 p.m. and remained in school until 4:30 p.m. According to the school catalogue, ten minutes of devotional exercises were held in the morning (see next page), followed by twenty minutes of “general exercise” in which the students were quizzed and questioned on various topics. The last twenty minutes of the afternoon session were spent in gymnastic exercise, and the session closed with singing.





MORNING EXERCISES UNDER THE WATCHFUL EYE OF PRINCIPAL ALBERT G. BOYDEN (circa 1890)





Mary Ellen Clapp  
(Mrs. Jesse Dwight Sallee) 1896

Outstanding in my memories of Bridgewater are the chapel programs under the senior Mr. Boyden. We had, each morning, a musical program consisting of the hymns which accompanied divine worship, then some inspiring chorus singing of secular type, and occasional student solos, always some helpful address by Mr. Boyden, which created ambition in his students. Enthusiasm ran high in those days.

Edward P. Fitts 1872

No one who ever sat under Mr. Albert Boyden will ever forget his reading of the Bible at morning exercises and his praying for us with tears rolling down his cheeks.

Mildred L. Hunter  
(Mrs. Edmond L. Sinnott) 1892

We called chapel programs - opening exercises - they were devotional, followed by a helpful, informal talk by the principal. If it began, "There is a tendency on the part of a few", we called it a "lecture".

Phebe Lewis  
(Mrs. James R. Hubbard) 1919

Each morning Mr. Arthur Boyden led the chapel exercises, and concluded them with the most inspiring talks of that nature that I have ever heard. We loved Mr. Boyden! He has a fine sense of humor, was approachable and kind, and never have I known anyone who could help a slow student make a prideful recitation the way Mr. Boyden could.

Maud J. Bray 1895

Instead of chapel we had "general exercises" in the large assembly hall (two pupils at a desk-movable chairs). After a hymn the elder Mr. Boyden, lovingly called "Pa", froze all with his piercing eye as he searched for a victim for such questions as "How many windows in the left wall?" For close observation was his hobby. And well has the scientific power developed by him and his wonderfully able faculty served me in later studies.

Lottie F. Graves  
(Mrs. Edwin R. Sampson) 1893

Mr. Boyden used to speak on many subjects which he thought would be for our good, even in the fall announcing that it was time to put on our winter flannels. "Winter flannels" would have no particular meaning to present-day students, I imagine.





A science lecture demonstration class - Bridgewater State Normal School, 1890

Beginning in 1894, applicants for admission to the State Normal School had to be high school graduates in order to take the entrance examination. In 1907, the school admitted students without an examination in any required subject in which they had a standing of B or 80%, provided this was certified.

In 1900 Bridgewater students could still elect a four years' course if they wished, but the program was dropped in 1917 because the Board of Education felt it was an "unnecessary intrusion into the college field." The course was re-introduced in 1921. In March of that year the Governor signed into a law a bill allowing the Normal Schools to award a Bachelor of Education degree to any person completing the four years' course. During the twenties the two-year course was gradually discontinued and the three years' course became the standard. By 1934 the three year course had, in turn, been pushed out of existence in favor of the four year course, and since 1934 all students entering the College have been candidates for the Bachelor's degree.



In 1926, Miss Newton's Modern Problems Class enjoyed the fresh air on the gymnasium lawn.



## FROM 1890 TO 1976



Bridgewater coeds, 1967, in Boyden Hall classroom

Bridgewater had been designated a State Teachers College since 1932, and the degree it awarded was changed from a Bachelor of Education to a Bachelor of Science in Education degree. Beginning in 1962, Bridgewater students would elect to become candidates for the Bachelor of Arts degree. Today students may choose a Bachelor of Arts, Bachelor of Science, or a Bachelor of Science in Education degree.

Beginning in 1959, the test results of the College Entrance Examination Board were, along with the student's high school record and references, the only criteria for admission.

Bridgewater State Teachers College became State College at Bridgewater in 1960, and several years later the school became Bridgewater State College.

Today, undergraduate students at Bridgewater can elect a major in any one of twenty-two different academic areas, (compared with eleven, for example, in 1962), and minors in one or more of thirty academic areas. Graduate students may choose a Master of Arts, a Master of Arts in Teaching, a Master of Education, or a Master of Science degree program.



Student Union Building demonstration room is classroom setting in 1976





Students work under the careful supervision of their instructor in 1890 library scene



In 1937, Bridgewater students do their research in Boyden Hall library





Boyden Hall was still the home of the College library in 1953

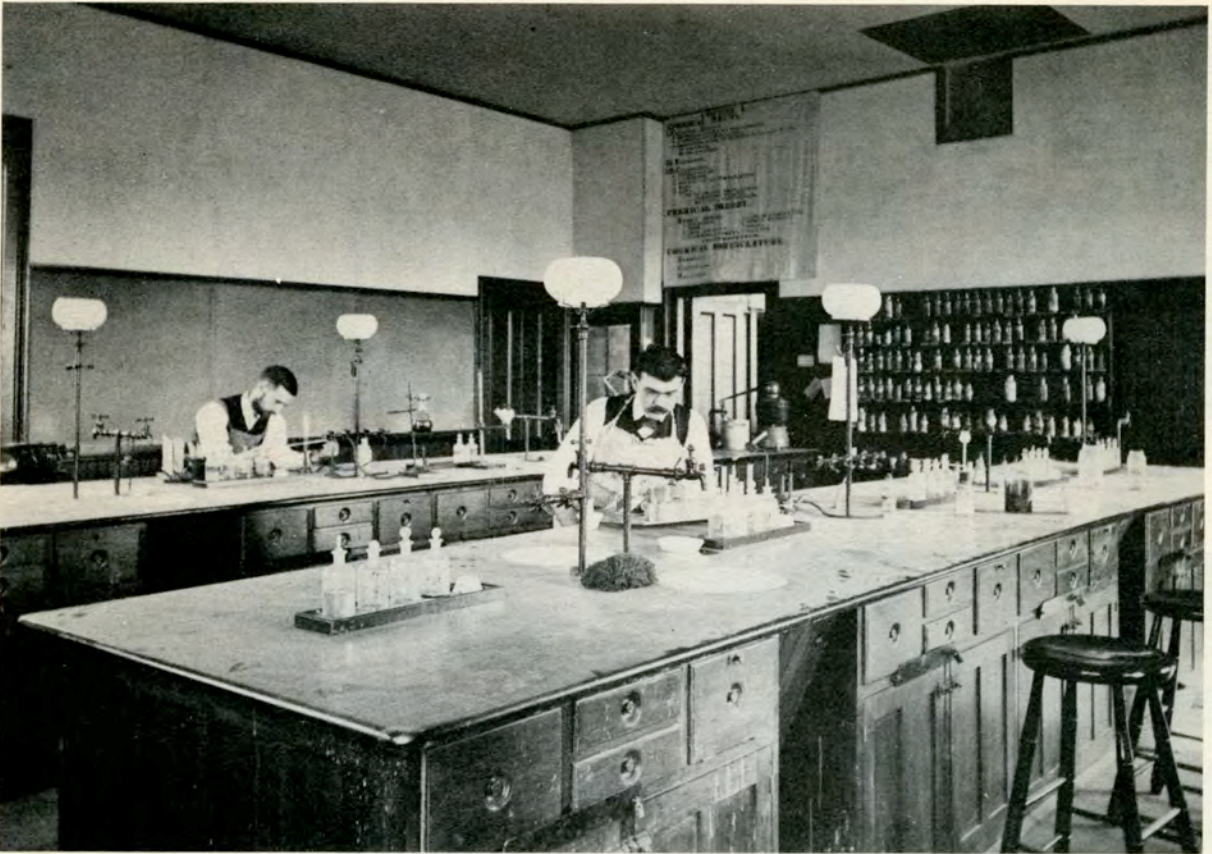


The old gymnasium had been converted into the new library when these students used it in 1964.



The new Clement C. Maxwell Library, with the capacity to house over 400,000 volumes and accommodate 2,500 students, was opened in 1971. This photograph, taken in the spring of 1976, shows the main reading area on the second floor.





Bridgewater State Normal School's first science building was constructed in 1881 as an annex to the main school building, and in this photograph taken in the 1880's two students work in one of its laboratories.



The new Normal School Building constructed in 1890 had improved laboratory facilities, and this photograph, taken at the turn of the century, depicts Bridgewater students at work in the Biological Laboratory No. 1.





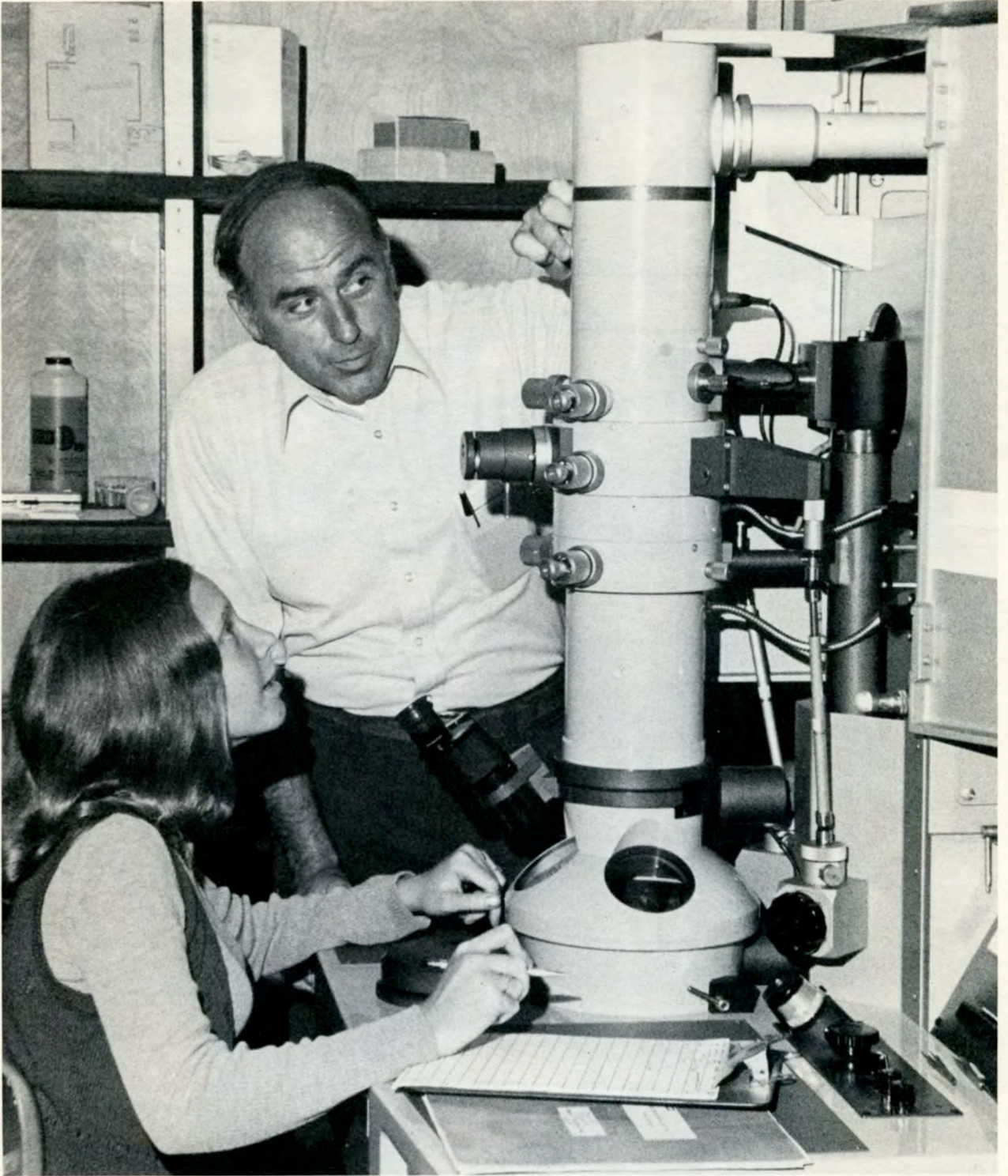
Boyden Hall, constructed in 1926, contained several laboratories, and here Bridgewater students in 1937 are seen laboring over dissections.



Boyden Hall's chemical laboratory is shown in this photograph from the 1940's.



## THE LABORATORY IN 1976



The Zeiss Electron Microscope in the Department of Biological Sciences can magnify and enlarge a specimen up to 250,000 times its actual size. The microscope, the only one of its kind presently in operation in the state college system, was installed in 1973. In photograph above, Dr. Walter Morin instructs student Debbi Gross in its applications.



## THE TRAINING SCHOOL



The training school, 1915. When the school first opened in 1840, arrangements to provide a "School of Observation" had been made between the town of Bridgewater and the state so that prospective teachers could gain practical experience. In 1850, however, the program was discontinued because most of the students attending the school had already been teachers and some resented the additional training. Also, there was opposition in the town from people who objected to "*having children experimented with,*" and thus the training school concept was allowed to lapse. It was revived in 1890 with the opening of the new Normal School Building, and has continued ever since. Beginning in 1909, Bridgewater student teachers were also sent into the schools of nearby communities.



The Martha Burnell Campus School in 1976. A total of 350 children are enrolled in the Campus School, which encompasses Grades K-4. In the spring of 1976 it was announced that plans have been approved for the construction of a new Academic Building/Campus School complex, and ground is expected to be broken for the new structure next spring.



## THE OUTDOORS AS A CLASSROOM – THE ACADEMIC EXPERIENCE

The academic experience at Bridgewater has always been a richly varied one which has taken many different shapes and forms – both inside the conventional classroom and out. Albert Gardner Boyden, reflecting on his own school days at Bridgewater as a student under Nicholas Tillinghast in 1848, recalled, “. . . many a lesson in nature study was learned in long walks. Carver's Pond, in those days, was noted for its lilies and snapping turtles. . . three of the young men made a Trigonometrical survey of the Pond and mapped it.”



In 1913, school gardener Louis C. Stearns instructs Bridgewater coeds on the care and raising of plants.



A happy group of Bridgewater students pose in the middle of an outdoors biology project in 1936.



In 1976, Bridgewater students preparing to become elementary teachers can choose to take a special course which teaches them how to use nature as a classroom for all academic subjects – from math to science, history to English. “Outdoor Education” is an increasingly popular area of learning. Standing right, back to camera, is Education Professor Gerald Thornell.



## STUDY HABITS – THE ACADEMIC EXPERIENCE

### A Visit to Woodward During Study Hours.

If you will promise to be very quiet and to walk on your toes, unless you have rubber heels, I will take you thru Woodward tonight during Study Hour. We must wear our invisible cloaks because visitors on a study hour night are an unheard-of thing. We shall have to wait at the door until some tardy "Normalite" comes and with a penitent air rings an appealing note on the bell, pleading for admittance. We silently slip in behind her and draw a long breath, for we are really inside.

A hush greets us. Is it possible that one hundred and eighty girls can keep so quiet? We stand in awe for a minute wondering whether to break the sanctity of the halls, when a girl comes down the corridor with a note book (please remember she carries a notebook) and disappears into one of the rooms. Soon gay voices and laughter—hushed laughter to be sure—came from that room. Isn't it wonderful that girls of these strenuous times enjoy their lessons so? We give you credit, teachers, for making that note-book so enjoyable and capable of producing mirth. Soon more girls with more notebooks—always with notebooks—come into view only to disappear behind closed doors. These are not social calls, I must explain to you, but are for the purpose of furthering our extensive knowledge.

Sniff! Sniff! Mingled odors of toast, fudge, and cocoa float tantalizingly thru the building. Are the girls having parties in study hour? Never! But you know how much easier it is to study and nibble than to study and long to nibble.

Darkness! Where is the light! Oh! That was just the first blink. It is ten o'clock and study hour is over. Doors open as if by clockwork; girls in attractive kimono appear; confidences are whispered in dark corners; tooth brush drills are held, last good-nights are said. Darkness again! Quiet reigns.

F. M. S.

Seated before a small television console in a study carrel, a Bridgewater State College student of 1976 reviews material for a class assignment. Sixty such carrels are placed throughout the Maxwell Library, each connected to a master terminal which dispenses self-paced learning programs prepared by her instructor or commercially-produced. Dozens of different programs are available at any one time, and the student only has to dial the number of the specific program she desires to see and it appears on the screen automatically. Headphones provide listening comfort and eliminate distractions.



Though a formal, regulated study hour is required no more at Bridgewater State College, its existence is recent enough for many alumni and faculty to recall quite vividly. Here, in an excerpt from the 1920 year-book, a Woodward Hall dormitory student portrays a "typical" evening after the nightly silence was imposed.





Military drill was a required subject for young men attending Bridgewater State Normal School in the 1880's.



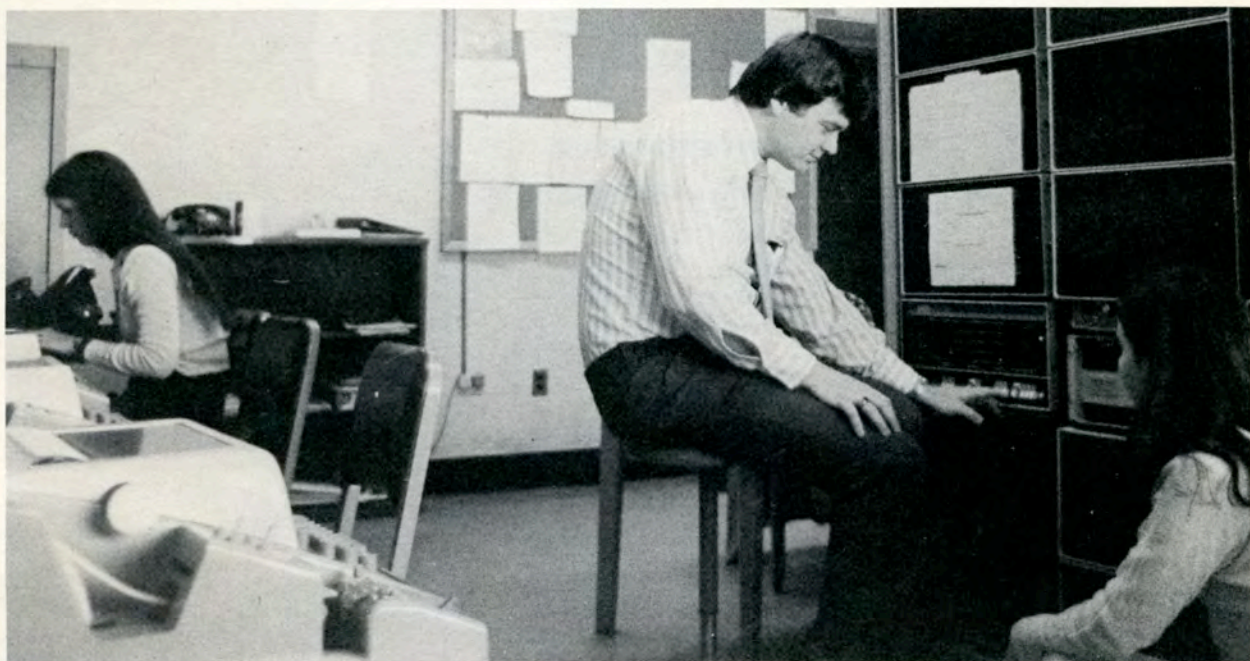
Manual training for women was a popular concept in the 1890's, and here a class of Bridgewater coeds under the tutelage of instructor Harlan Page Shaw pose by their woodworking benches.



## THE ACADEMIC EXPERIENCE



One of the most recent additions to the curriculum at Bridgewater State College is the study of television broadcasting and production. BSC's closed-circuit television station is located in the Student Union Building.



Computer Science began to be offered as a minor for students in the fall of 1975, and courses in the use and application of computers are available to all Bridgewater students.



PLAN OF STUDY AND INSTRUCTION.

MORNING.

HOURS.	MONDAY AND FRIDAY.			
9 to 9 1-4, - - -	Devotional Exercises.			
	<i>Junior Class.</i>	<i>Middle Class.</i>	<i>Senior Class.</i>	<i>Students Teaching.</i>
9 1-4 to 10.10,	Arithmetic.	Arithmetic.	American History.	Miss Taft, Arithmetic.
10 1-4 to 11.	1st Latin.	2d Latin.	3rd Latin.	
11 1-4 to 12.	Algebra.	Algebra.	Polit. Class Bk. or Const. U. S.	Mr. Copeland, Algebra.
	TUESDAY AND THURSDAY.			
9 to 9 1-4, - - -	Devotional Exercises.			
9 1-4 to 10 1-2,	Geometry.	Nat. Phil.	Trigonometry and Optics.	Mr. Tourtellotte, Geometry.
10 3-4 to 12,	Arithmetic.	Arithmetic.	Astronomy.	Miss Taft, Arithmetic.
	WEDNESDAY.			
8 1-2 to 8 3-4, - - -	Devotional Exercises.			
8 3-4 to 9 1-2,	Physiology.	Logic.	Rhetoric.	Mr. Crooker, Physiology.
9.35 to 10.35,	- - -	Composition.		
10.45 to 12,	- - -	Music.		
	SATURDAY.			
8 1-2 to 8 3-4 - - -	Devotional Exercises.			
8 3-4 to 9 1-2,	Physiology.	Logic.	Rhetoric.	Mr. Crooker, Physiology.
9.35 to 10.35,	Algebra.	Algebra.	Geology and Nat. History.	Mr. Copeland, Algebra.
10.45 to 11.40,	Grammar.	Grammar.	Grammar.	Miss Robbins, Grammar
11.45 to 12. - - -	Moral Philosophy and Duties.			

AFTERNOON.

\*1 1-2 to 1 40, - - - Writing and Spelling every P. M.

MONDAY AND THURSDAY.				
1.40 to 2 1-2	Reading.	Reading.	Book-keeping.	Miss Taft, Reading.
2.35 to 3 1-4,	Grammar.	Grammar.	Grammar.	Miss Robbins, Grammar.
3 1-2 to 4 1-4,	Geography.	Geography.	Geography or Indus. Drawing.	Miss Robbins, Geography.
TUESDAY AND FRIDAY.				
1.40 to 2 1-2	Reading.	Reading.	Reading.	Miss Taft, Reading.
2.35 to 3 1-4,	Ment. Arith.	Eng. Lan- guage.	Theory of Teach- ing and School Laws.	
3 1-2 to 4 1-4,	Geography.	Geography.	Surveying and Ind. Drawing.	Miss Robbins, Geography.
4 1-4 to 4 1-2, - - -	General Exercise, every P. M.			

\*These are the hours for the Winter Term; those for the Summer Term are a half hour later.

Schedule of courses for Bridgewater State Normal School students in the 1850's.



# STATE NORMAL SCHOOL

## PROGRAM

M. J. ... .. Second Term, 19 11.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.	Music	Physics	Physics	Physics	Physics
II.	Algebra	—	Algebra	Algebra	Algebra
III.	Gym	Music	Music	Music	Music
IV.	Draw	Pen	Draw	Music	Music
V.	Botany	Gym	Botany	English	English
VI.	—	—	—	—	—

A student schedule from 1911.

020487812	JANE DEARING	78	SPECIAL ED.-BS	
BI 107L04	CONCEPTS OF BIOLOGY	.0	STAFF	T 3.00- 5.00 S126
BI 107 01	CONCEPTS OF BIOLOGY	3.0	BRENNAN/CIRI	TX 12.00- 1.00 SL
EN 101 25	ENGLISH COMPOSITION I	3.0	JARVIS	MWF 12.00- 1.00 L5
MA 107 02	COL. MATHEMATICS - ELEM MAJ I	3.0	GLEASON	MWF 8.00- 9.00 S208
HI 111 09	WESTERN CIVILIZATION TO 1715	3.0	WOLFF	MWF 10.00-11.00 B24
AR 110 08	INTRODUCTION TO ART	3.0	DROEGE	MWF 2.00- 3.00 L8

15

031480623	CAROLYN MURPHY			
LI 102 A5	LIBRARY ORIENTATION	.0	BOUCHARD	T 3.00- 4.00 L213
HE 100 01	ANATOMY	3.0	BRAUN	MWF 8.00- 9.00 G120
PEM132WA1	FIELD HOCKEY I (WOMEN)	.5	THORNBURG	MW 3.00- 4.00 F1
MA 110 04	ELEMENTARY STATISTICS I	3.0	QUINDLEY	MWF 11.00-12.00 S224
PE 124 04	INTRO TO PHYSICAL EDUC LAB	1.0	YESKEWICZ	WF 1.00- 2.00 L68
PE 116 01	INTRO TO PHYSICAL EDUCATION	3.0	LEHMANN	MWF 10.00-11.00 G120
PEM160 B2	SURVEY OF DANCE	.5	WELLS	TX 12.00- 1.00 L@3
EN 101 34	ENGLISH COMPOSITION I	3.0	KEENER	MWF 2.00- 3.00 L1

14

014463667	WILLIAM O'BRIEN	77	HISTORY-BA	
ED 210 04	PRINCIPLES OF SECONDARY EDUC	3.0	GOLDMAN	MWF 11.00-12.00 B28
EN 231 01	MAJOR AMERICAN WRITERS I	3.0	VALIUKENAS	MWF 2.00- 3.00 L4
ES 194 01	ENVIRONMENTAL GEOLOGY	3.0	FURLONG I	MWF 9.00-10.00 LLEC
HI 221 20	U.S. HISTORY&CONSTITUTION-1865	3.0	SILVIA	TX 2.50- 4.05 B34
LG 151 01	INTERMEDIATE GERMAN I	3.0	BRIGGS	MWF 1.00- 2.00 L310

A typical modern student schedule. In the extreme left hand column, under the student's identification number, are listed the course numbers, followed by the next column with the names of the courses, the academic credits assigned to each course, the last names of the instructors, the days when the classes meet, the hours of meeting, and the numbers of the classrooms where the courses will be held.



# Academic Areas

## DEGREES

Bridgewater State College awards the following undergraduate degrees:

Bachelor of Arts  
Bachelor of Science  
Bachelor of Science in Education

## MAJORS

Students select a major field of study and complete approximately thirty-six semester hours' credit in that field out of the minimum 120 semester hours' credit required for graduation. The majority of the courses offered at Bridgewater each carry three credits.

**TWENTY-TWO MAJOR FIELDS OF STUDY** are now available to undergraduate students at Bridgewater State College:

Anthropology	Geography
Art	Health & Physical Education
Biology	History
Chemistry	Mathematics
Chemistry-Geology	Philosophy
Communication Arts & Sciences (Speech & Theatre)	Physics
Early Childhood Education	Political Science
Earth Science	Psychology
Elementary Education	Sociology
English	Spanish
French	Special Education

## MINORS

Many students also select a minor field of study as well, completing eighteen semester hours' credit in that field. A minor may or may not be related to the major academic area.

The program of undergraduate academic studies offered at the College during the 1975-1976 school year.

The Graduate School has also grown dramatically and now offers four Master's degree programs, with two of those programs, the Master of Arts and the Master of Arts in Teaching degree programs, being added within the past few years. Within the degree programs there are presently thirty-one academic areas of concentration offered.

**THIRTY MINOR FIELDS OF STUDY** are available to undergraduate students at Bridgewater State College:

Anthropology	Italian
Art	Library Science
Biology	Mathematics
Chemistry	Music
Chemistry-Geology	Philosophy
Computer Science	Physical Sciences
Communication Arts & Sciences (Speech & Theatre)	Physics
Earth Science	Political Science
English	Portuguese
French	Psychology
Geography	Religious Studies
German	Russian
History	Secondary Education
Instructional Media	Sociology
	Spanish
	Urban Affairs

## TEACHER PREPARATION PROGRAMS

All students who desire to pursue teaching careers must formally apply for acceptance to the Teacher Preparation Program.

Students who wish to become junior high school or high school teachers elect a minor in **Secondary Education** and a major from one of the major academic areas offered.

## INTERDEPARTMENTAL & PRE-PROFESSIONAL PROGRAMS

Interdepartmental programs in **American Studies, Canadian Studies, and Urban Affairs** may be selected.

An interdepartmental **Behavioral Sciences/History** program is also available for those majoring in Anthropology, Psychology, or Sociology who wish to become certified as Social Studies teachers.

**Pre-Medical, Pre-Dental, Pre-Law, and Oceanography** sequences of courses may be chosen.



## THE FACULTY – KEY TO THE ACADEMIC EXPERIENCE



The Faculty, 1892. In March of 1841, Nicholas Tillinghast appointed the first assistant teacher, Thomas Rainsford, who stayed just a few short months. Several more assistants came and went, and it wasn't until March of 1848 that Tillinghast had two teachers assisting him at the same time. In the 1860's the number of faculty had reached eight, and by 1900 there were sixteen, not including those teaching in the training school. In 1935, after the school had become Bridgewater State Teachers College, the faculty numbered 29 people.



The Faculty, 1951. Row 1: J. Broadbent, L.M. Borchers, F. Guerin, I. Graves, C. Thompson, President John Kelly, R. Davis, F. Rand, E. Hollis, G. Durgin, J. Carter. Row 2: G. Allen, D. Sherman, M. Crowley, E. Higgins, E. Frost, D. Tebbetts, S.E. Pope, Clement Maxwell, C.E. Foth, O. Lovett. Row 3: G. Rogers, H. Boyd, H. Hulsman, B. Poe 'Sepp, D. Sprague, I. Lutz, J. Arnold, R.W. Rucker, B. Tyndall, E. Swenson, M. Caldwell, M. Marks. Row 4: M. Moriarty, L. Decker, S. Leach, E. Lindquist, B. Bouchard, F. Meier, T. Kelly, D. Harrigan, C. McMullen, J. Davoren. By this time the faculty numbered, including those not present for the photograph above, forty-six. Today the faculty numbers approximately 225.



## TESTS AND EXAMINATIONS – THE ACADEMIC EXPERIENCE

*“Those who enter must pass an examination in Reading, Writing, Spelling, Grammar and Arithmetic. It is perhaps impossible to state very definitely what will be regarded as a satisfactory examination; but it may be said, that the applicant will be required to read fluently, so as to call words without hesitation; to write legibly, and with sufficient rapidity; to spell correctly, at least two-thirds of the words given out; to be able to discriminate the different parts of speech; to conjugate verbs, to decline pronouns, arithmetical operations, which may include the use of vulgar fractions.”*

from the School Catalogue, 1849



A final examination – 1975

*Lottie F. Graves (Mrs. Edwin R. Sampson) 1893*

For the first ten weeks of our Bridgewater days, my room-mate and I had to take an attic room in a house near the Prospect Street Cemetery – We studied by a little kerosene lamp with a paper shade and shared a closet in the hall with the driver of a bakery cart. We had a little wood stove for heat and the landlady frequently cautioned us to be careful of the pine wood because she hadn't much pine.

*Edna S. Leonard (Mrs. Edwin E. Whitmore) 1924*

Grandmother (Earlmira M. G. Sanborn) graduated in 1863 and it was during her years at school that the curfew (lights out) became the rule, because a certain girl was staying up most of the night studying.

*Marion C. Stackpole (Mrs. Frederick P. Bailey) 1915*

Burning the mid-night candles just before exams, or just before notebooks were due. Remember the blankets put over the shutters, and once in a while the mid-night fudge party or chafin' dish!



## Chapter IV Rules and Regulations

Charles I once asserted that “a Deo rex, a rege lex,” and we feel certain that many generations of college administrators privately wish that this were so. We have patterns and rules to follow, and, although students still chafe under any restrictions, we should realize that, like the cigarette lady, “We’ve come a long way, baby.”

No one wants a return to past restrictions, no matter how easy they were on faculty and administrations, for times and people have changed. A glimpse into the past makes us realize how far we have really come.

In our grandmother’s time - probably your great-grandmother’s day - a female student who went out walking with a gentleman friend without permission on a Sunday afternoon could be, and was, dismissed. Dances were really promenades where one literally marched, or walked, to the music, and it was not until years after Herr Strauss’s demise that Bridgewater Normal School discovered the waltz.

There were regulations regarding visitors in the dormitories. Gentlemen might call on young ladies and wait in the hall, but visiting hours were greatly restricted. We recall once helping to carry a female student who had sprained her ankle across the campus and up three flights of Woodward stairs after a Christmas concert, with the house mother loudly announcing, “*Men are coming, close all doors,*” and loudly scolding the one or two souls who dared to peek at this phenomenon.

Ladies did not smoke at Bridgewater, or at least they did not let anyone see them, so the drugstore at the Square or the cemetery wall provided excellent places of escape. We recall that a concession was finally made to establish a “butt room” in the basement of Woodward in 1939, and some alumnae remarked that the corruption of the college was now almost complete. Men might smoke, but not in the college buildings. The rear or side door of Boyden was available as their smoking area, and, when butts or matches were strewn about, the Dean of Men threatened to rescind that privilege. (Fortunately, he smoked incessantly, and the restriction would have brought about his early collapse.)

All social activities up to a generation ago, required extensive supervision. Women registered their dance dates in advance at the Dean of Women’s office, and the deans and the official chaperons kept an eye on the social behavior of the dances. No one left a dance and then returned, or, at least, no one was allowed to do this. Check-in time for dormitory girls was early - very early - and any violations of the rules could cause the females to lose “late night” privileges.

There were teas, elegant, formal affairs, for almost every occasion, and one was expected to attend and be on one’s best behavior. We even recall the time when a group of men sponsored a tea and served as hosts, and poured. The sight of a burly soccer player grasping the handle of a teapot, holding a cup, and asking whether the guest preferred sugar or lemon, is still fresh in this narrator’s mind after almost forty years.

Perhaps we took these restrictions seriously, but, looking back, we do not recall that they really hurt us or anyone else. Because most of us were used to restrictions and limitations almost all of our lives (permissiveness was then really a dirty word), it did not occur to us to revolt. Indeed, it would have done us no good, and probably much harm. Bridgewater was a “genteel institution” with a “genteel” faculty and a “genteel” clientele.

Oh, well, dreams and reveries and nostalgic feelings and reminiscences are a sure sign of advancing age, and no one wants to concede that he belongs in that category.





These students, members of the Class of 1883, entered Bridgewater State Normal School on September 7, 1881, and had to sign a pledge similar to that depicted below. The members of the Class of '83 are, from left, (seated) Susan Easton, Ella Rounseville, Myra Allen, Sarah Noyes, and Dora Pierce; (standing) Philip Emerson, Millie Blanchard, Jessie Burt, Annie Griffin, Frank Taylor, Frank Kellog, Lillian Curtis and Walter Keyes.

**State Normal School,**

Bridgewater, *September 1<sup>st</sup> 1880.*

*I hereby engage that if admitted to this School, I will faithfully observe its rules and regulations; and it is my full purpose to remain in the School four consecutive terms, or such a part of this period as is necessary to complete the regular course of study, and afterwards to teach in the public schools in Massachusetts.*

*Philip Emerson*

FILL THE BLANKS BELOW.

Name. [ Each part fully written out. ] *Philip Emerson*

Residence and Post-Office Address. *Waltham, Mass., P.O. 389*

When and where born? [ Month, Day, and Year. ] *Waltham, August 29, 1863.*

Name and Occupation of Father. *Wm. Emerson, Sh. M.*

If either Parent not living, state this, and if you have a Guardian, state his name and P.O. Address. *None*

School last attended. *3*

Each student applying for admission to Bridgewater State Normal School had to sign this pledge. This was, of course, only one step in the admissions process. Students still had to present themselves for competitive examination, and beginning in 1894, they had to be high school graduates in order to take the examination.



"...the Principals of the several Normal Schools shall have the power to remove pupils temporarily for misconduct, and shall immediately report every such case to the Visitors for final action"  
Board of Education, May, 1859

I then called the faculty together laid all the facts before them and after a full and careful consideration of the whole subject we came to the unanimous conclusion <sup>that in my judgment</sup> ~~and~~ <sup>as confirmed by the Visitation of the school, and also by that of the Community we</sup> ~~to~~ <sup>have</sup> ~~decided~~ <sup>to</sup> ~~in~~ <sup>recommend</sup> these young women as candidates for graduation.  
I then informed them ~~young women~~ of this conclusion of the faculty.

They asked, what shall we do? I said I advise you <sup>and make a better record for yourselves</sup> quietly to withdraw from the School, You have brought <sup>about</sup> this condition of affairs by your own actions and it is beyond our power to remedy it.

They withdrew from the School on Wednesday, Jan. 22, 1890.

They asked can we not have a certificate of scholarship? I said <sup>if we cannot grant a diploma</sup> ~~we~~ cannot give a ~~that~~ certificate <sup>it</sup> would be regarded as equivalent to a diploma.

Students who attended Bridgewater State Normal School in the 1890's were expected to conduct themselves in a manner befitting young men and women who aspired to teaching careers in a society that was, of course, rather strict about personal habits and behavior. The document above, in Principal Albert G. Boyden's own handwriting, is a report of the dismissal of two young women from the school in January, 1890, for "conduct unbecoming young ladies." They had been seen walking on a Sunday afternoon about the town with two young men (not students) in violation of the school rules, and this was not their first such infraction. In spite of pleading letters from their families, friends, and even clergy that they be reinstated, Principal Boyden, supported by the students and faculty of the Normal School, ordered their expulsion to stand.



Salonie A. Waite (Mrs. Walter S. Frost) 1876

It was the rule then, that every student should take at least one hour of out-door exercise daily if possible. One of our favorite spots was Carver's Pond and we spent many happy hours rowing or skating there. If it rained or snowed we used the gymnasium in the basement for our exercise. Bowling was an especial favorite with most of us.

10

*State Normal School.*

**Library, Apparatus, and Cabinet.**

The Institution has a valuable LIBRARY of works for general reference and reading, to which the pupils have daily access. Text-books in nearly all the required studies are furnished to students without charge. It also has APPARATUS, excellent in quality, for the illustration of the more important principles in the natural sciences. And it has a good CABINET of minerals and other specimens used in teaching Natural History.

Further additions of books for the library, of chemical and philosophical apparatus, of minerals, plants, animals, and other specimens of natural history, will be made as frequently as the funds of the school, or the donations of its friends, will permit.

**School-Year and Terms.**

The SCHOOL-YEAR is divided into two terms,— each term including twenty weeks, with a week's recess near the middle of the term.

*The next SPRING TERM will commence on Tuesday, February 21, 1871, and close on Tuesday, July 11, 1871.*

*The next FALL TERM will commence on Tuesday, September 5, 1871.*

[The present term will close on Tuesday, January 24, 1871, with public exercises of Examination and Graduation, commencing at 9½ o'clock, A.M.]

**School Regulations.**

Pupils are expected to attend public worship on the Sabbath, at any church they may select.

At least one hour of exercise in the open air is required each day, weather and health permitting.

All study hours, at home and at school, are to be spent quietly, and *without communication.*

The hour for retiring is *not later than ten o'clock*, at all seasons of the year. Pupils must devote a proper amount of time to sleep. Seven hours of undisturbed repose is the minimum. Unseasonable rising and study will be regarded as a violation of the rules of the Institution.

**No absence or tardiness is allowed except in extreme cases.**

**Absence from town must be on leave previously obtained from the Principal.**

The school catalogue from the year 1871. The regulations listed were strictly enforced.



*Carrie Lizzie Wing (Mrs. Caroline Elizabeth Wing Parker) 1881*

Too trivial for a teacher! One warm spring afternoon the hand-organ man and monkey appeared south of Normal Hall. Spring weather and music were too much for red blood. We danced on the concrete. Those who dared to do such a thing were invited to call on Mr. A. G. in his parlor. Never again!



Bridgewater students gather in the front yard of the Normal School in the 1880's. The rules and regulations they had to live by, which today may seem odd or humorous, were a reflection of what was then the prevailing moral attitude in America and much of Europe as well.

*Harriet Beale 1894*

Our lives were regulated after the Victorian period; dancing was forbidden; a man and girl might go skating together, but not boating on Carver's; and a chaperon must be found for a buggy ride; every evening one must be in his room to begin silent study hour at seven o'clock; morning studying in one's room from quarter to eight to quarter of nine must be observed.



*Mabel Handy 1907*

The year I entered (1904) was the year that each student, whether living at home or in the dormitory, was required to sign a printed booklet of rules of conduct such as "No young man shall walk, ride, boat, or skate with any young lady" and the reverse "No young lady shall walk, ride, boat, or skate with any young man." The ways which students found to evade the rules were laughable and numerous! A favorite was for the young man to take two girls.



Two Bridgewater State Normal School coeds enjoy an afternoon's boat ride on Carver's Pond in the early 1900's. To go boating with a young man would have been, for them, a risky enterprise.

*Annie A. Shirley 1901*

In 1900 the girls wore very high pompadours which were enlarged by wearing rats (so called) under their hair. One morning at chapel exercises Mr. A. G. Boyden criticized the girls for wearing their hair that style. The next morning they appeared with their hair combed down flat on their heads. The change was almost startling. It was against the rules in those days to go out walking without a hat on your head.



*Virginia Churchill Leland 1926*

We seniors fought for mid-week movie privileges and one week Miss Pope was away we saw "The Merry Widow" at the Princess Theatre on the grounds that for our education's sake we needed to see it.

## BY-LAWS

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### ARTICLE I

#### STUDY HOUR

Study hour, during which quiet is to be maintained, shall be observed from 8 to 10 p. m. on Monday, Tuesday, Wednesday, and Thursday evenings. Students shall remain in their own rooms between these hours.

### ARTICLE II

#### QUIET HOURS

Quiet hours shall be observed from 10 p. m. to 9 a. m., except on Saturdays and Sundays when quiet must be observed from 10 p. m. to 10 a. m.

On study hour nights, the period from 10 to 10.15 shall be used for quiet preparation for bed.

Musical instruments shall not be played during quiet hours or study hours.

The Student Government Association Handbook of 1926 details what was expected of Bridgewater dormitory students.



## DORMITORY REGULATIONS

Dean of Women, Miss Pope.

Office, No. 7, Cottage.

*Miss Pope, Feb-1935*  
Hours: Week days, 8.30 to 9.15 a. m. (School Building); 1.00 to 1.30 p. m.; 6.15 to 7.15 p. m. Sundays, 5.15 to 5.45 p. m.; 7.00 to 7.30 p. m.

Special appointments may be made for conferences during the evening at Office, No. 6, Woodward.

On Monday, Tuesday, Wednesday, and Thursday evenings, students should be in their own dormitory at 7.15.

The first period from 7.15 to 7.55 is observed as a social hour. Students should go to their own rooms at 7.55.

On week-end nights, students should be in their own dormitories at 8 o'clock. Permission to be away from the dormitory after the doors are closed must be obtained from the Dean.

Students returning to the dormitories after the doors are closed, must register on the slip provided for that purpose.

Before going out of town or away for over the week-end, each student should fill out an absence slip and place it on the registration board in her dormitory.

Students planning to go out of town or to spend the night in places other than their own homes must get permission from the Dean. Requests for permission should be made as early as possible.

Students are not allowed to attend public dances in halls, club houses, or other public places in Bridgewater, or in adjoining towns.

Students planning to go canoeing must register in the Dean's office. Permission to go canoeing will be refused to those who cannot swim. Students do not go canoeing on Sundays.

A student wishing to drive or motor with a man, not a member of her immediate family, must obtain permission from the Dean.

Callers may be admitted to the reception rooms between the hours of 10 a. m. and 10 p. m. *Exceptions:*—Callers are not received during study hours nor after 9.45 p. m. on Sundays. Men will be admitted to no other part of the dormitories, and at no other times, without chaperonage.

Two additional pages from the 1924 Student Government Association Handbook. Note on page 23 above that, "A student wishing to drive or motor with a man, not a member of her immediate family, must obtain permission from the Dean."

## STUDENT ENTERTAINMENTS

Evening entertainments given by students are to occur only on Friday and Saturday. These entertainments should end so that students shall be in their own dormitories at 10.10 p. m.

In the event of entertainments closing later than 10 o'clock, lights must be out one-half hour after the close of the affair.

Plans for all entertainments, unless under the direct supervision of a member of the Faculty, must be submitted to the Faculty Council.

Groups planning picnics, hikes, etc. are asked to consult with the Dean.

## OBSERVANCE OF SUNDAYS

Social functions on Sundays are to be avoided. The day is to be observed in such a way as to make it one of quiet and dignity, and students must conduct themselves so that they will not be conspicuous in the community.

The habit of church attendance is an excellent one for teachers to cultivate.

## GUESTS

Students may entertain guests over week-ends, but are requested not to entertain on study-hour nights.

Students must register their guests in the House Guest Book.

All guests are expected to comply with the house regulations.

Guest Rates: Room, \$1.25; Breakfast, .35; Luncheon, .40; Dinner, .55.

Meals shall be paid for at the desk in the dining room lobby. *see Mrs. H. H.*

Arrangements to use the Guest Rooms should be made with the Dean.

## ILLNESS

Resident Nurse, Miss Raymond.

Office, No. 1, Woodward.

Hours: Week days, 8.15 to 9.00 a. m.; 6.30 to 7.15 p. m.

Any case of illness should be reported promptly to the Nurse—if possible during her office hours. If the Nurse cannot be found, report to the Dean.

If unable to attend classes on account of illness, students should fill out a slip at the Nurse's office. Before returning to the classroom, a slip from the Nurse must be taken to the Dean, who will fill out the excuse for absence.

Students remaining at home, thereby causing absence from classes, should, upon their

*"I love dormitory life and all the girls, and I have lots more fun than I expected I would after reading the handbook."*

A freshman dormitory student quoted in the Campus Comment, November, 1933





**THE**  
**STUDENT**  
**HANDBOOK**  
of  
**Bridgewater State College**  
**1975 - 76**

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Compiled and Edited by  
The Office of Student Services

The Student Handbook of 1975-1976, which contains, among other information, academic policies, student life guidelines, and residence hall regulations. A sampling of some of the contemporary rules: "Attendance - Class attendance is presumed to be an important part of the education process in most courses. At the beginning of each course, the faculty member should explain to his students his policy on attendance, particularly what he considers excessive absence. Having this information, students are expected to use judgment and discretion about attending the class. . . all freshmen and students on academic probation must file an absence slip for every absence in the Office of Student Affairs before returning to classes." "Regulations Concerning Student Life - A student is admitted to Bridgewater State College in the expectation that he will accept and abide by the standards of conduct and scholarship established by the faculty, administration, and student governing boards. The College reserves the right to require any student to withdraw from the College who does not maintain acceptable academic standing. The College also reserves the right to dismiss with due process a student who does not meet the requirements of conduct and order, or whose behavior is inconsistent with the standards of the College." In regard to parietal hours (visiting hours) in the dormitories, the Student Handbook says that the residents of each dormitory must vote at least once a semester on the parietal hours to be observed by that dormitory. The vote, by secret ballot, will determine by simple majority the hours when visitors will be allowed each day.



## RULES AND REGULATIONS – AND EXPENSES

An important consideration in any review of rules and regulations is not only what is expected of one academically and socially but financially as well. On the next three pages we examine costs and expenses over the years.

State Normal School,  
Ridgewater, Dec. 24, 1866.

Rev. J. D. Philbrick

My dear Sir

In accordance with your request I submit the following considerations concerning the accommodations for students attending this school.

The greatest difficulty with which we have to contend is that of board. It is the main item of expense to the pupil, and in the last three years, the price has steadily increased from \$2.50 a week to \$4.75 a week, exclusive of fuel and lights, which are a separate charge. The total cost of board at present is \$5.00 or more a week.

At this rate of living the cost of the school year to our pupils is for, 40 weeks' board at \$5.00 ———— \$200.00  
 Incidental & travelling expenses and a moderate allowance for dress ———— ———— 100.00  
 Total for one year ———— ———— \$300.00  
 Total for two years' course is ———— ———— \$600.00

No demonstration is required to show that the mass of those for whom the benefits of the school were assigned are not in circumstances to meet this so large an outlay in their preliminary preparations for teaching. The majority of our pupils and the best of them are young persons of limited means, and many of them are entirely dependent on their own resources.

Principal A.G. Boyden, in a letter written in December of 1866, outlined the expenses a student of that era could expect to incur. He points out, for example, that board and room in nearby houses (the school did not yet have a dormitory) had climbed from \$2.75 a week to \$4.75 a week, exclusive of fuel and lights. He indicates that over the course of two years, then the length of the academic program, one could expect to pay about \$600 when all costs – board, room, dress, and incidental expenses – were considered.



## Expenses and Pecuniary Aid.

TUITION IS FREE to all who comply with the condition of teaching in the schools of Massachusetts, wherever they may have previously resided. Pupils who fail to comply with this condition are charged a reasonable sum for tuition. A fee of \$2 00 is paid by each pupil at the beginning of the term, for incidental expenses.

For the assistance of those students who are unable to meet the expenses of the course of instruction in the school, the State makes an annual appropriation of eight hundred dollars, one-half of which is distributed at the close of each term among pupils from Massachusetts who merit and need the aid, in sums varying according to the distance of their residences from Bridgewater, but not exceeding in any case \$1 50 a week. This aid is not furnished during the first term of attendance. It is expected that those who do not complete the prescribed course of study, and those who do not teach in the public schools of Massachusetts, will refund any amount they have received from the bounty of the State. Applications for this aid are to be made to the Principal in writing.

The school catalogue of 1879 explains the costs involved.

### Expenses.

*Tuition.* — To residents of Massachusetts tuition is free. Residents of other States may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided, that the admission of such students does not exclude or inconvenience residents of Massachusetts.

*Board* is furnished at the cost of food and service. Rates are payable quarterly, in advance, and are made on the basis of two students occupying one room and taking care of their room, except for those occupying Normal Hall, in which there are forty single rooms for students. The rate is \$260 for the year, or \$65 per quarter.

*Laundry* work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made for board during any regular recess or vacation.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

*Memoranda for Gymnasium Outfit.* — (1) Three all white middy blouses. The blouse is hygienic and may be worn to classes of other departments and in the dining room. (2) A black Windsor tie. (3) A pair of full-plaited, black bloomers of cotton poplin or woolen material. (4) Three pairs of heavy black cotton stockings. (5) Two heavy-weight undervests.

By 1921, the catalogue showed a considerable increase in costs. Besides books, board, and laundry, a gymnasium outfit was also required.



### Expenses

*Semester Fee.* A semester fee of \$25 is payable by each student. The sum of \$25 is due in September, before registration in classes, and \$25 is due on February 1.

*Board.* Rates for board and room are fixed by the State Department of Education. The rate for this college year is \$300, payable promptly in advance, the first payment to be made before a room is assigned.

At the opening of the college year in September . . .	\$90
December 1 . . . . .	70
February 1 . . . . .	70
April 1 . . . . .	70

An extra proportionate charge is made for board during the regular vacation periods.

Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge.

A special laundry identification system is used, at a small initial expense (not exceeding one dollar) to each student.

*Gymnasium Laundry Fee.* All students are required to pay a fee of \$2 per year to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

*Payments must be strictly in advance, and should be made without the presentation of bills. A diploma will not be granted until all bills are paid.*

*Other expenses.* Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately \$6 for women and \$8 for men.

Students purchase their textbooks, writing materials, art materials, gymnasium outfit, and all supplies carried away for their future use.

*The required gymnasium outfit for women,* consisting of special uniform and shower equipment, costs approximately \$17. Full description, with blanks for ordering, is sent out with notification of admission.

*The required gymnasium outfit for men,* consisting of special uniform of pants and sweatshirt, is to be ordered on blanks which are sent out with notification of admission. The approximate cost is \$4. Soccer shoes and other necessary articles may be secured after college opens.

*Tuition.* To residents of Massachusetts tuition is free. Residents of other states may be admitted upon payment of tuition at the rate of \$250 a year, one-half of which amount is payable at the beginning of each half-year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

Tuition was still free in 1935, a welcome savings in depression-ridden America.

#### 1ST SEMESTER 1975-76

TUITION	ROOM	SECURITY DEPOSIT	DINING	COMMENCEMENT	SGA	PHYS ED	ATHLETIC
250.00	290.00	25.00	274.00	2.50	12.50	12.00	20.00
STUDENT UNION	EDUCATIONAL SERVICES	PLACEMENT	LIBRARY	ID CARD	HEALTH FEE	LATE REG	
17.50	10.00		5.00	5.00	5.00		
CREDIT		BALANCE		AMOUNT DUE		DATE DUE	
				928.50			

★

THIS CARD IS THE ONLY INVOICE THAT WILL BE ISSUED. IT IS DUE AND PAYABLE BY THE DATE SHOWN. PLEASE RETURN THIS CARD WITH A CHECK OR MONEY ORDER MADE PAYABLE TO BRIDGEWATER STATE COLLEGE. IF PAYMENT IS NOT MADE IN FULL, PLEASE SEE REVERSE SIDE.

### Statement of Charges

A typical bill, issued for the first semester 1975-1976. Each student is issued a bill at the beginning of each semester, and this would be one that a dormitory student would likely receive (actual costs vary from student to student, according to dormitory occupied, laboratory courses taken, etc.). This bill represents half of the annual costs such a student would expect to be charged, since he will receive another bill at the beginning of the second semester.

BRIDGEWATER STATE COLLEGE  
BRIDGEWATER, MASS. 02324  
OFFICE OF THE BURSAR



## Chapter V Traditions and Customs



Ivy Exercises in June, 1912

We are a traditional breed but not hidebound in our traditions. To a generation that considers the 50's as the old days when "rock and roll" flourished, that views the Waltons as odd folks out of ancient history, and that sees the 1920's as an age of sin and revelry, traditions probably seem silly.

There were several generations of Bridgewater students who enjoyed the daisy chain, when undergraduate women, each wearing a small bunch of daisies on a continuous white ribbon, and undergraduate men, carrying oak boughs to make an archway for the seniors, led the graduation parade. Each class president for many years planted his class ivy on the base of the wall of Boyden Hall when his class plaque was placed and handed the trowel on to the president of the junior class. Thus, over the years the ivy grew and spread over the building. We gave this ceremony up a few years ago when the sophisticated seniors decided that the primary obligation after receiving one's degree was to escape from Bridgewater as soon as possible.

The hazing of freshmen - male and female - was always fun, as was the annual duel between the sophomores and the freshmen over the possession of a basketball filled with sand. The wearing of beanies, maroon bow ties, little girl outfits, rag curlers in hair (of females, of course) made freshman week a pleasant diversion in the college program.

The dances and the proms, senior receptions, the formal Thanksgiving and Christmas dinners and concerts, the chapel programs with the president or some privileged senior reading the Bible, and chanting the Lord's Prayer, the song-fests conducted by Frieda Rand (the green book versus the brown book), singing "I would be true, for there are those who care," the disputes over the relative merits of the "old" alma mater versus the "new," all of these are part of the tradition that made Bridgewater.

There was a time when a Bridgewater student knew every member of the faculty by name and probably studied under most of them. In our rapid growth some of these traditions have been lost, but, fortunately some still remain.

For example, Bridgewater people are known for the kindness shown to new students. Last fall a student who had dropped out of an Ivy League college for a semester attended Bridgewater for a semester as a special student. He told the writer that only his father's insistence that he return to his college kept him from staying here because of this attitude. And this is no isolated incident.

It is also a Bridgewater tradition to be concerned about all who are less fortunate than we, and all who need our help. In both World Wars Bridgewater students took the lead in Red Cross work, in helping with rationing programs, in being involved in local aspects of wartime programs. Bridgewater students have helped in nearby schools for the handicapped and the retarded, in programs for prisoners at MCI, Bridgewater, in blood donation drives, and in many other public service activities. This service beyond that generally expected is a real Bridgewater tradition.

Long ago the founders of this college selected the motto, "*Not to be ministered unto, but to minister,*" and Bridgewater students, steeped in our traditions, have always been aware that this is their real obligation and mission.



## TRADITIONS PAST



The Ivy Exercises, begun around the turn of the century and continued until the 1960's, were a highlight of each year's graduation ceremony. Principal Albert Gardner Boyden, under whose principalship they were first carried out, described the exercises and the symbolism the movements were meant to convey: *"At the appointed time, the members of the Junior Class are seen forming on either side of the walk that leads to the school and with oak boughs in hand they form an arch which represents the living strength of the school. As the bugle sounds the call to life's duty, the graduating class, marching two by two, pass to the campus, the field of life. . .the graduates, ivy garlands in hand, encircle the Campus Pond. . .The march is then resumed, that the sons and daughters of our beloved school may make their last bequest to those left behind. The ivy is planted, a symbol of love and affection for Alma Mater."*



One of the last Ivy Marches, in 1959. In the picture at left, the juniors leave Boyden Hall to form a circle for the seniors. In photograph at right, the planting of the ivy is carried out by the class officers. Today Boyden Hall is ringed with climbing sprigs of ivy, each rising from a small ivy branch originally planted by a graduating class.





"Mardi Gras," for years a high point of the College social season, is seen here in 1946, with the King and Queen of the Mardi Gras leading a procession headed by President and Mrs. Kelly.



*"Said the honorable upperclassmen  
To the freshman 'kids' one night,  
'You take this little green button, please,  
And keep it right in sight.'"*

Poem on freshman initiation,  
Campus Comment, February, 1929

The arrival of the freshmen on campus each fall brought forth the upperclassmen for the traditional "hazing" and good-spirited initiation to college life. Here, in a photo from 1954, a group of frosh partake of the annual hijinks. Freshmen initiation passed from the campus scene in the mid-1960's, a tradition now relegated to the annals of collegiate memories.



## THE FALL TRADITIONS



Convocation officially marks the opening of the academic year at Bridgewater State College, and here in September of 1975, Class of 1976 President William Abraham addresses his classmates, other students, faculty, and guests. Seated in the front row, extreme right, is David L. Flynn, Class of 1958, who delivered this year's Convocation address.



Homecoming is the highlight of the fall season at Bridgewater State College, a time to cheer on the football team and welcome home alumni for a round of celebrations. In photograph above, taken in September, 1974, the "Bears" take the field in the traditional manner—breaking the paper hoop held by the BSC cheerleaders.



The crowning of the Homecoming Queen is one of the special Homecoming activities. Donna Kane, Homecoming Queen of 1975, is seen here being crowned by President Rondileau at halftime ceremonies in the fall of 1975.



## THE CHRISTMAS TRADITIONS



An on-going Christmas tradition at Bridgewater State College is the annual Open House for student leaders which President and Mrs. Rondileau host each Christmas season.

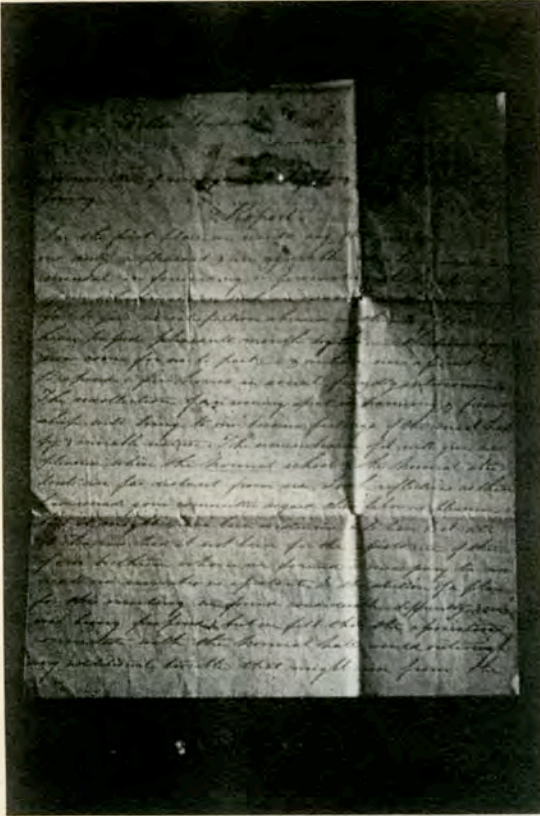


The annual Christmas Banquet, seen here in the 1960's.



A popular tradition long observed was the annual caroling through the dormitories by the senior women under the leadership of Dr. Ellen Shea, Dean of Students until her retirement in 1974.





**ORDER OF EXERCISES**  
 —AT THE—  
 Annual Convention of the  
**BRIDGEWATER NORMAL ASSOCIATION,**  
**WEDNESDAY, AUGUST 20TH, 1851.**

*The Association will meet in the Normal Hall, at 9 o'clock, A. M. for the choice of Officers, hearing of Reports, Discussion of Resolutions, &c.*

EXERCISES IN THE CHURCH, COMMENCING AT 12 M.	EXERCISES AT THE TOWN HALL.
<p><b>MUSIC.</b></p> <p><b>DEVOTIONAL EXERCISES.</b>                      BY REV. MR. ALDRICH, OF MIDDLEBURY.</p> <p><b>HYMN.</b>                      WRITTEN FOR THE OCCASION BY MISS A. E. DURFEE.</p> <p style="text-align: center;"><i>Text.—Hosberg.</i></p> <p>While now, O Lord! in hallowed place                      Our gathered band thy praises raise,                      Responsive to thy shrine we bring                      Our hearts' united offering:</p> <p>Thanks for the holy past, embalmed                      By pleasures chastened, sorrows calmed;                      Through heavenly presence kindly given,                      Thanks, O our God! whose love is Heaven.</p> <p>Thanks for our growing life's high powers,                      Urged onward by the fleeting hours;                      Guide us to speed the quickening ray                      Still onward to the perfect day.</p> <p>That day, O Father! dawn afar;                      Faith even be our guiding star;                      So shall our earnest labors raise                      One full harvest to Thy praise.</p> <p><b>ORATION.</b>                      BY REV. HORACE JAMES, OF WRENTHAM.</p> <p><b>MUSIC.</b></p> <p><b>BENEDICTION.</b></p>	<p><b>COLLATION.</b>  <b>SONG,</b>                      WRITTEN FOR THE OCCASION BY RICHARD EDWARDS.  <i>Text.—by E. H. Kuhn.</i></p> <p>Once more the wanderers of our band                      "ward wend their eager way;                      They see, the slave whose hand is freed,                      Strong manhood comes from conflict's strife,                      And while he lays his arms aside,                      Old sympathies within him burn                      For those who erst stood at his side.</p> <p>And, woman, too, from genial toil                      Of training up the youthful mind,                      Which ruler hands define and toil,                      But which by woman is refined,—                      She comes with bright and glowing soul,                      To share her labors, hope and joy,                      With those who truly act and feel                      The nobleness of her employ!</p> <p>Let each the other welcome, then,                      On this our yearly festival day;                      But we will drop a tear again                      For those whom death hath sped away;                      And pray for strength, that while we live,                      We fighting still them remain;                      In day's path we e'er may go,                      And our reward in Heaven obtain.</p> <p><b>EVENING.</b>  <b>SOCIAL MEETING AT TOWN HALL.</b></p>

In 1842, just two years after the Normal School had opened, a total of one hundred and thirty people had graduated from the institution, and it was decided to call a convention of alumni to perpetuate school friendships. On August 3, 1842, ninety graduates of the school met in Bridgewater and drafted a constitution (above, left) and what is known today as the Bridgewater State College Alumni Association was born. At right is the schedule of activities for the alumni meeting in 1851.



Alumni Day in June of 1934 brings together the Class of 1882 for a dinner in the Parker House, Boston.



In May, 1962, The Class of 1912 assembles on the steps of Boyden Hall as its members celebrate the 50th anniversary of their graduation. Alumni Day is now held each May at the College.



## TRADITIONS



Graduation is the traditional conclusion of the academic year, and here in 1892, the graduating class of that year assembles on the steps of the Normal School Building for its portrait.



June, 1913, and the proud graduates parade past smiling spectators on their way to receive their diplomas.



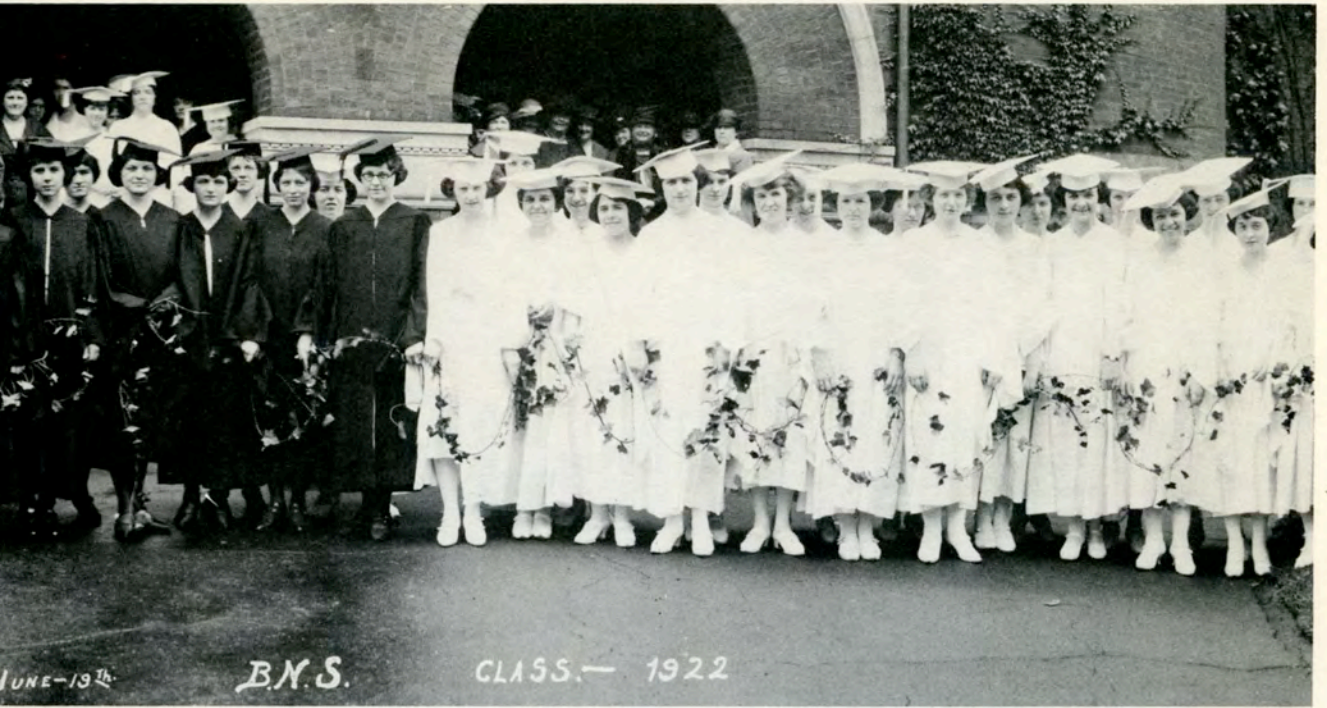


June, 1922. The graduating class of Bridgewater State Normal School stands before Alma Mater.

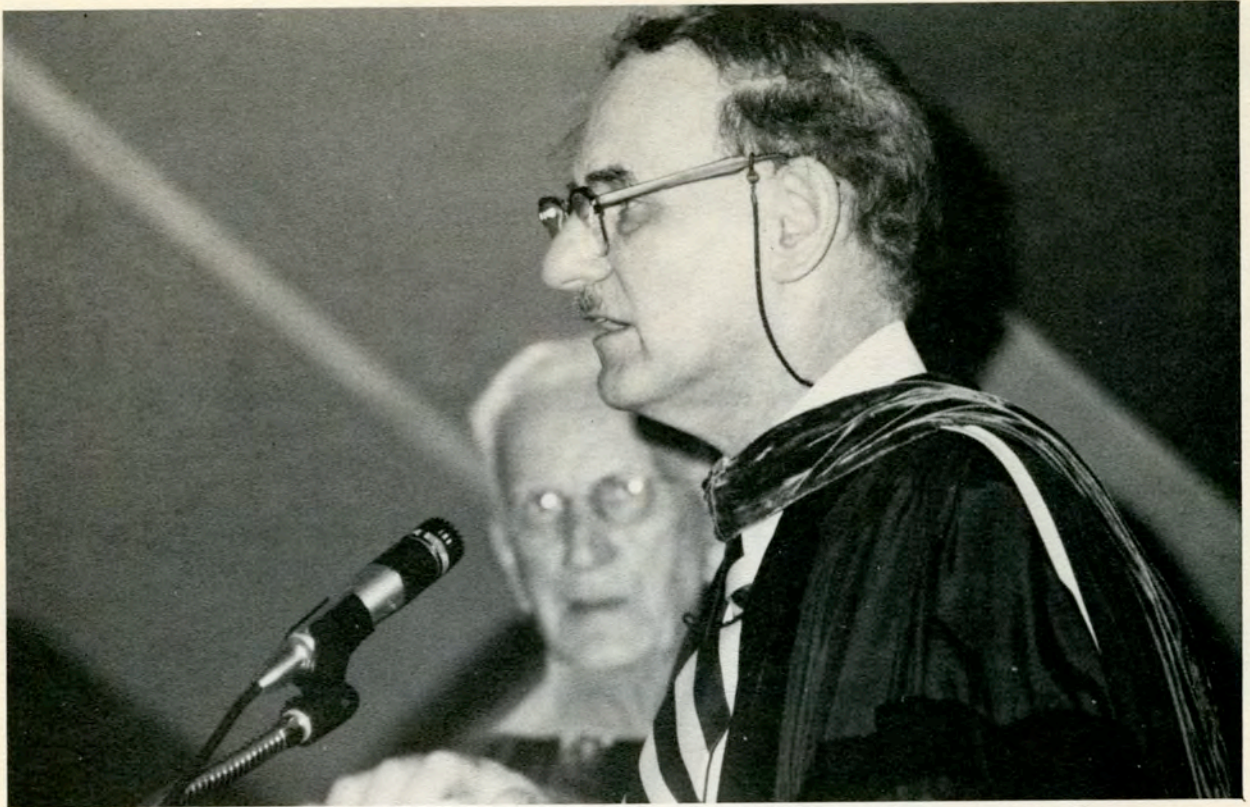


The Class of 1976, Bridgewater State College, assembles on the steps of the Student Union Building.









It is traditional that at each year's commencement a distinguished guest be invited to address the graduating class. In June, 1975, the Honorable John W. McCormack, former Speaker of the United States House of Representatives, delivered the commencement address and received an honorary degree from Bridgewater State College.



The Class of 1975, nearly 800 in number, were seated along with families and friends under this sprawling tent, erected each year on the College Quadrangle for the graduation ceremonies.



## Chapter VI

### COMMUTER LIFE

Bridgewater State College has always had a large commuting population, and the day students have descended upon the campus in almost every known vehicle.

In the early years the horse and buggy provided the only mode of transportation. We cannot imagine that any early Bridgewater student was wealthy enough in the early years to drive to school, tether his horse, and attend classes, so we must assume that parents or friends drove them here or that they came and left by stage during vacation and holiday periods.

Late in the 1840's the railroad came to southern Massachusetts and Bridgewater became a stop in the Old Colony line from Boston to Cape Cod. It thus became feasible for students to commute from Boston or the Cape to Bridgewater and for the next ninety or so years they came.

As late as the 1930's the first class at the college did not begin until after nine o'clock. This enabled the commuters from Boston who arrived at about 8:35 and from the Cape, Fall River, New Bedford, and Taunton, who arrived shortly afterward, to arrive in time for 8:50 chapel exercises. When there was a great cut in railroad service in 1937, the college horarium was changed accordingly.

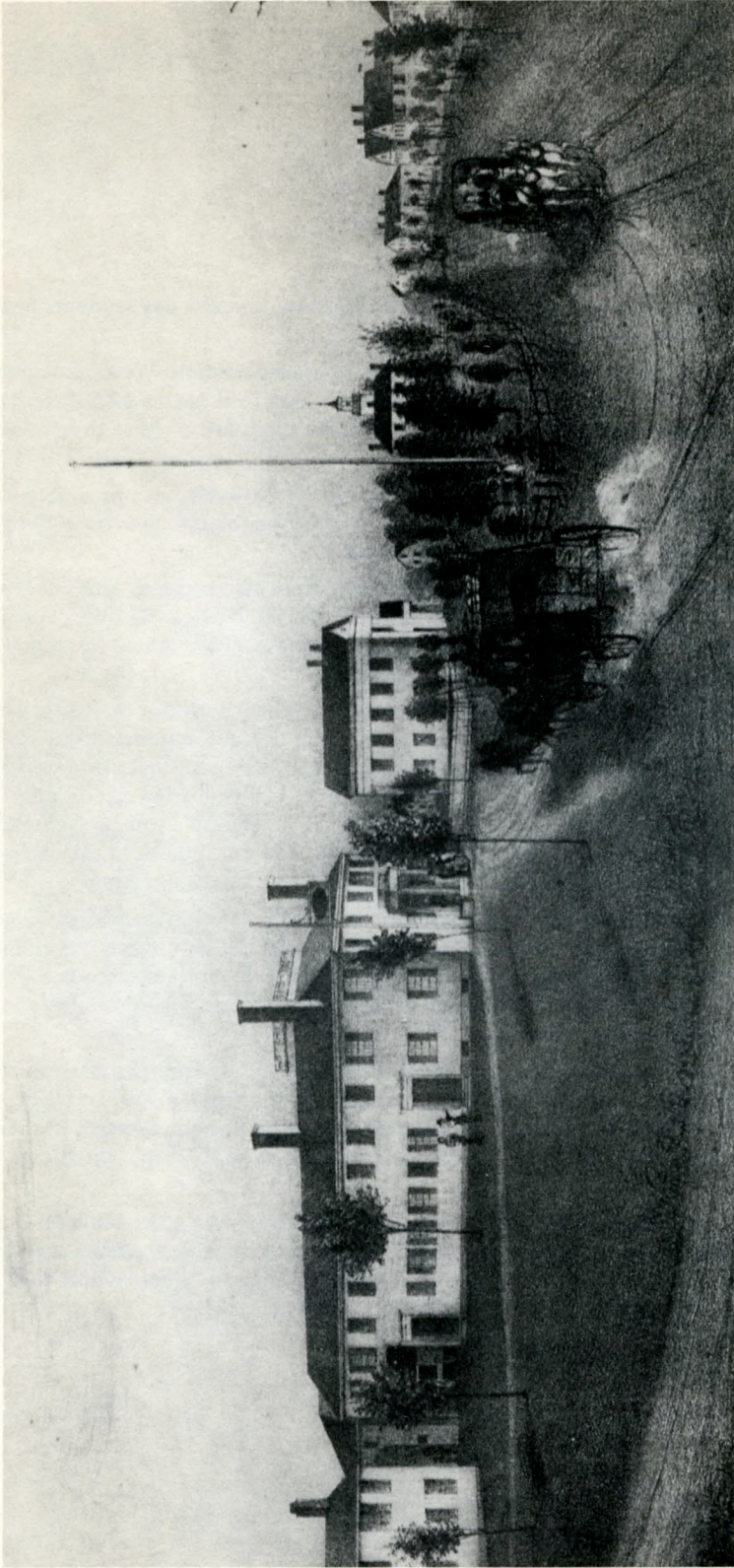
There were trolley cars that came in from Brockton over Route 28 and from Taunton on Route 104. In the 1920's commuter pools were organized and students began to come by automobile. Local students walked, and several men who lived several miles from the college rode their bicycles. For commuters social life at the college was somewhat restricted, although most clubs met after 3:30 and tried to complete their programs by 4:30. Commuters who were athletes were frequently forced to thumb a ride, and the Bridgewater student, books in hand, became a common sight on Route 28, 18, and 44. Indeed, in the depression years, some students lived precariously, depending entirely upon this method of transportation.

The large room in the basement of Boyden now occupied by the history department was reserved for women commuters and the small corner rooms, now a classroom and the registrar's office was home for college males. Until after World War II socialization between male and female commuters was a decided "no - no." Of course, no one had dreamed of an ERA for men, and most men accepted their role as "co-eds" in what they regarded essentially as a female seminary.

In the 1930's the trolleys were out and the buses were in, and the hourly bus from Brockton brought many students to town. For those who came by automobile, parking was no problem, for one side of all streets adjacent to the college was available for parking, and one had no trouble finding a space. In the post-war years, the number of automobiles increased, and the types of vehicles as well. Jeeps, small cars, large cars, and motorcycles vied for parking space.

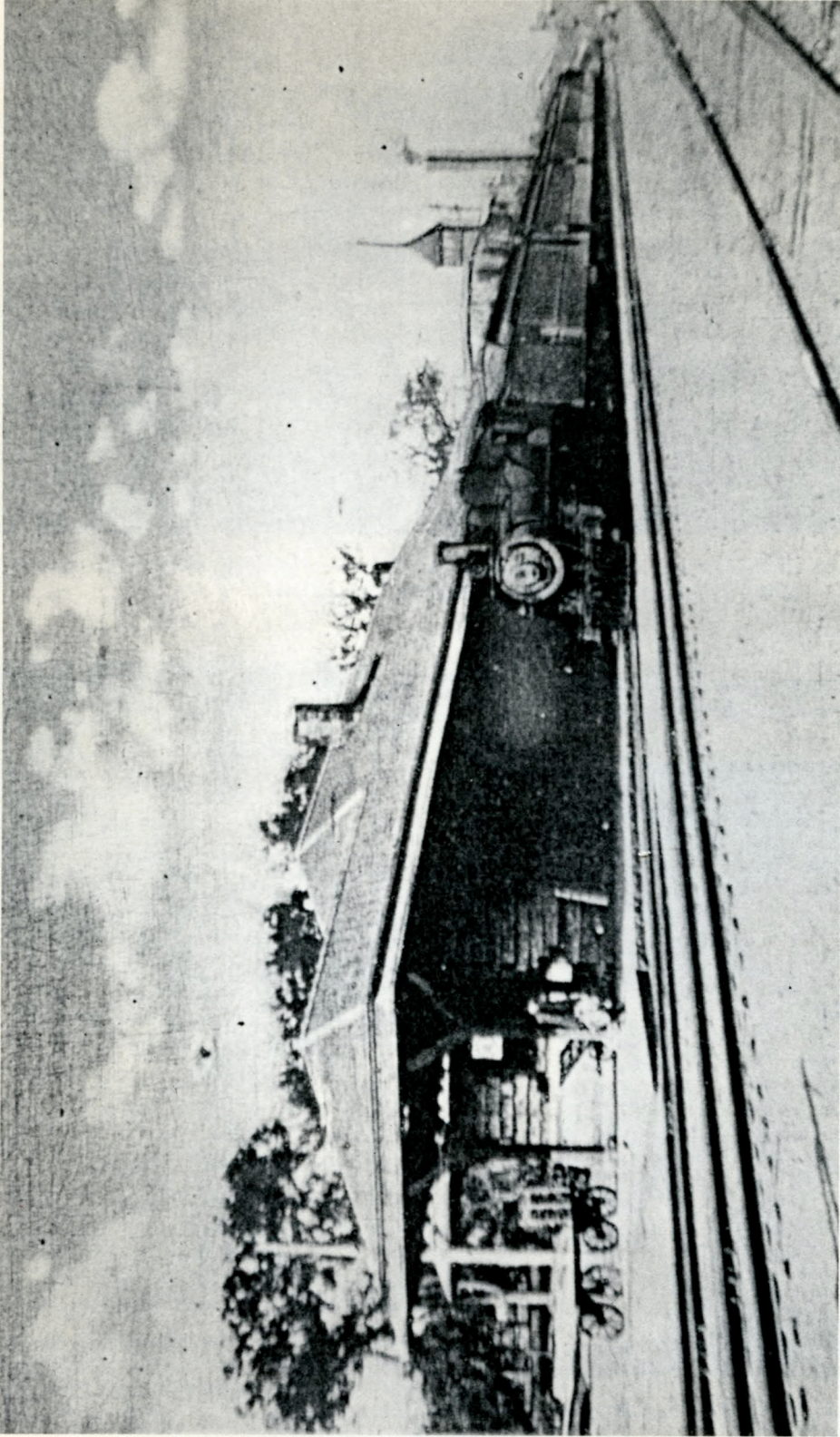
The problem the college faces is defined in an infinite mathematical equation: more students = more cars = more parking spaces = more students = more cars, ad *infinitum*. Commuting students stay longer hours, some stay only long enough to meet classes, yet the parking lots are clogged. Where will it end? High rise parking? Underground garages? More motorcycles? More bicycles? Answers, please!





Bridgewater center in the early 1800's. Students attending the Normal School either lived nearby the school and walked or came by horse and buggy. In the scene above, a stage coach enters the town from the north while a buggy appears to be heading out. Financial aid was distributed to needy students on the basis of the distance of their home from the Normal School. According to an early school catalogue, students who lived not more than twenty miles away could receive fifty cents per week. those residing between twenty and thirty miles, \$1.00; and those over thirty miles, \$1.50 per week.





Trains began running south from Boston in 1847, and for decades this was the primary mode of transportation for Bridgewater bound commuting students. The trains were discontinued in 1958.





In 1912, a large contingent of Bridgewater State Normal School students went down to the Bridgewater train station to hear President Taft campaigning for election.

*Harry J. Kane 1929*

The freshmen commuters who were unable to start their cars (then Fords) because of the potato jammed on the exhaust.



A group of student commuters leave Bridgewater on the train in 1914.



In 1926 Mr. Charles Sinnott, long-time Normal School teacher, posed for a picture with several automobiles parked in the background. By this time cars were in much abundance, and commuters often made the journey to and from school in them.



*Edward L. Curran 1901*

One of the first electric cars running between East Bridgewater in September 1897, carried Arthur Gould, Paul Donovan, and Edward Curran to school.



Trolley cars make their way into Bridgewater center in the early days of the twentieth century.

From 1896 until 1929 trolleys were an important source of transportation for Bridgewater students. The trolley lines connected with communities all over Eastern Massachusetts, and provided a convenient and economical source of travel. The coming of the automobiles in ever increasing numbers spelled doom for the trolley cars, and by the late 1920's their days were numbered. Busses replaced the trolleys and for the next several decades they provided the main source of transportation for Bridgewater students.

*Helen M. Humphry (Mrs. Helen M. Chase) 1915*

I trained under Miss Mary Stone in No. Easton, travelling by trolley from the centre of Bridgewater; we started at 7:15 a.m. arriving about 9:15. My memories of those rides are not particularly fond.



These Normal School students of 1922 use a horse and wagon to get around, but it is doubtful that they did much commuting in this fashion.



*"The average Bridgewater commuter travels six thousand miles a year. The most extensively travelled dorm girls travels six thousand, seven hundred, and sixty miles in four years."*

Campus Comment, February, 1931

# Commuters Life

At about 8:15 A.M. from Monday to Friday a large group of people can be seen headed eastward on School Street. Who are they? They are commuters of B.T.C. After having traveled five, ten, or twenty-five miles by Eastern Mass. Railway buses with bags of books slung over their shoulders, faces red, they make their way through the snow finally to reach the campus. Some of them may have burned the midnight oil the night before, but it is scarcely noticeable for they look so alive and invigorated. No matter how sleepy they may have felt when they left their homes an hour or more before, the sharp early-morning winter air succeeded in counteracting that feeling of drowsiness. Whatever may have been the cause of full awakening, the lively and spirited conversation which is carried on by the "trotters" to the time Boyden Hall is reached, and usually after, indicates the fact that they are completely awake.

Rains pour. Snowstorms blind and impair travel. Streets are ice-covered. Strong winds cut. Yet the commuters still come to B.T.C. They have oceans of fun in their travel and their study, a "gripe" here and a "groan" there being only two small drops in those oceans. Winter weather remains a challenge to the commuters, but it cannot defeat them. For most of the commuters, it remains an outlet for fun and jovial conversation.

Shortly before 9:00 A.M., infrequently after, groups of several beaming-faced individuals are to be seen entering any of the portals of Boyden Hall. They are more commuters, having been chauffeured to Bridgewater by fellow students who unerringly bear the risks and responsibilities of driving the family car, or their own, in nearly every type of hard New England weather.

All of these are the people that meet in the Day Students' Social Room or Lunch Room before classes begin

every morning. Particular pride is shared in the Social Room this year since they have made renovations. In this room everyone feels as though he belongs.

Reading the current magazines in this room has become a habit with most of the girls. Groups of them often can be seen discreetly observing the pictures in *Life*, or discussing articles appearing in *Times*. At the beginning of every month comes that familiar question, "Has the new *Mademoiselle* come in yet?" The newly-added bookcase offers reading for those who have already read the most recent magazines. Every so often the girls congregate and get a great deal of enjoyment from the *Trotters' Bits*, a newspaper put out by the Day Students. Topics of conversation vary widely in this room, but one that is being constantly brought up is the subject of those good old days when the fellows were with us on the campus.

After morning classes there is a mad dash to the coke machine, "the pause that refreshes" somehow seeming to have the ability of changing a dry sandwich into a highly appetizing victual. Pending the end of the war when the commuters hope to manage a small cafeteria in their Lunch Room, the coke machine remains an object of deep value to them.

More classes are attended before the basement corridor becomes cluttered with girls hurrying this way and that. The sound of lockers opening and closing can be heard above the clattering of the girls about what they must take home, who will meet whom where, who is going to have her bus ticket punched for whom, and any number of other questions. Warm clothes are adorned, galoshes and boots are put on, and the commuters are on their way home, five, ten, or twenty-five miles away.

Dorothy Christofori '46

An interesting chronicle of commuter life in the 1940's is provided by this excerpt from the 1946 yearbook.

*"WHEN GAS GOES, WHAT THEN? . . . With the strict rationing of gas in New England and the promise of the long-threatened, nation-wide rationing, the problem of commuting has assumed a serious aspect. Those students who have been commuting by car have found that their problem depends largely upon their local gas rationing boards. Many of the boards have, in the last rationing, considered the growing shortage of teachers, and with this in mind, have allotted a sufficiency of gas to cover the necessary mileage from home to college. Exactly what will happen after the fifteenth of November, however, remains a question in the minds of commuters the country over."*

Campus Comment, October 9, 1942

*"With all the talk of the gas shortage and energy crisis, it has become almost a necessity to drive to school together. Car pools are an effective way to save gas, repairs, and prolong the life of your car."*

The Comment, November 29, 1973





In the early 1950's student commuters could park their cars along School Street. Today parking on town streets is severely restricted.



The Commuter Cafeteria in the basement of Boyden Hall. Commuters, also known as "Day Students," often found themselves without a place to sit, eat, or even study between classes, so the opening of this cafeteria provided welcome relief, even if it was occasionally overcrowded. Later another commuter cafeteria was opened in the basement of Pope Hall. With the opening of the Student Union Building in 1970, with its 900-seat main cafeteria, the space problem vanished completely.





A view of the commuter parking lot today. The campus security force, which supervises the traffic flow, estimates that each day 2,000 cars arrive to park, and the number has been increasing steadily in recent years. Freshmen and sophomore dormitory students are not allowed to have cars on campus, and commuting students who form carpools are accorded special parking privileges.



To be caught without a campus parking decal, or to have a decal and be parked in an unauthorized parking area, will most likely result in a parking ticket and a fine. This automobile displays on its rear side window decals from each of the past three years.



## Chapter VII Dormitory Life

Recently Bridgewater students were discussing changes in dormitory rules and talking in terms of parietal rights, "coed" dormitories, right of privacy and other contemporary terms. What they fail to realize is that the problems that appear to be so urgent today have been years in the making.

Early Bridgewater Normal students lived in local homes where the cost of rooms and board and laundering was kept at a minimum. After the Civil War, in 1869 the first college dormitory was constructed. Normal Hall, as it was called was located near the school building. The modern student who thinks that "coed" dormitories represent a new and radical departure is somewhat surprised to learn that the first dormitory at Bridgewater fell into that category. Women lived on one side of the building and men on the other, but there was no scandalized comment, no shocked reaction from parents or the community. The apartment between the two wings was occupied by the principal, Arthur Gardner Boyden, and his wife and family, and any student foolhardy enough to consider going from one side to the other had to face the fact that he had to pass through the principal's apartment to accomplish this. We have no record to the contrary, in a day when careful records were kept and saved, so we may be sure that the attempt was never made.

Students contributed a specified amount each term for food, thus enabling the principal to purchase supplies at wholesale. This kept the cost down and at the end of each term any surplus in the account - and there almost always appeared to be a little surplus - was divided among those who had contributed to the fund. Even this procedure, unorthodox and money-saving, caused some criticism, and in the 1890's it was discontinued, and a set price for board was established.

In later years new dormitories were constructed, old Woodward and new Woodward, and Tillinghast. Dormitories for men were finally discontinued about sixty years ago and for the next forty-five years or so Bridgewater men roomed with local families. They might eat in the Tillinghast dining rooms or board in town as some chose to do.

Dormitory life was pleasant, but many students chafed under the restraints. There were rules, some established by the college administration and some by the students themselves through house boards and the Dormitory Councils. Although the dean of women played a strong role and the house mothers and matrons kept the dormitories in working order, many decisions were made by the students themselves. There were rigid rules about times to be in, time for lights out, times for visitors, and regulations about electrical appliances, cooking, and a variety of other restrictions which many felt infringed upon their freedoms. But there were also stories of dormitory fun, of parties that developed at the slightest provocation, of patient housemothers who comforted homesick girls, encouraged those in scholastic or personal difficulties cared for sick students until they were well enough to go home or return to classes, of good friendships that were made and retained for years, of many kindnesses between people who a few months earlier did not know each other.

In the postwar period new dormitories were built, Pope Hall, Scott Hall, Durgin Hall, Shea Hall, and the dormitory population scattered over the campus. There were inter-dormitory rivalries in a variety of areas and students developed a loyalty to their neighbors.

For more than one hundred years the dormitories have existed. From the fifty-two men and women who lived in Normal Hall in 1869, we have grown to almost 1200 students living in six dormitories, which have become to many Bridgewater students their home away from home.





**NORMAL** ÷ **HALL.**

The State has erected upon the school premises a very pleasant and commodious Boarding Hall, which will accommodate all the pupils who desire board. Two students occupy one room. Each room has two closets, is carpeted, supplied with furniture, including mattress and pillows, heated by steam, lighted by gas, and thoroughly ventilated. One wing of the hall is occupied by the gentlemen.

The Hall is under the charge of the Principal, who resides in the house and boards with the students. No pains are spared to make the Hall in every respect a home for the pupils. It has a beautiful location, and every room is pleasant. A Reading Room, supplied with newspapers, periodicals, and some of the best new books, and a Gymnasium, are provided for the daily use of the students.

The Hall was built and furnished by the State. The boarders are to pay the current expenses, which include board, fuel, light, washing, and the expense of keeping the Hall and its furniture in good condition. The aim is, to make these expenses not more than \$80 a term, or \$4 a week, for gentlemen; and for ladies not more than \$75 a term, or \$3 75 a week. Boarders who remain for any period less than half a term will be charged 25 cents a week additional. *The expense thus far has not exceeded the sum specified.*

**Payments.**

\$40 for each gentleman, and \$37.50 for each lady, at the beginning of the term; and the same amount for each at the middle of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

**Furniture.**

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes bags. Each occupant will want, ordinarily, four pillow-cases, three sheets, two blankets or their equivalent, and one coverlet for a double bed. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

Pupils living on the line of the railroad, and wishing to board at home, can obtain tickets for the term at reduced rates.

**School-Year and Terms.**

The SCHOOL-YEAR is divided into two terms of twenty weeks each, including a recess of one week near the middle of the term.

**1879.**

Spring Term closes - - - - Tuesday, July 1, 1879.

Vacation Nine Weeks.

Fall Term begins - - - - Tuesday, September 2, 1879.

Recess, Thanksgiving Week.

Fall Term closes - - - - Tuesday, January 20, 1880.

Vacation Three Weeks.

Spring Term begins - - - - Tuesday, February 10, 1880.

*Bridgewater, May, 1879.*

The school catalogue of 1879 describes in detail the accommodations in Normal Hall, the first dormitory erected at Bridgewater State Normal School (1869) and the first dormitory built in any of what have become the state colleges.



An interior view of a dormitory room, circa 1876. During the first eight years of the school, 1840–1848, students could find board in town for \$2.00 a week, and as the years went by, the prices climbed steadily, and it became increasingly difficult for some students to find rooms at any price. During the early 1860's Principal Boyden agitated the legislature to provide a boarding hall, and in 1869 he was finally successful. The dormitory was completed in less than six months at a total cost of \$25,000, including furnishing. It provided rooms for 54 students, but already the enrollment was 142. The boarding hall was enlarged in 1873 to provide accommodations for a total of 140 students.





A Normal Hall dormitory room in 1893.

Bridgewater, Mass. Feb. 9 1887

Miss Florence Keith

To BRIDGEWATER STATE NORMAL SCHOOL, Tr.

1887. For Rate-bill (for room-rent, board, washing, fuel, and light),

Feb. 9	For one Quarter ending	Apr. 22 1887,	\$37.50
		In full	2.00
			39.50

Received Payment of the above,

*Alf Boyden* PRINCIPAL

Miss Florence Keith received this receipt for payment of dormitory expenses on February 9, 1887. Students of this era paid their total bill of approximately \$80.00 a semester in two installments, rather than by the week as students boarding in private homes did. One payment, such as this receipt indicates Miss Keith paid, was made at the beginning of the term, and the second in the middle of the term. These lump sum payments allowed the Principal to make wholesale purchases of supplies for the dormitory, and thus save the school, and the students, money.



most of the boys in the dormitory in 1895-1896



- |                    |                    |                       |                     |
|--------------------|--------------------|-----------------------|---------------------|
| 1. Arthur Hallam   | 8 Fred Buck        | 13 Albin Hunt         | 19 Fred Nelson      |
| 2. Ed. Knight      | 9 Archer Bouce     | 14 Fred Hard          | 20 Elmer H. Fernald |
| 3. Robert Burke    | 10 Herbert Bennett | 15 Herby Rand         | 21 Geo. Hawes       |
| 4. Joseph Reddy    | 11 F.P. Daniels    | 16 Archer M. Peterson |                     |
| 5. Charley Merrill | 12 Bert Jimble     | 17 Ernest Rose        |                     |
| 6. Joe Reynolds    |                    | 18. Al Winter         |                     |
| 7. Claude W.       |                    |                       |                     |

The inscription at the top of this photograph reads, "Most of the boys in the dormitory in 1895-1896," and each is numbered and identified.



*Mary Hall Oleson (Mrs. James H. Elder) 1903*

In our day we worked too hard to have many outstanding good times but I do pleasantly remember the Sunday evenings when Miss Merritt read to a group of us in her room. I smile at the picture Mr. Arthur once got of us passing fudge and lemonade from the girls' wing of Normal Hall to the boys' wing. Bob, who was later killed at Verdun, and I were so startled at being suddenly silhouetted against the dark background of the building, just as we were passing back an empty fudge pan, that we dropped it. When Bob went down to rescue it, Mr. Arthur passed it to him with a mild rebuke for each of us! If that had been Pa!



Woodward Hall girls gather in front of their dormitory in 1913, just two years after the building was opened.

*Avis M. Kemp 1905*

Do you remember - how the night watchman used to throw pebbles at our windows if lights were put on after he made the rounds at 10 o'clock?

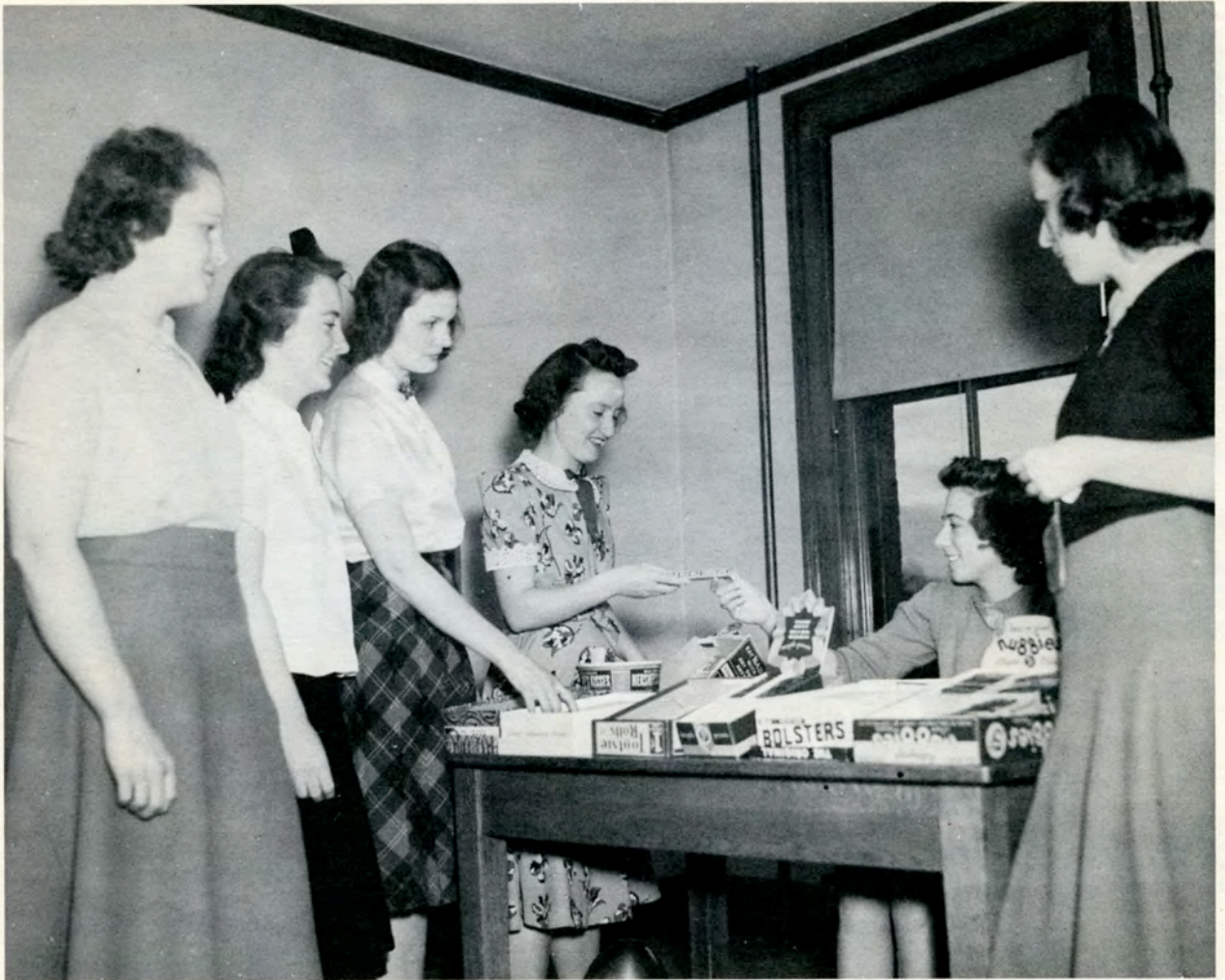
*Celia F. Tucker (Mrs. C. Raymond Luther) 1915*

Parties after the lights were out, candles, darkened windows ("black outs"), whispering, and lots of giggling!



*Ruth S. Mitchell (Mrs. Paul K. Prescott) 1929*

Best remembered are activities in Woodward where we learned the art of adjustment in human relationships. There were no empty rooms at any time. We loved our "sings" on the stairs, nights before vacation. We worked and planned for a kitchenette and laundry. We remember the "inter-dorm" sings, house parties, etc.



The dormitory candy store was a popular activity. In 1940 these students line up to buy tootsie rolls for a penny and bolster bars for a nickel.



# Dormitory Life

Life in the dormitory is one long orgy of eating, completely surrounded by women and rules. This theory of continual nourishment is based upon the Epicurean philosophy: that is, "Eat, drink and be merry" today, for every tomorrow is jeopardized by the possibility of a violent end, caused by an explosion in the ironing room or a fire in the smoking room.

One's associates consist of the usual extroverts and introverts; the latter are characterized by regular periods of hibernation directly preceding every exam, while the former are typified by spasmodic intervals of "rec" room worry, occurring at about the same times.

The selection of an appropriate roommate is vital to the durability of every individual. The ideal roommate should be generous, tactful, altruistic, industrious, domestic, intelligent, loyal, courageous, and cold-blooded. The last qualification is perhaps the most essential, since it is necessary to raise the temperature of one's room to at least 32 degrees on dark winter mornings, and, if one's roommate is sufficiently hardy to brave the elements, it is really a great boon. The most desirable roommate is well-stocked with sewing equipment, stamps, Kleenex, and food.

Mornings in the dormitory are varied. If you desire to sleep late, you are certain to be awakened at the crack of dawn by considerate friends who insist that brisk, morning air, frigid rays of refracted sunlight, and an overturned bed are just what Miss Haggart has ordered. If you would like to rise early, to cram for that \*!!? exam, you are sure to sleep through everyone's alarm-clock, and, despite all subsequent rushing, arrive at the dining-hall just one second too late for breakfast.

The life of the dorm student is made tolerable just by that continual hope for mail; the proper letter has been known to sustain girls for weeks at a time.

Evenings in the dorm are indicative of the personality of each of the inhabitants. If one is a plug, her door is barred with a "Quarantine" notice and a "lite cut" sign. The tattoo of a typewriter may frequently be heard, and the midnight oil is always burning. The really versatile student is the one most deserving of attention. This creature is simultaneously able to study, play bridge, listen to the radio, gossip, knit, eat, advise, and write letters to at least three different persons (keeping them all straight; it would never do to send

to one's parents a letter intended for an entirely different recipient!) Evenings are always high-lighted by the opportunity to dash downtown for a hamburger!

The dormitory is notorious for its most infamous features. At the very time when one discovers several weeks' laundry waiting scandalously in one's closet, the hot water is sure to be turned off for the evening. When one finds that unless she irons something *toute de suite* she will have to wear pajamas to class tomorrow, the irons are all mysteriously out of order. At the very hour of "One Man's Family" the fuse blows out. When one is desperately hungry, all the food in the dorm will have been consumed—and, to boot, the coke-machine will be empty. Just when one is dog-tired, and aching to fall into her warm, cozy, and hard-as-a-board cot, she will positively find turtles, maggots, grasshoppers, cracker-crumbs, and decaying vegetation between the sheets.

When one chooses to live in the dormitory, she irrevocably relinquishes all privacy for four long years. Her room is treated to periodical, unannounced visitations at the very times that it is in its most disreputable condition. Articles

of clothing have a way of disappearing and later turning up on the persons of one's best friends.

One's entire life is dedicated to the "records"—incriminating evidence regarding one's social life that may readily be used for blackmailing purposes by posterity. (There are a few items that have not as yet found their way to the "records," but to say more would be to disclose trade secrets and to cheat our successors of their due.)

If one has been so sufficiently fortunate as to ensnare one of the rarer sex, dorm life makes his complete capture a miracle indeed! Perhaps there is no kider brother to strip one of heavily applied sophistication, but certain individuals in positions of guardian angelship can do a great deal to obstruct progress.

Dormitory life is awful! It is a deliberate cramping of the style of youth; it promotes feelings of frustration, melancholy, and dissipation; it makes home look like heaven. Yet, nothing in the whole, wide world would ever make us voluntarily commute!

Berniss Mazer '46

The 1946 yearbook contained this inside look at life in the dormitory for students in that era.

*"Students may receive callers in the reception rooms Monday through Thursday from 3:00 p.m. until 10:00 p.m. Seniors may have callers in reception rooms until 11:00 on week days. Men will be admitted to no other part of the dormitory with the exception of the first and last day of college and on Open House Sunday. . . . No women students may go to the Men's Dormitory except to attend classes or when invited to attend a group party."*  
from the 1963-1964 Women's Dormitory Handbook



## DORMITORY SCENES – 1976



Shea Hall and Durgin Hall, the two dormitories at Great Hill, were opened in 1967. Each accommodates 300 students.



Scott Hall, opened in 1961, has 118 male residents.



Pope Hall, opened in 1960, has rooms for 116 women students.



Woodward Dormitory, opened in 1911, today accommodates 245 women students.



Tillinghast Hall, opened in 1916, accommodates 83 women.

There are presently 1,162 dormitory students at Bridgewater State College out of a total student enrollment of 4,350.



## Chapter VIII

### Edibles

We have never known anyone who has eaten institutional food regularly, who is not loud in complaint about its quality, its quantity, or both. Our army friends complain bitterly about poor cooks and worse service, and they gain weight on the food. At Bridgewater, students pile their plates with food, return for more and complain. We know that it is part of the system, part of going through college.

Our early students ate in private homes and probably supplemented their diets with apples, jams and crackers, and other non-perishable foods from home. To this day parents insist on sending food packages to their half-starving sons and daughters at the college, and few students return from a week-end at home without enough snack food to cover a dozen hours of *Kojak* or *Baretta* or *Monty Python*.

But at Bridgewater no one need starve. There are dining halls, the cafeteria in the Student Union, and for those who would eat in style and grace, the Formal Dining Room, complete with uniformed waitresses and table cloths on the table. If you trust no one, then you are free to "brown-bag" it. Find a seat in the cafeteria, bring a cup of coffee or a Coke, and you are all set.

If you're in a hurry there's the sub-shop or the vending machines which spin out just about every combination of sandwiches, drinks, and sweets. There are candy machines which contain a large variety of bars and packages, including crackers. If you care to walk a few feet you may buy the same candy for five cents less in the bookstore or at the candy counter in the Student Union.

In addition to all of these vendors, the student or faculty member can depend upon at least one organization weekly to hold a food sale which feature delicious brownies (with and without walnuts), Toll House cookies, and always delicate banana breads and cranberry loaves. The art of baking is far from dead among Bridgewater students.

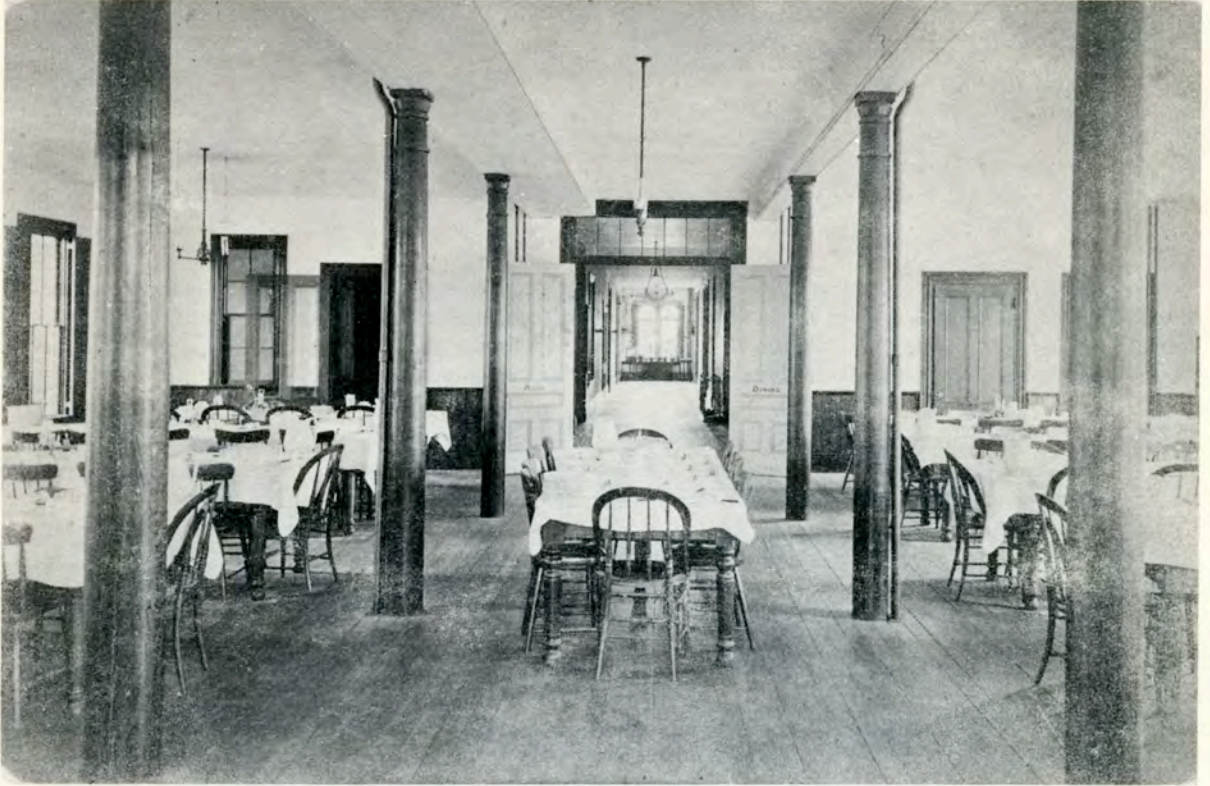
Everywhere one goes, people eat. The dining halls in the dorms, the wide choice in the cafeteria, the quiet lunch spots, all cater to the hungry who would walk to the Student Union or the dormitory dining halls.

Even Boyden Hall, the citadel of administration, has its vending machines, and sometimes they work properly. Any standard beverage is available from tea to a vile non-carbonated orange drink, and candies, mints, cough drops, crackers and a variety of cakes are also offered. When we retire, we'd like to own the extra food concessions at Bridgewater, for we know that whatever else Bridgewater students do, they eat well.

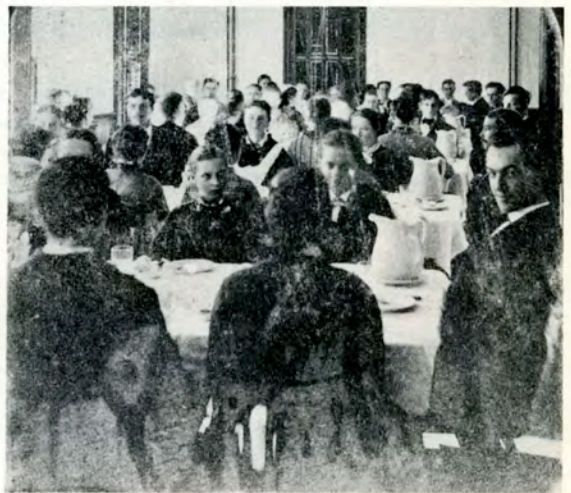


*Eudora Gardner (Cartland) 1880*

Mrs. Goding, the matron, was unique, outwardly forbidding at times, but, after all, she would pass out a hot cookie, if we passed the kitchen at the happy moment.



In 1869 the first boarding hall was built on the campus of Bridgewater State Normal School, and this dining hall was on the first floor.



Two views, circa 1876, of Bridgewater students in their dining hall.



*William F. Eldridge 1892*

The old dining room and the oyster stew on Sunday (what a scramble for the second plate.)



For many years Bridgewater students were assigned to faculty supervised tables in the dining hall. This is Miss Horne's table group of the school year 1893–1894.

*Amy L. Glidden 1893*

Every Tuesday for our noon meal we were served with "Junk Stew". As we left the dining room we chanted:

"Old horse, old horse, how came you here  
You've carted stone for many a year  
And now, worn out with much abuse,  
You're salted down for Normal use."

Each dining table seated twelve, with a young man at the end of the table nearest the exit. When the meal was finished plates were stacked and passed to the end of the table, which was called "the garbage end".





This dinner bell was used to call the students to lunch and supper for many years.

*Edith M. Holmes (Mrs. Clarence Shannon) 1907*

Corn meal mush with maple syrup was the most distasteful menu in the dining hall.

*Grace Brown Gardner 1901*

In the dining room the blessing was always asked by the ranking man. All stood and waited. It was quite a stunt among the bad boys of that era to usher some bashful male student into the room and then slip back and leave him alone in terrifying solitude!

*John H. Glover 1901*

I have formed many friendships while at Bridgewater, all of which I value. The two outstanding things that remain in my memory are:

1. The "junk stew" and the tripe that was served at the tables.
2. The delightful time spent with the youngsters while teaching in the kindergarten.

## A FEW NORMAL HALL TABLE SUGGESTIONS.

Opportunity is offered at the table for the cultivation of courteousness and consideration for others.

Respect and consideration should be especially shown for the head of the table and for guests.

Promptness in entering the dining room is commendable; to be habitually late, unless for some good reason, is inexcusable.

Dishes should not be PUSHED across the table. It is better to pass them down the side and around the end.

In passing tumblers, the fingers should be allowed to touch only the lower part of the glass. In passing the plate for a second serving, knife and fork should be placed close together on one side of the plate.

The waitress should be summoned only by the person at the head of the table.

It is better to ask for a thing than to reach for it.

Napkin rings or other articles on the table should be handled only so far as is necessary.

Letter reading and private conversation should not be indulged in. The aim should be to make conversation general.

Fault should not be found with food or service, except to those who have power to remedy the fault.

Guests should not be taken to the dining room without first making arrangements for their accommodation.

A pleasant "good morning" for every one costs no great effort and is indicative of an amiable disposition.

"A Few Normal Hall Table Suggestions" from the turn of the century.



Myrtle P. Carlisle (Mrs. Maurice W. Wiley) 1913

Well do I remember how the janitor made hot cocoa at noon hour which he sold to the train students for a cent or two a cup. We did appreciate it with our cold lunches.

On the back of this photograph was written:

"1913. . .Hilda Graveson, Helen Hewett, Agnes Hallett. Provisions for an evening feast. We used to like onion sandwiches and coffee."

"A demonstration of 'The Many Ways To Eat a Baked Potato' was given by Miss Pope to the freshman class on Monday, January 23"

Campus Comment, January, 1933



"After a Table Party, 1934" read the caption to this photograph.





In 1976, there are dining halls and snack bars and even a sub shop on campus for students. The 900-seat cafeteria in the Student Union Building, above, is the main congregating place for commuting students, and it serves breakfast, lunch, and supper. It is open all day for serving. Tillinghast Dining Hall serves breakfast, lunch and supper to dormitory students who reside on lower campus, and lunch to those who reside at one of the Great Hill dormitories (which share a common dining room at Great Hill for breakfast and supper). In addition, the Student Union has a snack bar open during the day and evening and its Rathskeller serves hot suppers. Vending machines dispensing food and drink are located in each of the major buildings on campus.





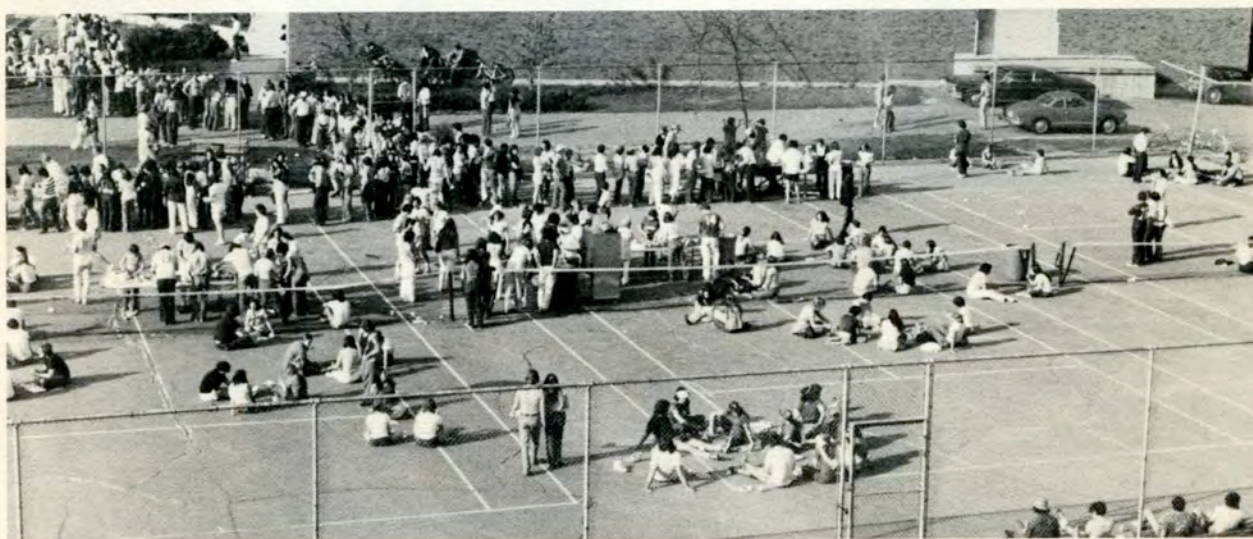


Lunch In Tillinghast Hall, 1948





The serving line in the Student Union Cafeteria. Saga Food Service, which has the food service contract for the College in 1976, reports that the favorite food of today's Bridgewater student is the good old fashioned hamburger (an estimated 80,000 lbs. will be consumed this year) and the favorite beverages, in order, are Pepsi, Diet Pepsi, and milk. A total of 250 full and part-time personnel are employed to feed the 4,350 full-time undergraduate students, plus another 3,500 continuing education students taking day and evening courses.



Several times a year supper is served to dormitory students "cook-out" style, and in the scene above a long line of waiting students wends its way toward the serving area inside the tennis courts.



## Chapter IX Clubs and Organizations

Whenever two Americans can find a singular object of interest they immediately form a club. If they can induce two others in another town to do likewise, they organize Chapter No. 2. We know that the idea is not original with us, but we also realize that the microcosm that is Bridgewater follows this general American rule.

The Normal Lyceum came into being in 1842, and other organizations followed soon afterwards. As soon as there were a few alumni they organized and began to hold regular meetings. There were discussion groups, a group that planned the college's first student publication, groups that conducted nature studies, and planned social activities from the beginning.

In the Twentieth Century the Bridgewater clubs flourished. There was a debating and discussion society made up mainly of college men and there were other groups that appealed to a variety of interests. A study of the college forty years ago shows that there were a garden club, hobby club, Topics of the Day Club, Camera Club, Kindergarten Primary Club, men's and women's glee clubs, an a capella group, an orchestra, newspaper and year book as well as student, day student, and dormitory councils. The marvelous thing is that the college was small enough for each student to belong to two or three organizations, and almost every student might have expected to hold at least one office in an organization during his student days.

In the post-World War II years as the size of the student body increased so did the number of organizations on campus. A check list of campus organizations shows more than sixty clubs covering almost any part of academic and avocational interest. The student who cannot find an organization that interests him and that can cater to his needs would be hard to please, indeed. If you have an interest or concern, academic or social, Bridgewater has students who want to share their experiences with you and want to learn from you.



1976 meeting of the Town-College Committee. At regular intervals throughout academic year, President Rondileau invites members of the Bridgewater Board of Selectmen, other community leaders, student leaders, and members of the college faculty and administration to meet in a friendly and informal atmosphere to discuss issues of mutual interest.



Mary M. Macy (Mrs. C. A. Sherman) 1877

We had no special class events, our only diversions being infrequent gatherings in a meagerly equipped gymnasium, in the dormitory basement, skating in the proper season at Carver's Pond and the required daily "hikes". We were expected to attend religious exercises at least once on Sunday and were allowed to attend Saturday evening service at the Congregational Church, a privilege enjoyed by students of every creed, as it was a chance to be out of our rooms after 7:30 p.m.



The first club in the history of Bridgewater State Normal School was the "Lyceum," an organization of young men formed in 1841 to hear lectures and participate in debates. It was an outgrowth of a town organization that had been started in 1839. The Lyceum met on Friday evenings, and later women were admitted. The school newspaper, the "Normal Offering", began as part of the Lyceum activities. It was handwritten by students and read at the meetings. One of the earliest copies still extant is the one above, from July of 1859.

Lillian C. Roberts (Mrs. William G. Sargent) 1884

The Normal Offering was the school paper, its articles written out long-hand, and its only public appearance was in being read by a student in Lyceum.



Edgar H. Webster 1881

Extra-curricular activities came into Bridgewater as elsewhere since 1881. The Lyceum had its meetings in Normal Hall on alternate Friday nights, and was a place where in debates we young men had an opportunity to practice public speaking. In our time the votes on the debate usually went with an attractive group of young men and we older ones found the girls voting against us. Whatever was up, at nine o'clock the president adjourned the meeting, and that promptly.

# Normal Offering.

VOL. I. STATE NORMAL SCHOOL, BRIDGEWATER, MASS., FEBRUARY 1887. NO. 1.

## The Normal Offering.

Published monthly during the School Year, by the Lyceum of the  
Bridgewater State Normal School.

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The OFFERING is strictly a school paper, and all members of the school are requested to contribute.

Ex-members and graduates of the school are requested to keep us informed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month. Address communications to "THE NORMAL OFFERING" Normal Hall, Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

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It is, we hope, with becoming modesty, that today, in accordance with the vote of the last Lyceum, we submit to you this first issue of the "OFFERING." A few words of explanation are doubtless in order. The Management beg that it may be thoroughly understood, that the OFFERING,

although controlled, as formerly, by the Lyceum, is to be printed wholly in the interest of the School. By School, we mean pupils, both past and present, and teachers. In order, therefore, that results satisfactory to the greatest possible number be obtained, we ask the aid of each party above named.

"He who builds a tower first counteth the cost."

If we mistake not, it is the general wish that a journal, which shall offer at the same time means both of self-development and pleasure while it seeks the welfare of the School; shall be published. All admit that school journals are an important factor in the social life of the school, while as a stimulus to persistent work, their value is not small. Sufficient literary ability exists in the School (and has existed for many years) to prepare articles for a much larger journal, but remember that the success of the paper rests largely upon the attention which students in the School bestow upon it. Right here, we would especially thank the Alumni, for the promptness with which they have aided us by subscriptions. No stronger proof is needed of their attachment to their *Alma Mater*.

We would offer a slight apology for the late appearance of our first issue. Certain preliminary steps had to be taken before the paper could be issued in this form, as soon as we saw our way open, however, we started on the work before us. With what success, we allow you to determine, but we claim the right to have all faults charged to inexperience, feeling confident that in the future issues improvements may be made.

GRADUATES and Friends of the Bridgewater Normal School. It gives us great pleasure to inform you that we have succeeded in changing the NORMAL OFFERING to a monthly journal published by the Lyceum.

We are confident that such a change will meet

The Normal Offering disappeared for many decades and wasn't revived until February, 1887 (in 1870, one issue of the Offering had appeared but none had followed it) when the paper above was published. This paper was the direct forebear of the Campus Comment, which appeared in 1927 as a class journalism project. Beginning in the late 1890's, the Normal Offering was published as a yearbook.

Charles P. Sinnott 1881

Students had a regular debating society known as the Lyceum. The meetings were open to all students. The programs were literary with special emphasis on the debate.

For many years lecture courses were originated and financed by the student body. Course tickets were sold to the students and to the general public. There were then no state lecture funds available as at present and the courses had to be self-supporting.



*"We hope that our paper will prove to be of interest and value to the faculty, the student body, and the alumni, and if we are successful, as we hope to be, that future classes will carry on our work."*  
Campus Comment, first issue, 1927



The editors and staff of the 1976 "Comment" (the "Campus" part of the name was dropped in the late 1960's) at work on the newspaper, which is now published weekly and often runs to twenty-four pages. The newspaper is prepared on campus by students using a host of highly sophisticated technology, including a computer. All the type is set on campus, and the paper goes to the printer only to be run on a large press.



The finished product always gets much attention. Since 1970 there have been two student newspapers on campus, the other being an alternative publication which appears on the average of once a month and is presently called "The Harder Times."





The first dramatic performance at Bridgewater State Normal School was in December, 1870, when a group of students performed Dickens' Christmas Carol. There was no stage, so the play was performed in the gymnasium in the basement of old Normal Hall. Dramatics has since become a popular pastime, involving often hundreds of students. Today, the Ensemble Theatre, the current dramatic club, presents plays and musicals which draw thousands of people. In photo above, "The Merchant of Venice" is performed by student thespians of 1926, while below, in the spring of 1975 "Twelfth Night" is presented.





*Harriet M. Ryder 1893*

Orchestra consisted of eleven members. We were allowed to play at various town affairs by promising Mr. A. G. that we would have our lessons the next day. We were envied by others who missed the refreshments served at church socials.



The first Bridgewater State Normal School Orchestra, 1892. In 1908 the school orchestra played for the first time at graduation.



The Bridgewater State Normal School Orchestra of 1929. The orchestra concept has survived at Bridgewater and today the Bridgewater State College Stage Band gives several performances a year.





As early as 1862 music was studied at Bridgewater State Normal School, for in that year Mr. O.B. Brown of Boston began coming to the campus once a week to teach the subject. Music as a social activity grew out of the Lyceum meetings described on page 116, as attempts were made to introduce musical, literary, and social diversions to the gatherings. *"Entertainments of a high order were held on alternate Friday evenings; the committees vied with each other to procure the best possible talent in the literary and musical world,"* recalled Arthur Clarke Boyden, who was a young faculty member then. In picture above, the Glee Club of 1883 poses for a portrait.



A Bridgewater State Teachers College singing group of 1936.

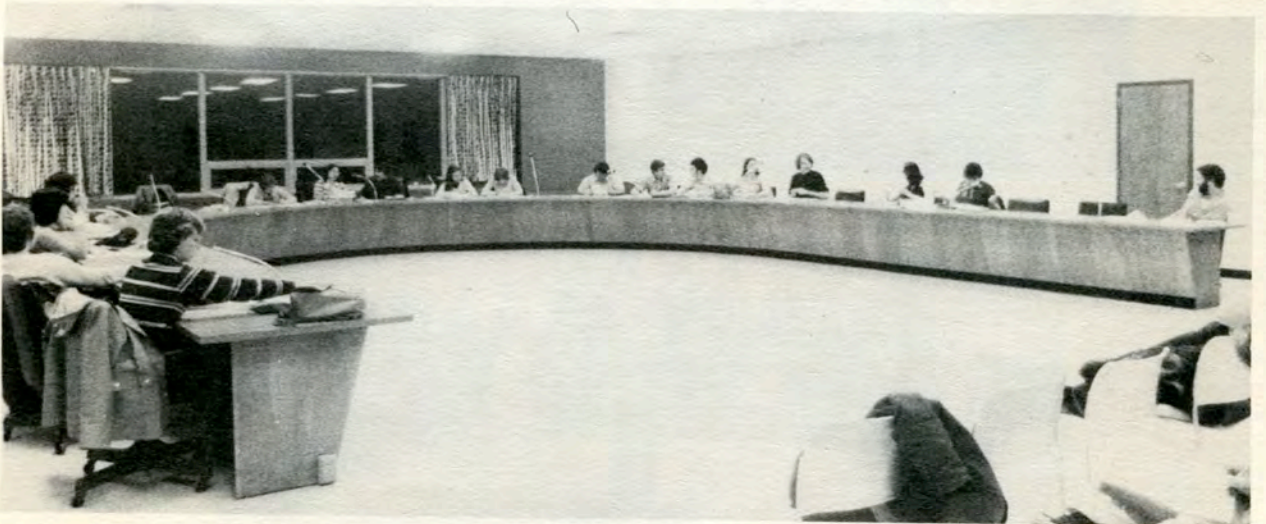


In 1976, members of the Bridgewater State College Chamber Singers perform in concert. The Chamber Singers are one group of the College Chorale, which has a membership of ninety students.





The Student Government Association, 1923, with Miss Pope as advisor (she is standing directly behind the young women seated in center). Student government at Bridgewater State College had its origin in 1917, when the Woodward Hall Association was organized for the development of self-government among the young ladies in the dormitory.



The Student Government Association today, meeting in the SGA Chambers which are located on the third floor of the Student Union Building. The SGA today comprises a six member Executive Board and four senators from each of the four classes, plus four senators-at-large.





WBIM, the "Voice of Bridgewater State College," began operations in 1971 and today is on the air from 7:00 a.m. to 11:00 p.m. broadcasting music, news, and public service programs. WBIM's studios are located on the third floor of the Student Union Building and is managed under the authority of the Student Union Director. The station's format and programming are coordinated by students, and a student program director oversees the day-to-day operation. Currently broadcasting at ten watts, the FM station reaches all of Bridgewater, most of Raynham, Easton, West Bridgewater, the south section of Brockton, Halifax, and parts of Taunton. A staff of forty students is required to run the station, which includes fifteen disc jockeys, five news announcers, three sportscasters, three public affairs reporters, and the balance general assignment reporters and production assistants. In addition to programming produced at the College, the station also features syndicated old-time radio shows, such as "The Shadow" and the "Green Hornet." Its sportsbroadcasting unit has followed the BSC football team as far as Maryland and the far-reaches of upstate New York to report live play-by-play action back to Bridgewater. WBIM broadcasts as 91.5 on the FM dial.



A meeting of the College-Community Relations Council. Once each month the officers of major student organizations meet informally with the President, Deans, other administrative officers, and faculty to discuss issues of mutual interest. The meetings were initiated by President Rondileau when he came to Bridgewater.



## FRATERNITIES AND SORORITIES



The members of Alpha Gamma Phi pose in 1915. Sororities were popular organizations at Bridgewater State Normal School in the years after the turn of the century, with up to five and six different ones functioning. The sorority movement lapsed, however, and has not been revived. One sorority was organized in the early 1970's, Lambda Delta Pi, but it remained in existence for only a few years. In the spring of 1976, the fraternity Alpha Upsilon added a female chapter at BSC, with ten co-eds participating.



The fraternity movement, began here in 1900 with the organizing of a Kappa Delta Phi chapter, is still a strong one. Today there are three male fraternities on campus: Alpha Upsilon (which has its own house on Park Terrace), Kappa Delta Phi, and Phi Pi Delta. Above, members of a BSC fraternity conduct an initiation for new members in 1970.



## Chapter X

### Dress

In examining the photographs of students over the past dozen decades one realizes how far we have truly progressed in freeing ourselves from the bondage of clothing. We recently read an article from a women's magazine of the 1880's in which the author advises a young woman to invest in fifteen white cotton petticoats so that she might have three changes of clothing. One wonders how the females moved and how they really survived the inconvenience.

We marvel at the ladies who played tennis or lawn croquet under the limitations placed on them by their clothing. At the end of the century the leg-o'-mutton sleeves, the high, tight shoes, and the heavy serge cloth often used for serviceable clothing all contributed to the discomfort of the American women at the turn of the century.

World War I freed the women of America from caring for long hair. Shortened hemlines, low shoes, silk and rayon stockings, and simpler clothing marked the attire. Women who have talked hesitantly about their limbs now displayed legs. The women who bashfully revealed her ankles encased in leather in 1912 was willingly displaying her knees a dozen years later. Despite several attempts to lengthen hemlines in the thirties and the forties and a short flurry of interest in "grandmother dresses" a few years ago, there has been no rush to return to old styles.

Men's clothes remained formal for many years. No man up to a generation or so ago appeared in public without a hat, and until fifty years ago high stiff collars were accepted and required. The soft collar developed in the 1930's, and gradually dark suits gave way to brighter clothing.

For a number of years after World War II men's clothing showed no radical changes. Sports jackets were introduced, suit jackets switched from three to two to three buttons, matching vests were out, then in, then out again. In the last dozen years men have truly "kicked over" the restrictions of clothing and complete informality is the mode.

No piece of clothing need match any other. Red, green, orange, plaid, striped trousers and blue jeans are the mode. The trend has also been captured by the women who imitated the men in dress (though men have not yet taken to adopting women's clothing), and, it must be admitted, they are not unattractive in their new garb. Men's trousers are tight, as they were a century ago, jackets have been abandoned, neckties are almost unknown even on the more formal occasions. We don't know what the clothing styles trends of the future will be, but we are sure that Bridgewater men and women will not be slow in adopting them.





Miss Earlmira Sanborn, Class of 1863, wears the tight bodice, wide hoop skirt which was the fashion of the Civil War era.



Ernest Daniels, Class of 1882, in the soldier's attire which was the standard uniform for Bridgewater State Normal male students taking military drill.



A group of Bridgewater State Normal School students pose with Principal Albert Gardner Boyden on the steps of the school building in 1897. Male attire had not changed much over the past several decades, but the uniform for the women leaned more and more toward the starched white blouse and long dark skirt, minus the hoops.



*Harriette L. Fiske 1868*

*Written by her daughter, Sarah V. Price.*

Mother's class, 1868, were taking gymnastics so some of the girls made suits to wear. Imagine their disappointment when Mr. A. G. Boyden expressed his disapproval of these immodest garments;—long bloomer skirts to nearly cover them; blouse with long sleeves!

*Annie M. Keith 1886*

I remember some one came out and gave us instructions in Posse gymnastics, and how we enjoyed the divided skirt, which was quite a new thing!

*Charlotte L. Hall (Mrs. Charlotte Hall Blodgett) 1924*

I remember "Polly" Gordon shuffling into the gym in her Ground Grippers, the black tricollette dress trailing the ground. "Class man the stall bars!" "Do I hear the thlap, thlap, thlap of the towel?" Also her supreme efforts to put the corset manufacturers out of business. What a girl!



In 1893, the first lady gym teacher was hired at Bridgewater State Normal School, and the women of the school began participating in a regular program of exercises. The gym uniform of the day is seen in this photograph taken in 1894. From left, Grace Barnhall, Nanette Young, Mabel Vaughn, and Florence Abbott.



In 1926, these Bridgewater coeds assembled in front of the Albert G. Boyden Memorial Gymnasium for morning exercises.





In 1912, these fourteen young Bridgewater State Normal School male students wore the well-cut suits and starched collars that men of dignity and style favored.



The year is 1915, and these Bridgewater students, working in the greenhouse, exemplify the women's fashions of the pre-World War I era.

*Clara L. Kramer (Mrs. William F. Turnbull) 1905*

My two years spent at Bridgewater were very happy ones. Those were the days of "Pa" Boyden. I remember one morning (a very cold one) he scolded the girls for walking across the grounds with their coats flying. The next morning we marched in with our coats buttoned up the back.



“WHAT THE NATTY MAN SHOULD WEAR. . .

According to the majority of a group of women students of the Bridgewater State Normal School, who were interviewed on the subject of men's dress, their preference in man's wearing apparel is as follows: White shirt, blue tie, blue suit and black shoes, with or without spats. When he goes out, a gentleman should wear a dark grey topcoat and a grey hat. . .The wearing of knickers for sports is in general in favor with the weaker sex. One of the senior girls liked knickers, but with some reservations: *“I like white knickers on a man who is not short, bowlegged, or the owner of ‘pipe stem’ legs.”*

Campus Comment, January, 1931



The “Roaring ‘20’s” – the era of the “flapper” – and the young women of the 1926 Bridgewater State Normal School French Club gather on the steps of newly-opened Boyden Hall.

In 1936, these Bridgewater students gather in the Tillinghast Hall reception room. The men nattily attired in three piece suits and the women in the simple but attractive plain and print dresses which were in fashion then.



1940 brought back the shorter skirts and the bobby sox, often worn with saddle shoes.

“Fashion advice for the well-dressed girl. . .Avoid military fashions; be feminine. . .Almost universal is the fashion for short hair—bangs, baby cuts, feather cuts, or just plain scalping. . .Bows in the hair aren't new, but why not accept this suggestion—a bow on each side, one to match the shirts, one to match the skirt. . .Large hats are definitely an eye catcher.”

Campus Comment,  
Spring, 1942





The collegiate look of 1952. Long skirts are back, neckties are sparse, and hair styles, both male and female, are on the shorter side in most cases. And the penny loafer has made its appearance.



**FOR THE WELL-DRESSED GIRL**

*"1. An effort is made to "dress for dinner" every night. This does not mean wearing formal dinner clothes, but does include changing to a different dress from the one which has been worn all day. . . Slacks, dungarees, pedal pushers, bermuda shorts, etc. are never worn in the academic buildings. . . Slacks and Bermudas may be worn downtown Monday through Friday after 3:00 p.m. and all day Saturday. . . It is not to be worn uptown at all on Sundays. Face the fact honestly that it is only the unusual girl with a perfect figure who looks well in either slacks or Bermuda shorts."*

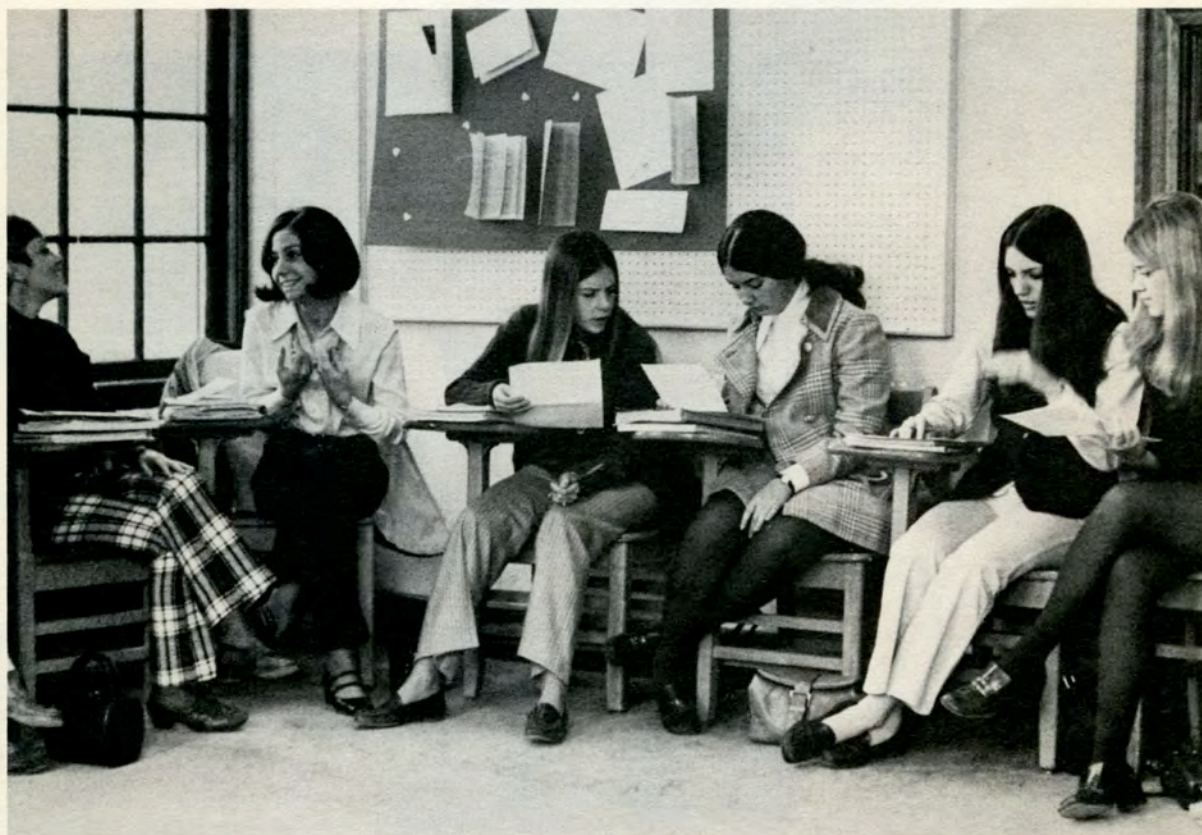
from the Women's Dormitory Handbook, 1963-1964

In the 1970's, the so-called "Fifties look" made a social revival on the Bridgewater campus and elsewhere. "Greaser dances," complete with music and dress of that era, became a popular activity and a sure way to draw a good-sized crowd. The style did not, however, carry over into the average, everyday dress of Bridgewater students.





The narrow tie, white shirt, and college blazer were popular during the early 1960's. Here the officers of the Men's Athletic Association pose for a portrait.



In the late 1960's came slacks, to be followed by jeans, and the advent of the shorter skirt for the women of the campus. Flared slacks, the style in the 1970's, were not yet in vogue.





Modern day Bridgewater coeds.

**"DRESS POLICY"**

*There are no regulations as such concerning the dress of students at Bridgewater State College. Students are expected to use good judgment in deciding what is appropriate for different activities. Dress and grooming are modes of personal expression and taste which should be left to the individual student except for reasonable requirements related to health and safety and except for certain occasions the nature of which requires particular dress or grooming. . .In compliance with the health and safety laws of the Commonwealth of Massachusetts, shoes must be worn in all campus buildings."*

from the 1975-1976  
Student Handbook



The contemporary Bridgewater male.



## Chapter XI Sports

Bridgewater has always boasted of an extensive sports program. In the early years of the college there were no organized teams although one old timer recalled that a normal school baseball team was fielded in the late 1860's or early 1870's. Whom they played or what the scores were, he did not recall, but he did remember that there were no uniforms and much makeshift equipment.

In the late nineteenth and the twentieth centuries the athletic teams flourished. Football games were played with nearby schools and colleges, and when that sport became too expensive to pursue soccer took its place. In the twenties and thirties Bridgewater sent out some fine soccer teams and compiled an excellent record. Basketball, baseball, tennis, and track were also on Bridgewater's sports agenda. With poor practice and playing fields, an inadequate gymnasium, no field house and a college which seldom had more than one hundred male students, the college teams challenged other nearby colleges and technical institutes and built up some rivalries, especially that with Fitchburg, that were legendary.

In this same period the women organized teams in lacrosse, field hockey, and other sports and successfully challenged other college teams. Suffering from the same shortcomings that marked the men's program, the women gave a good account of themselves through the years.

During the days when the college population was under 600, there was an extensive intramural program for both men's and women's sports. There were periods of great fun when the athletically talented and those with two left feet found themselves on the same team. We remember the games as part of the learning process, and many Bridgewater students of those days were grateful to the program when they found that their first teaching positions required them to coach a sport.

We remember well the loyalty of the Bridgewater fans, who followed the teams and cheered the men and women to victory or felt sad with them in defeat. In a small institution the college spirit engendered by a good sports program is obvious.

In later years our programs have expanded greatly. The development of a health and physical education major for women and, more recently, for men has caused the sports program to flourish. Men's football was revived, and swimming and ice hockey were introduced. Soccer was dropped, but other men's sports teams flourished.

Women's sports moved into a variety of new areas as staff specialists were added who encouraged participation in new sports programs. The college can boast a large variety of sports programs, college-wide sports programs, intra-mural teams, and, for those who consider sports-viewing to be a major effort, there is plenty to choose from at Bridgewater State College.

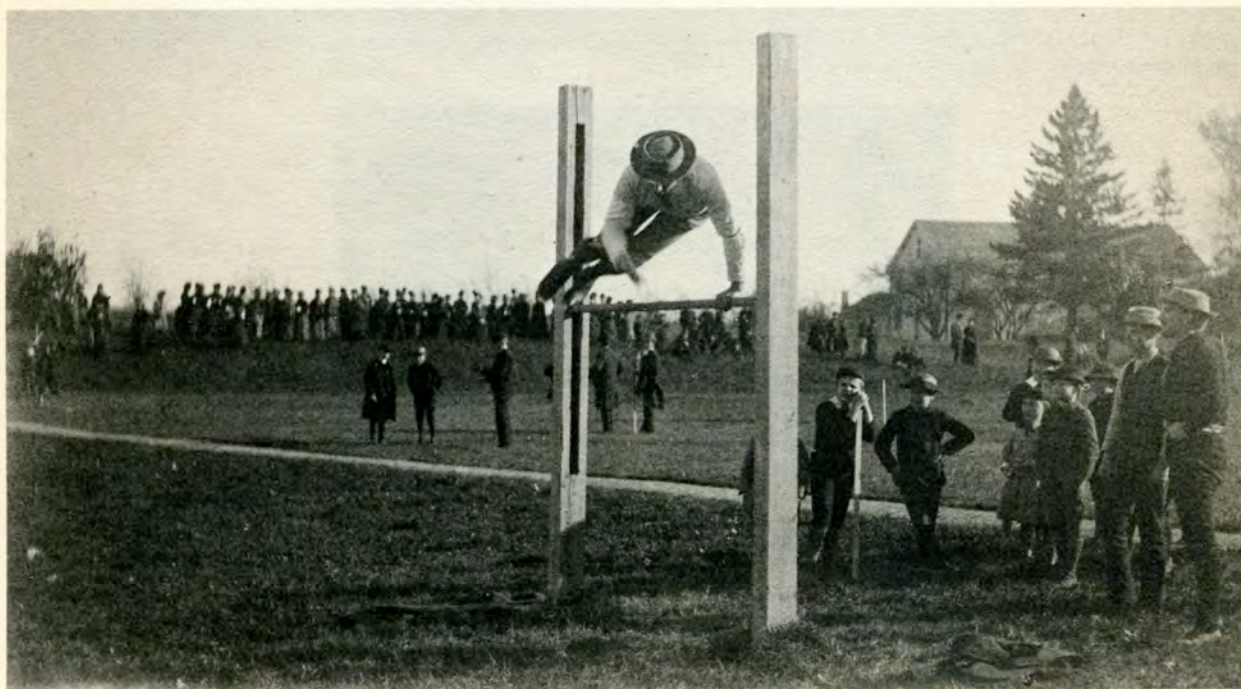


Girls' Field Hockey, 1975





These two photographs are among the earliest we have of an organized athletic activity at Bridgewater State Normal School. They depict "Field Day" in 1887, the first attempts at games and sports here and the forerunner of team competition. The "Field Day" games seen here took place on the green near the old campus pond, where today the Student Union Building and Maxwell Library stand.







By the 1890's Bridgewater had organized teams in several sports for men and women. This is the Bridgewater State Normal School Baseball Team of 1893.





On May 30, 1895, the girls of the Normal School Women's Tennis Team posed for their picture. They are, front row to back row, Harriet Gooding, Zelpha Thayer, Fannie Mathes, Alice Fairbanks, Anna Harrington, Mary Hart, Nancy Westgate, Grace Kellogg, Bessie Edwards, Olie May Hiliard, and Elizabeth West. They were members of the 124th class, which had entered on September 5, 1894.



*Frank P. Speare 1889*

“There was no prescribed physical program, and the only forms of exercise were walking and tennis. There was a football team which assembled and which played occasional games with other schools, but no one took it seriously.”



One of the school's first football teams – the Normal School boys of 1893. They played with neither helmets nor shoulder pads.



Demure and ladylike, the women's Basketball Team of 1914 poses in this group picture.



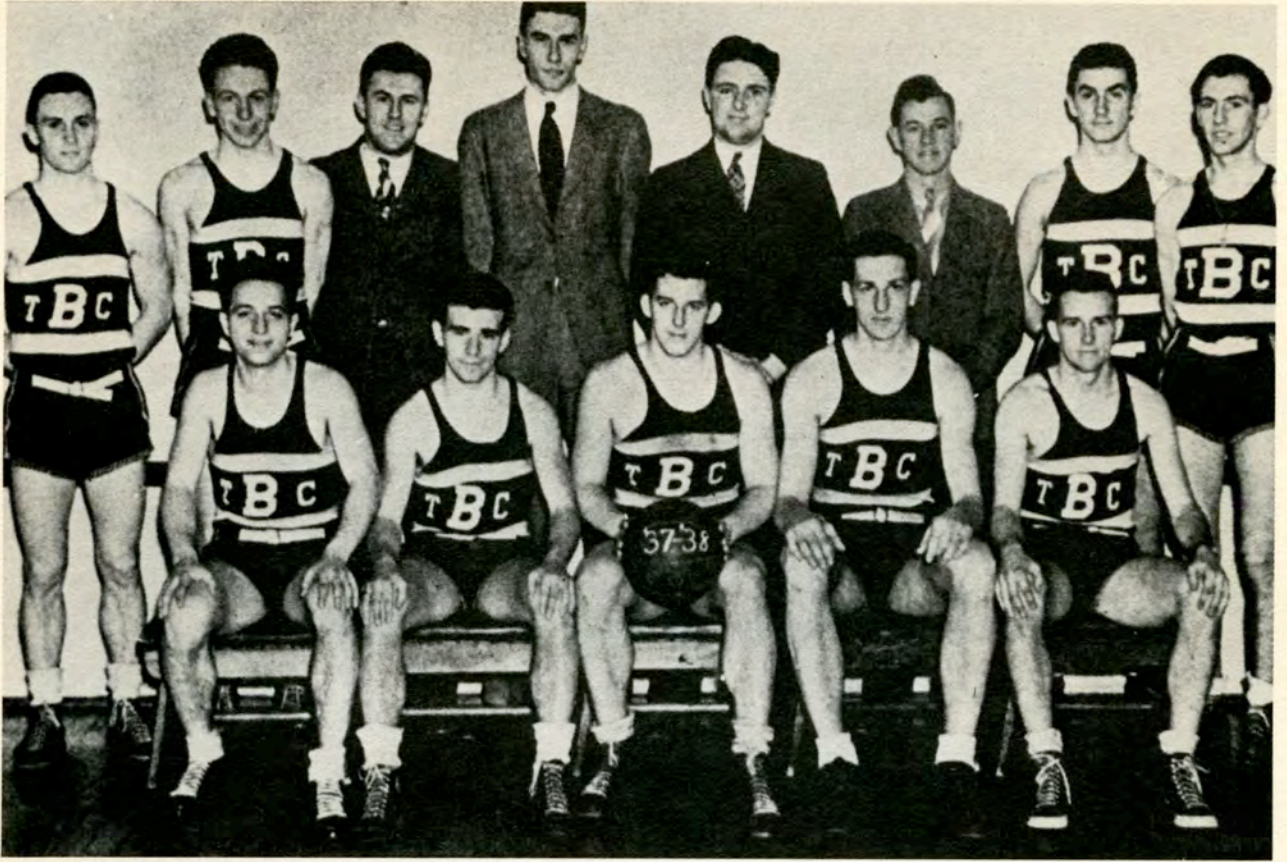


The Senior Field Hockey Team of 1923.



The Normal School Basketball Team of the 1923-1924 season. First row: John Buckley, John Balfe, Captain Richard Morey, Gerald O'Donnell, and Wilfred Graves. Second row: Edward Nims, Manager; Harold Good-nough, Frank Tanner, Leo Healy, Lawrence Campbell, and John Kelly, faculty advisor.





The Normal School Basketball team, 1937-1938 season.



Women tennis players, 1934.





Under a sunny sky in the 1950's, a women's gym class learns the fundamentals of tennis.



Soccer, which had been the big sport at Bridgewater in the absence of football, disappeared with the coming of the latter in 1960. In the fall of 1975, however, soccer was reintroduced, and here is the 1975-1976 soccer squad.



*Edward L. Curran 1901*

"As I look now over the thousand-dollar football equipment of a N.Y.C. institution playing to a capacity crowd of 50,000 my mind reverts to Normal School days when the team had but one nose mask and we were obliged to nail temporary cleats to the shoes we possessed. Substitutes in street clothes were selected from among a maximum number of twenty sideline spectators."



Tom Salvo and Peter Flynn, co-captains of the 1960 varsity football squad, the first football team at Bridgewater in over thirty years.



Varsity football was re-introduced at Bridgewater State College in 1960, and has been flourishing ever since. This is the 1964 Bridgewater State College Football Team. In the 1975 season, the squad made its best record in the fifteen years since it was revived: a 7-3-0 record.

*"Observing forty-odd, well-padded, green and white jerseyed young athletes chase an oval pigskin around lower campus is a strange but welcome sight this fall at Bridgewater. Spirit is running high and excitement fills the air as we await the opening kick-off of our first intercollegiate football game at Bridgewater since 1927."*

Campus Comment, October, 1960



## ATHLETICS TODAY



On the ice for Bridgewater

In 1976, there are nearly twenty individual and team sports which compete on the varsity level. Among them are: baseball, basketball, cross-country, field-hockey, football, golf, ice hockey, lacrosse, modern dance, soccer, softball, swimming, tennis, track, volleyball, wrestling, and more. There are varsity men's and women's teams, and junior varsity teams as well, and a large intra-mural program for all students.



The women's basketball team in competition.



## Chapter XII The Social Experience

In the height of the depression of the 1930's one social economist suggested an ideal way to end unemployment. Place all of the men on one island, and all of the women on another. They will immediately begin to construct boats to reach each other, and the problems of unemployment will be solved.

One colleague gave us some letters from an ancestor who attended the Bridgewater Normal School in the 1880's. Despite the rigidity of the rules, one of her correspondents mentions a student whom she refers to only as "the moustache," who smiled at her in class. A few days later he happened to be in the local drugstore when she entered, and he remarked in her hearing that he would be there again three days later. She noted that she would have an excuse to visit the drugstore on the day indicated. This is along story, we know, and perhaps a pointless one, but it does show that the search for a soulmate at Bridgewater is not a contemporary phenomenon.

Through the years Bridgewater men and Bridgewater women have sought each other out and miraculously have found each other. The early alumni lists reveal that many men found their wives at Bridgewater Normal School. Even today the Bridgewater Alumni News records that the incidence of marriage among Bridgewater graduates is high.

Bridgewater State College is a social institution, and young men and young women meet in classes, at social events, at sports events, in the library, at the wimming pool, or just walking across campus. Although Tennyson remarks that it is in the springtime that a "young man's fancy" turns to love, we have noted that boy-girl friendships at Bridgewater are matters for all seasons.

In the freshmen year most students refer to "girl friends" and "boy friends" who wait faithfully "back home" or at another college. In many cases the references become less and less frequent as one discovers one more potential soulmate nearby, and the rules of propinquity take over.

By the sophomore year students begin to make plans to take the same electives, and, of course, arrange to be seated next to each other. In the junior and senior years engagement rings are exchanged, and, occasionally a couple calmly announce that their wedding has taken place or will shortly occur.

But there are those who make no such commitment. They move from friend to friend, sharing a good wholesome friendship or an occasional "This might be the real thing, but let's wait and see" attitude.

Whatever the motive, whatever the incentive, Bridgewater State College, in common with any place in which several thousand young men and women meet, is still a great social institution and a great place to meet the mate of your dreams.

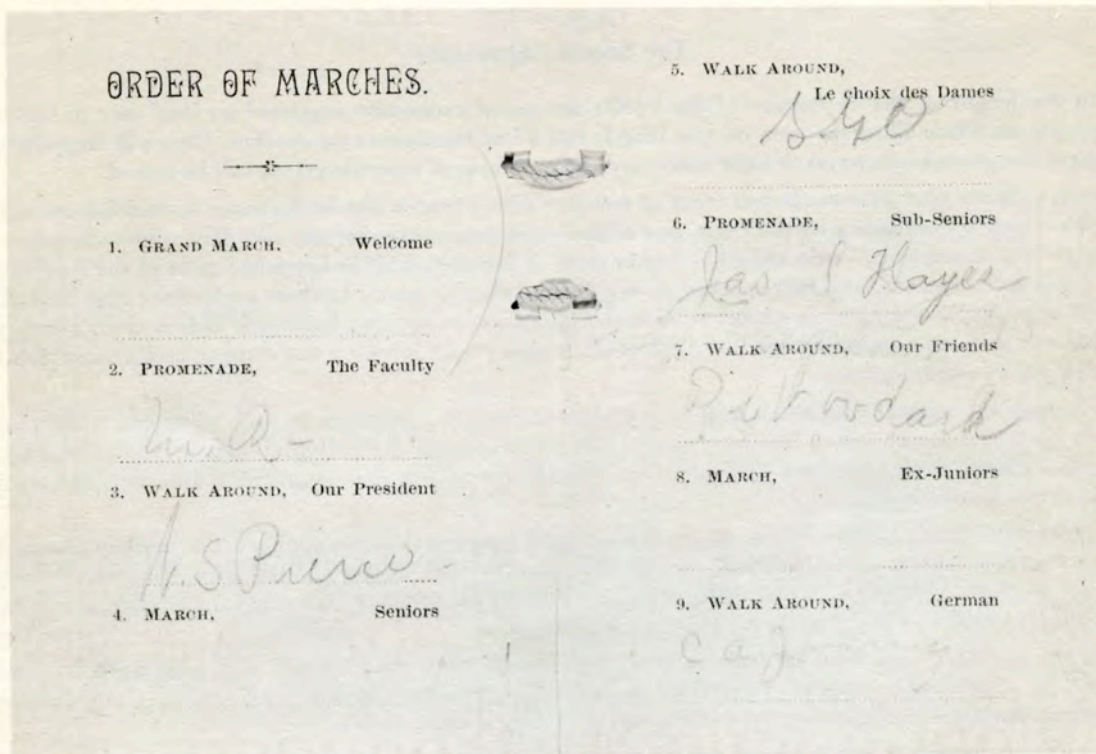


*Mabel R. Wetherbee (Mrs. Wallace C. Boyden) 1881*

Then I recall the Sunday Night sings in dear Mother Boyden's pleasant parlor. The students chose the hymns—"O Worship the King", "How Firm a Foundation", and "Fading Still Fading". I remember some of those to this day.

*Leila A. Miller (Mrs. S. H. Johnson) 1890*

One of the outstanding events, very peculiar and interesting to youth of the present, was the closing reception for our school, called a "walk-around". The music playing waltzes, polkas, etc., we walked sedately round and round the hall arm in arm with our partner, part of a long line of revellers (?). This continued all the evening, with a change of partners for each new dance.



Each young woman attending an evening social such as described above by Miss Miller would have a small booklet for her partners to "sign in" and reserve a dance. This booklet is from a social held here in January of 1891.

*Marion Helen Garfield (Mrs. Frederick Prescott Drew) 1896*

Dancing was frowned upon and indulged in seldom, though the occasional visits of the spring hurdy-gurdys (that knew when to come) might impel the dance-minded to take a few turns on the piazza or concrete just outside the dining hall.

Cole's Drug Store was a favorite meeting place of Bridgewater State Normal School students for many years. The caption to this photograph, written by a Bridgewater coed in 1910, said, "Abiding place of several interesting men. Namely: Mr. Cole, Ernest, + Le Ignoramus."

In 1906, dancing (with men and women holding each other) was first allowed at the Senior Promenade.





*Claude L. West 1896*

After supper until the study hours the boys and girls were permitted to mingle and talk in the sitting room. No dancing permitted. At rare intervals there was a promenade in the auditorium, in preparation for which all the desks had to be removed.

Now and then, on some special occasion, Washington's Birthday, for instance, the students in the dormitory dressed in costume. On one such occasion I remember going in a group to the Unitarian Church where we danced the Virginia Reel as a part of the program.



These Bridgewater students enjoy an afternoon's walk at the turn of the century. Notice their teacher is accompanying them.

Just before World War I, Bridgewater students could take the trolley to Brockton for only a dime and see a movie at the Ward Street Theater, where for five cents they could thrill to the early screen heroes and villains.

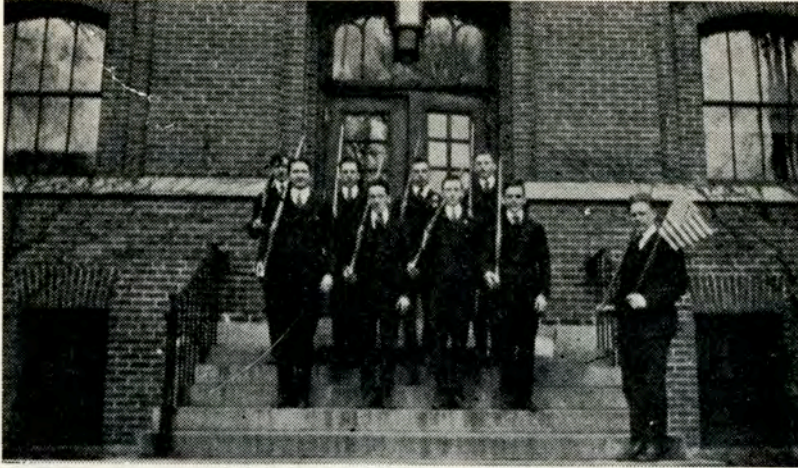
*Elizabeth Litchfield (Mrs. Richard D. Wetherell) 1910*

Dances in the basement room of the old Normal Building with no men allowed! Just girls, some with their hair slicked down, wearing their brothers' suits — as escorts and dancing partners to the other girls — but fun just the same — believe it or not.



Zita I. Foley 1918

I believe I am correct in this statement: The Class of 1918 was the only graduating class in the history of the school (at least up to that year) to dispense with a "Prom". Reason – most of the eligible young men were serving their country during the World War.



In 1917, a group of Bridgewater students, at shoulder arms, display their patriotism. Like most men of that era, they were bound for the war.

Dorothy W. Norton (*Mrs. Dorothy Norton Mercer*) 1917

I do recall the "Sings" we used to have in the evening at the close of study hour in the dormitory. These were held on an average of one a month, as I remember, and were always a special treat to me. I wonder if the following song is remembered by any one else, and if is still sung. I expect not, because the rules at "Normal" have changed since the "good old days". And besides there are more men students there now than there were in my day. Perhaps there are now enough to go around. At that time I believe the proportion was about 400 girls to 25 boys. In that light the words of the song are more appropriate. Anyway here it is:

(To Be Sung To The Tune Of "My Bonnie Lies Over The Ocean")

To Normal I came in September  
And left all my dear ones at home.  
Their faces I fondly remember  
As now I go walking alone.

CHORUS

Lonesome, weary  
I think I'll go back to my home sweet home  
I don't see why  
I should go walking alone.  
The rules are tacked up on the bookcase  
I've read them and said, with a groan  
"I see if I stay here at Normal  
I'll have to go walking alone."

CHORUS

The Normal boys all have their ladies  
To some great attention is shown  
And fortunate sure is the lady  
Who does not go walking alone.

CHORUS



*E. Dorothy Brennan (Mrs. Ralph R. Curtis) 1914*

The breakfasts downtown after the \$1.00 from home was found in the laundry package. The college ices at Casey's with all the garnishes one desired on top. The exodus from the dining room the day tripe was served.

*Anna Morgan Brady 1924*

Hot-dog roasts at the sand-pit, hikes to the State Farm—gathering diasies for proms we were not to attend—my struggles with aesthetic dancing—Student Government meetings in the reception room of Normal Hall—Miss Pope chaperoning a group of us at the Fireman's Ball in the Town Hall—”

*“Is the next dance going to be formal or can we wear our own clothes?”*

Campus Comment, April, 1929



A group of Bridgewater coeds in the early 1920's. The ratio of women to men was still very much in favor of the men.

*“Many times when talking with people and mentioning the fact that I attend Bridgewater State Normal School, I have had certain persons look at me queerly. After several past experiences, I have come to interpret those expressions in the following manner: ‘Bridgewater Normal School! Why, I thought that institution was only for women – what are you doing there?’ The numerical difference is great. . .Twenty men per year is the quota against hundreds of females.”*

A male student quoted in the Campus Comment, 1929

The first junior prom at Bridgewater State Normal School was in 1932.



*"The average Bridgewater man's ideal girl is a brunette with long hair, weighing about 118 pounds and having a height of five feet, five inches. She is not of the intellectual type. She does not smoke but she may use powder, rouge, and lipstick on occasion. . .Despite the fact that the school, has several outstanding blondes, thirteen (out of a total of nineteen) interviewed favored brunettes."*

Campus Comment, February, 1931



In 1942, a group of Bridgewater State Teachers College students sorted 2,000,000 ration cards for the State Department of Education. The job took three days. Another war had come to deplete the campus of a large portion of its male population.

In 1942, Bridgewater State Teachers College students could attend the 2:00 p.m. matinee movie at the Capitol Theatre in Bridgewater for only .22 cents. The evening show, which began at 6:45 p.m., cost an extra dime.

*"Have you noticed how Spring on the campus this year is not the same as in previous years? There seems to be a scarcity of the usual numerous coteries of carefree couples and tender tyro twosomes. Perhaps the reason is that the defense effort takes up what was formerly leisure time."*

Campus Comment, May 8, 1942



*"Corsages for the formal? Rumor has it, the gals aren't appreciating them as much as they should under the priceumstances. How about something different? A wrist corsage? A band of flowers for the hair? A singleton for above the right ear?"*

Campus Comment, April, 1948



After the Korean War, as after the Second World War, many veterans came to college. Proms, such as this one from the mid-1950's, were highlights of the social year at Bridgewater State Teachers College.

The Campus Comment, in a query to the student body in 1955, asked, "What would you do if you were President of Bridgewater State Teachers College?" Replied one coed, "Immediately accept two hundred more men."



# SU PROGRAM COMMITTEE ACTIVITIES

FEB	4	WHEATON TRIO	AUD	8 PM
	7	CHILDREN'S FILM	AUD	2 PM
	9	LECTURE - VINCENT BUGLIOSI		12 PM
	10	MOVIE CLASSIC	AUD	
	12	BAND IN RATHSKELLER		
	14	MOVIE - THE POINT		

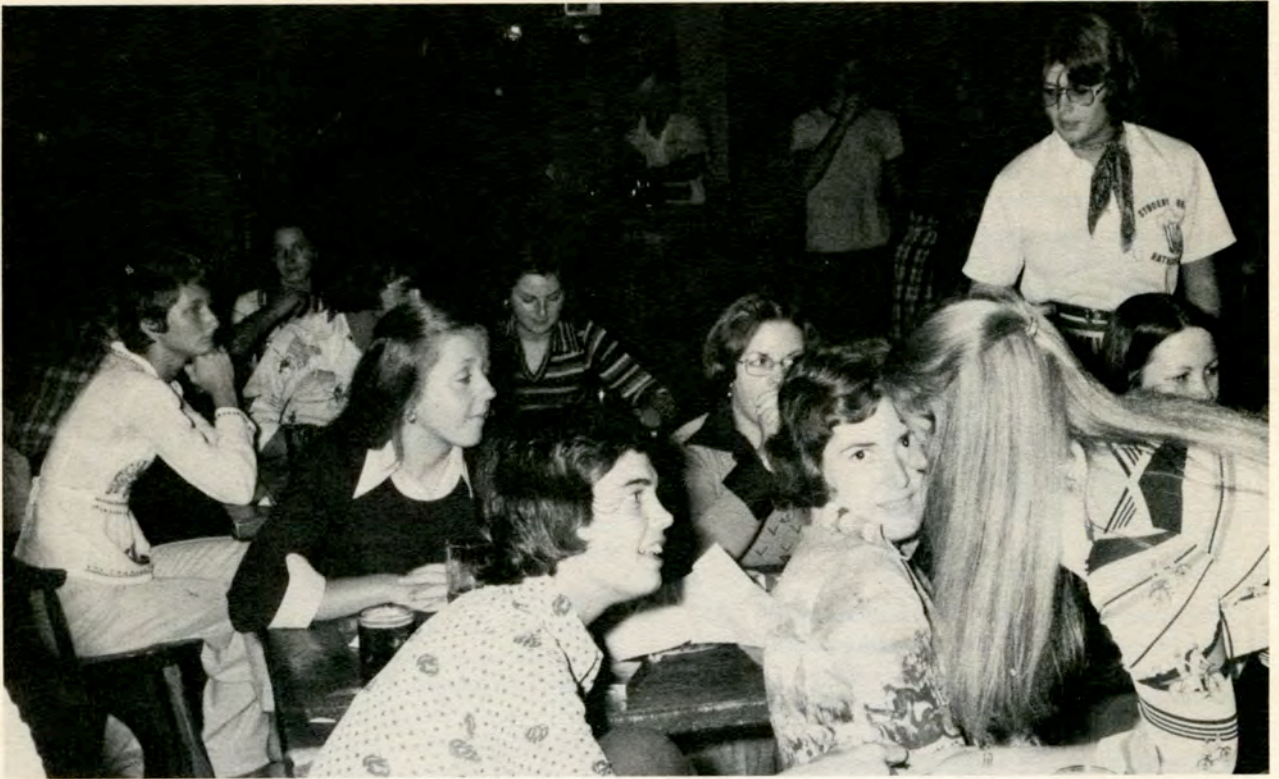
## WINTER CARNIVAL WEEK

	16	HAYRIDE - SLEIGHRIDE		
	17	FEATURE FILM FUNNY LADY		2:57 PM
	18	GODSPELL	AUD	8 PM
	21	BAND IN RATHSKELLER		
	23	AGUI TOURNAMENTS		GAMEROOM
	27	BUS TO CAT STEVENS		CONCERT
	29	MOVIE		

HAPPY VALENTINES  
DAY

Today Bridgewater students can select from a host of entertaining and enlightening programs offered on campus each week. This photograph shows the schedule of Student Union activities for the weeks of February 4-29, 1976.





One of the most popular meeting places today for Bridgewater students is the Student Union Rathskeller, where lively entertainment, good food, and a wide selection of beverages draws up to 250 students each evening (which is the Rathskeller's capacity – often there is a long line, especially on weekends, and students sometimes sign up days in advance in order to reserve a spot).

*"BSC is . . .*

*. . . where you meet a guy at 'the Club' on a Thursday night and Friday morning he doesn't even remember your name.*

*. . . where the girls outnumber the guys three to one, but still think they can be choosy.*

*. . . where you share your most secret moments with six other people."*

an excerpt from reminiscences by  
by Cindy De Santis in "Rehearsal,"  
the Class of 1975 Yearbook

In 1976, Bridgewater State College students can attend a Sunday evening movie in the Student Union Demonstration Room for .25 cents. On Tuesday, at 2:00 p.m. and again at 7:00 p.m., there is a 'blockbuster' feature film which costs .75 cents per person.



Dances are an important and regular feature of student life in 1976.



AT THIS, THE BOOK'S CONCLUSION, WE END WITH SOME VIEWS

RAY RAPOSA,  
President of the Student Government and  
Student Trustee on the Board of Trustees of  
the Massachusetts State College System



*"Bridgewater is a special place because here students can build life-long friendships with other students, with faculty, and with administrators. People here are interested in your ideas, open to new approaches, and willing to listen. The college governance system encourages students to play vital and meaningful roles in the development of policies and programs. There is a real opportunity to become involved in significant ways."*

DOROTHY TISEVICH,  
First Vice-President,  
Student Government



*"The student voice should be an integral part of the decision-making process at any college or university. Bridgewater gives every student the opportunity to express him or herself freely with the confidence that this opinion will be heard and respected."*



SUSAN LAWSON,  
Editor-in-Chief of the *COMMENT*, the  
student newspaper

*"Though Bridgewater has a sizeable student population, the College is still small enough so that personal contact between students, faculty, and administration remains intact. You don't get lost in the shuffle. Being active in the newspaper, or any campus organization, gives you a chance to benefit from this 'rapport' even more."*



MARC KERBLE,  
Tri-captain of the Bridgewater State  
College football team.

*"Ever since my freshman year, I've been impressed with the strong spirit of companionship which exists among the friends one develops here. As an athlete, I'm also impressed with the emphasis everyone places on academics - school comes first, the game second. This stimulating educational environment builds a strong sense of character, purpose, and identity."*



ON BRIDGEWATER STATE COLLEGE TODAY, BY STUDENTS IN 1976.

WHITFIELD DALEY,  
President, Afro-American  
Students Society.



*"Bridgewater offers many opportunities and advantages for students. The academic program, the social and cultural activities, the friendly atmosphere - these are all important parts of this college. Here you have a real chance to grow and develop."*



DAWN ARMITAGE,  
Chairperson, Student Union  
Board of Governors

*"Bridgewater offers the opportunity for a diversified educational experience within a small campus setting. The College Community provides an environment that not only enhances an individual's intellectual competencies, but also offers the chance for personal enrichment through its many clubs and organizations."*

PAULA DiNATALE,  
President, Women's  
Dormitory Council



*"At BSC, a true 'College Community' exists in which students, faculty, and administration all take a genuine interest in one another and work together toward a set of common objectives. . . It is this type of environment that contributes to the personal as well as the intellectual development of Bridgewater State students."*



WILLIAM ABRAHAM,  
President of the Senior Class

*"At Bridgewater, we have a unique spirit of family - we call it 'College Community' - which means that people work together cooperatively. College Community means unity of purpose, and it is through that unity we achieve our goals here at Bridgewater. It's a very personal experience, one that you feel."*



Patrons of "As We Were . . . As We Are"

Edna M. Abbiatti	1926	Donald C. Beach	1964	Irene Baldaia Bright	1961
Barbara J. Abraham	1968	Carleton M. Beals	1963	Mary Agatha Brimley	1919
Constance Adams	1931	Louise H. Bearse	1926	William Tourtellotte Bristol	1971
Beatrice Barton Adams	1938	Catharine Bancroft Beatley	1910	Carey W. Brush	1941
Mary R. Adams	1945	James W. Beaudry	1958	Priscilla L. Brochu	1968
George F. Aherne	1927	Mary L. Beaudry	1958	Thelma Nelson Brocklehurst	1928
Karen A. Alberti	1960	Mrs. Raymond Beauregard	1954	Jennette Struthers Brooks	1914
Albert Albertini	1939	Mrs. V. Harold Beauregard	1915	Florence Goulart Brower	1924,1943
Mary Scott Alden	1964	Marjorie Pennington Belcher	1926	Sally Lejman Brophy	1929
Dorothy M. Alexander	1934	Sybil Stearns Belknap	1921	Avis S. Brown	1963,1966
Etta-Hix Allen	1928	Harriett Hultstrom Bell	1935	Donna Marie Daley Brown	1968
Ruth Gertrude Allen	1912	Jane Mazzotta Benedetti	1931	Mary Ellen Brown	1973
Beatrice Conner Allgood	1925	Dorothy Moynan Bennett	1938	Elsie Taylor Bruce	1933
Flora Hickox Allison	1914	Wilma Caron Berardi	1952	Miriam Perkins Bryans	1929
M. Madeline Alsop	1921	Evelyn A. Berg	1926	Gertrude F. Buckley	1919
Jane Greeno-Altobelli	1975	Margaret Bergen	1968	John J. Buckley	1925
William J. Altier	1931	Phyllis M. Bernard	1965	James and Mary Leary	
Jennifer J. Ames	1973	Lucy Bernardo	1969	Buckley	1927,1925
Jacqueline Rider Amnott	1963	Eva C. Bernier	1934	Helen P. Bullock	1915
Annette Crowell Anderson	1930	Marie Freeman Berrien	1925	Carolyn Orton Bump	1952
Doris I. Anderson		Bessie Irene Berry	1902	Henry W. Burbine	1965
Louise Ransom Anderson	1930	Kathleen Frances Bertrand	1970	Michael J. Burbine	1970
Martha W. Anderson	1948	Melodie Jones Beveridge	1968	Margaret Anne Burke	1947
Madeleine Dugger Andrews	1944	Gertrude Lamb Bezanson	1925	Peter J. Burke	1931
Mary A. Angeley	1947	Beatric Warren Bicknell	1923	John R. Burnett	1939
Doris I. Annis	1927	Diane Biggieri	1973	Henry A. Bush	1964
Peter N. Anti	1969	Milton Biller	1938	Gertrude Fay Butler	1924
Barbara Beall Anti	1969	Josephine Shaw Birdsall	1928	Joel D. Butler	1975
Bessie L. Appel	1962	Sylvia Knuttunen Bjornholm	1938	Marjorie I. Butterfield	1937
Carol Belmarce Araujo	1970	Katherine Johson Blackwell	1936	Esther Sampson Buttner	1920
Gunvor Henriksen Armstrong	1934	Vera Chace Blackwell	1919	Helen Andrews Buttrick	1960
Grace Bard Arnstein	1943	Mr. Clarence N. Blair	1931	Catherine Clark Cahoon	1927
Florence E. Arsenault	1936	Mrs. Clarence N. Blair	1936	Susan Caivano	1974
Edith M. Astley	1925	Priscilla Vadeboncoeur Blake	1920	Elsie G. Calder	1915
Winnifred Partridge Austin	1916	Patricia M. Blethen	1974	Paul Callahan	1963
Robert A. Avila	1967	Arlene Blumenthal	1974	Betty Sawin Callahan	1963
Barbara Perrier Ayles	1926	Mary Sheehan Boethel	1944	Paul K. Callis	1958
Anne Adelaide Donati		Margaret C. Boland	1915	Linda A. Callis	1961
Baciagalupo	1928	Elito J. Bongarzone	1939	William J. Campia	1974
Lorraine E. Bailey	1959	Stanley Bonham	1973	Barbara Daly Canavan	1942
Mary D. Bair	1928	Christine Foley Bonham	1973	Ann Marie Cappannari	1974
Ruth McKee Baird	1934	Barbara Davenport Bonville	1965	Linda L. Cappannari	1921
Frances E. Baldwin	1927	Margaret Archibald Booth	1929	Victoria M. Carew	1924
Hilda Kiston Bangs	1936	Rose Borges	1927	W. Bernard Carey	1932
Ida Baptiste	1940	Signe Johnson Borghesani	1925	Mary E. O'Neill Carey	1950
Henry J. Barber, Jr.	1941	Georgiana Morin Bouchard	1915	Harriet Bliss Carle	1927
Elizabeth Ann Bardsley	1968	Mary Conroy Bouchard	1925	Nancy Deane Carlin	1965
B. Jean Barmby	1956	Sandra Wilbur Bourget	1963	Elouise Sherman Carlson	1933
Joan Flaherty Barra	1966	Helen G. Boyajian	1942	Lynn Carmichael	1976
Judith A. Barrowclough	1971	Bartlett W. Boyden		Deborah Ann Carnaroli	1968
Marilyn White Barry	1958	Dr. Mary Boyden		Conceda Amoroso Carr	1935
Robert A. Bartlett	1971	Arthur C. Boyden II		David J. Carr	1965
Judith C. Bastow	1964	Edward Allen Boyden	1907	Richard Carreiro	1960
Dorothy Beesley Bates	1930	Ruth Hewett Bragdon	1910	Christine Burkett Carter	1914
John S. Bates	1935	Elsie Brainard	1957	Dorothy Chatterton Carter	1933
Phyllis Jacobson Bates	1941	John J. Braithwaite	1957	Gloria Boucher Cartier	1927
Rachel Bates	1970	Isabelle Howard Braley	1925	Muriel Logan Cassidy	1940
Ralph S. Bates	Faculty	Mary Lavelle Breault	1931	Patricia M. Caton	1972
Rebecca Bates		Elizabeth Raferty Breen	1928	Shirley Dutton Cavicchi	1938
S. Mabella Bates	1964	E. Patricia Brewer	1962	Beatrice I. Cervi	1907
Helen R. Baumbach	1947	Dorothy Westgate Briggs	1936	Ann Burgess Chandler	1954



Ruth Forbes Chandler	1915	Mary Regan Critchlow	1968	Maureen Sweeney Dugan	1963
Elizabeth Awdycki Chapman	1966	Mildred Spates Crocker	1924	Doris A. Duggan	1968
George T. Charbonneau	1966	Carol Daly Crook	1953	Mary Sardi Dunbrack	1943
Janice M. Chase	1970	Nancy E. Crooks	1965	Dorothy A. Dunn	1951
John Chellel III	1968	Mary Rawlinson Cummings	1925	Alice McDonald Dunn	1923
Joseph A. Chicetti	1938	Eula Shaw Curley	1927	Flora Wilmarth Durfee	1918
Esther Winslow Choate	1917	Leonora Roberts Currie	1928	Lynne Duseau	1972
Gertrude E. Moran Christensen	1924	Philip G. Curtis	1949	Marilyn Waterman Dutra	1945
Margaret L. Christie	1915	Rosemary Durant Curto	1944	Richard and Madeline	1938
Rose Quallins Church	1922	Bertha Waldron Cushing	1904	Connell Dwyer	1937
Beatrice Ryan Church	1917	Dorothy Randall Cutler	1919	Jennie Dreghorn Dyer	1905
Percy C. Churchill	1928	Joan C. Daley	1960	Ann Cwalina Dynan	1967
Marie P. LoCicero	1957	Mary Sylvia Dalzell	1913	Alberta Knox Eatmon	1916
Charles and Judith	1967	Maureen Griffin D'Amico	1969	Marjorie M. Eccleston	1931
Anderson Cinto	1958	Florence Smith Damon	1914	William J. and Betty	
Elizabeth Fahey Cirino	1940	Catherine M. Daniel	1967	Milne Edgar	1941
Stella Marie Citrano	1973	Margaret Stiles Danis	1927	Barbara Dobbyn Egan	1940
Helen Moir Clark	1945	M. Elinor David	1950	Marie Leger Egan	1962
Virginia Hull Clark	1941	Leona F. Davidson	1927	Albert F. Ehnes	1930
Robert B. Clemence	1947	Diane C. Davis	1973	Meredith White Eichelberger	1945
Maureen Dolan Clemett	1956	Ruth E. Davis	1908	Allen Eklund	1968
Wanda Cieplak	1937	Eleanor Ferrara Deehan	1957	Dorothy M. Elliot	1914
Albert R. and	1974	Hazel Amet Deehan	1928	Violet Porta Elmer	1943
Elizabeth True Cobb	1968	Lola Teresa DeLeo	1969	Rachel A. Emery	1939
Doris Martin Cobb	1929	Mary Delfanti	1973	Marc S. Emond	1973
Ruth Hamblin Coburn	1927	Margaret A. DeMone	1959	Eleanor Mattos Enos	1943
Adela Kucinskas Coe	1957	Dorothea Flood Deneault	1924	Phyllis Esau	1936
Esther Roseblatt Cohen	1946	A. Grace Depoyan	1920	Patricia Kirkwood Esposito	1973
Phyllis Slobins Cohen	1942	Martha Depoyan	1913	Ruth Winslow Ewell	1918
Lois Tupper Colasurdo	1958	E. Ruth Appleby Desjeunes	1957	Barbara Hart Fahey	1932
Ruth Loneragan Colburn	1932	Anna Tripp Detjen	1935	Mary Begley Fanjoy	1945
Barbara Goodhue Cole	1951	Madeleine Dillon Devine	1916	Geoffrey Fanning	1967
Lois A. Cole	1926	Donna K. DeWitt		Henry J. Fanning, Jr.	1961
Mary A. Cole	1925	Jo Diotalevi	1967	Carmella Locantore Farina	1942
Ruth Hiron Cole	1923	Marie Mercer Diming	1943	Marie R. Farnham	1937
Sheila Quinn Collier	1958	V. James DiNardo	1939	Eleanor B. Farrell	1927
Martin and Michele Roberts		Florence Crawford Dion	1926	Janice Farrell	1960
Conceicao	1975	Philomena DiPasqua	1926	David and Patricia	1962
Walter N. Conlon	1929	Mary DePerna	1961	Siekman Fee	1963
Anne F. Connell	1942	John V. DiTullio	1955	Frances Botan Feinzig	1942
Robert M. Connolly	1969	Ruth Baker Dix	1917	Loring O. Felch	1941
Grace M. Connors	1926	Paul & Mabel Ashenfelter	1963	Douglas A. Fenn	1969
Florence Condricck Connors	1942	Doherty		Helen L. Field	1922
Maureen Connors	1963	Margaret Doherty	1970	Lillian Shapiro Feinberg	1923
Philip A. Conroy	1972	Anne Marie M. Donnelly	1970	Patricia Books Ferreira	1955
and Janice Indorato Conroy	1972	Gail Donovan	1977	Paul Ferreira	1971
John Kevin Conway	1975	Marie Wood Donovan	1925	Jane E. Fieser	1974
Gladys Cates Cooke	1920	Sue Phillips Donovan	1929	Muriel Ann Finnegan	1975
Helen McDonough Cooper	1916	Sheila M. Doody	1972	Lillian MacQuarrie Finnie	1917
Chauncey J. Copeland	1934	Gertrude Twohig Dornan	1941	Dino A. and Priscilla	1960
Paul T. Corcoran	1925	Roselyn Kolvek Dow	1950	Young Fiore	1961
Stephen and Jeanne Corcoran	1969	Christine Axford Dowd	1950	Gertrude I. Fiske	1919
Theresa M. Corcoran	1950	Margaret Froeberg Dowell	1930	Grace Hall Fiske	1925
Thomas J. Costello	1931	Mary Carroll Doyle	1933	Beatrice V. Fitts	1933
Philippe Cote	1978	John J. Doyle	1923	Maureen FitzGerald	1972
Edna Lewis Coulter	1926	William M. Draper	1974	Neil C. Fitzgerald	1958
Grace Brace Cover	1931	Dorothy Ann Walsh Driscoll	1958	Phoebe FitzPatrick	1915
Mary Kucinskas Cowgill	1958	Violet Cooper Drury	1919	Ruth Parent Fitzpatrick	1963
Donna Griggs Cramer	1961	Patricia DuBois	1943	Gloria MacIsaac Flaherty	1955
Olive Walmsley Crawford	1926	Donna McGinnis Dugan	1968	Mary E. Flaherty	1944
John Cribben	1965	William J. Dugan	1963	Edward L. Flemming	1941



Richard C. Flemming	1950	Dorothy Boardman Grant	1923	Frank J. Hilferty	1942
Helen Baumbach Fletcher	1947	Esther Forsberg Grant	1928	Benjamin J. Hill	1930
Elizabeth C. Flynn	1906	John E. Grant	1966	Dorothy Durant Hill	1969
Peter Y. and Nancy Hart Flynn	1961	Wilfred H. Graves	1927	Bettina Hayden Hiltbold	1939
Stella Monks Fogelman	1916	Barbara Moriarty Grealish	1953	Noreen Dunn Hine	1951
Eileen Nolan Foley	1943	Doris McMorrow Grindle	1943	Eleanor Kelley Hoar	1964
Paula K. Ford	1971	Mary Brigida Guidaboni	1941	Jeanne Perrow Hodgdon	1950
Mary Matthews Fordham	1963	Raymond C. Guillette, Jr.	1975	Marilyn Patricia Hoffman	1955
Louise B. Forsyth	1941	Alice M. Guinea	1931	Mary Connelly Hoffman	1941
Catherine A. Fortier	1977	Paul James Guiney	1971	Blandine Jasnocha Hogan	1956
Mary B. Foster	1959	Pauline A. Gula	1927	Phoebe Clark Hogg	1958
Mary Elaine Foster	1973	Olive Howard Gurney	1925	Virginia Jewett Hogg	1960
Charles J. Francis	1973	Doris W. Gustafson	1955	Ralph E. Hokanson	1968
Cynthia Vaughan Francis	1968	Janet Anderson Gutterson	1961	Marie Gargan Holbrook	1943
Vera L. Franklin	1927	Millicent B. Hackett	1918	Marie Sawyer Holbrook	1955
Sarah Franco Fraser	1944	Shirley Thompson Hadley	1941	Mary F. Holbrook	1925
Jean E. French	1975	Rolande Dionne Hall	1933	Catharine Brown Holmes	1913
Claire Klein Friedman	1950	Anna Morrison Hall	1960	Patricia A. Holmes	1961
Alice E. Fulton	1921	Anne Houghton Hall	1945	John A. Holt	1956
Diane M. Fuda	1975	Florence Lincoln Hall	1913	Susan E. Hood	1975
Judith Fugere	1966	June Sherman Hall	1938	Lucy Chapman Hooker	1917
Margaret Funk	1971	Lawrence Halzel	1936	Anne Shea Hoole	1959
David Furman	1964	Margaret L. Hammersmith	1964	Margaret Carroll Horak	1925
Ruth Rider Gagnon	1934	Margaret Farren Hanna	1925	Virginia Nickerson Horton	1923
Ruth Lawton Gamson	1935	Elizabeth Aalto Hannula	1967	Phyllis M. Hosker	1953
Cheridah Paquin Gangone	1935	Phillip J. Hanrahan	1963	Mildred L. Houlihan	1927
Ella A. Ganley	1924	Mildred Zimmerman Hanright	1950	Dorothy R. Hoult	1974
Bertha C. Gardiner	1916	Alice Atwood Hanson	1932	Richard Brooks Hovey	1950
Chester M. Gardner, Jr.	1961	Barbara Tarr Hanson	1931	Albert T. Howard	1955
Rose Page Gardner	1912	Doris Gould Hanson	1951	Mary O'Hearn Howard	1955
Robert and Marietta Gardula	1960	Marjorie McClusky Hanson	1924	Jane K. Howard	1973
Anne Levesque Garrett	1964	Rachel Bowden Harding	1924	Sophonria Ashley Howard	1925
Loretta Hebert Garrity	1927	Helen B. Hardy	1923	Louise Anderson Howe	1925
Robert A. Gaspar	1968	Alice Cole Harlow	1940	James E. Hubbard	1960
Margaret M. Gearan	1920	Barbara M. Harriman	1966	Barbara Short Hubbard	1960
Madeline T. Geiger	1934	Pearl Hart Harriman	1914	Cynthia Tower Huddy	1961
Marie K. Ghiorse	1930	Mary McDonald Harrington	1909	Michael J. Hughes	1965
Bertha Winward Gibney	1927	Patricia Kruger Harrington	1965	William F. and Barbara Barton Hughes	1952
Elizabeth A. Gibson	1940	George F. Harris	1940	Polly Torrey Hull	1938
Judith MacPhetres Gibson	1965	Margaret J. Hart	1951	Helen L. Hulsman	1925
Doris Cottle Gifford	1915	Marion Frazer Hartley	1914	E. Mary Humphreys	1973
Rosemary Giles	1975	Mary V. Harvey	1921	Evelyn Cole Hunter	1939
Louie Monk Gillett	1909	Ralph Henry Haskins	1975	Rita L. Hyland	1970
Pauline Gillette	1952	Lois Gnonng Haslam	1953	Anne Kenneally Hynes	1954
Helene White Gilmartin	1954	Gladys Nowell Haswell	1927	M. Helen Riihimaki Hyvonen	1927
Caroline R. Gilmore	1921	Mildred D. Hatch	1918	Michael P. Ippolity	1962
Richard and Diane Vincent Giordano	1973	Ruth Greene Hay	1922	Karen Baszner Ireland	1966
Mildred Tammett Glass	1967	Christie C. Hayden	1937	Robert C. Jackson	1937
Esther Lovell Gleason	1926	Estella C. Hayden	1925	Marjorie R. Jackson	1937
Ruth Knight Gnutti	1931	Helen Murphy Healy	1919	Raymond N. Jenness	1930
Ethel B. Goddard	1917	Leo Healy	1926	Adah Jensen Findlay	1915
Dorothy Lamond Goff	1929	Ellen Cantwell Healy	1952	Mary Keane Jerome	1943
Katherine J. Goggin	1925	Hilda H. Heikkila	1933	Alice Harding Johansen	1927
Jane C. Goodwin	1963	Charles H. Helberg	1972	Barbara A. Johnson	1953
Lydia T. Gonsalves	1970	Enid Hendricks	1924	C. Victor Johnson	1939
Michael Gormley	1974	Frances Heney	1949	Daniel J. Johnson	1973
Audrey Jean Rosha Gough	1951	James L. Henry	1964	F. Elizabeth Stromdahl Johnson	1934
June Marsh Gould	1960	Henry F. Hicks, Jr.	1951	Helene D. Johnson	1934
		Beatrice M. Higgins	1951	Agnes Lyons Johnson	1918
		George E. Higgins	1935		
		Evelyn Whiting Hildreth	1944		



Marie Paul Johnson	1965	Michael T. Lankalis	1927	John T. Mahoney, Jr.	1955
Genevieve Slade Johnson	1925	Richard F. LaPointe	1974	Louise Casey Mahoney	1916
Edgar B. Johnston	1974	Ruth Ferris Latham	1934	Gretchen Maier	1969
George F. Johnston	1938	Winifred Laughlin	1940	Camella R. Maiewski	1941
James C. Johnston, Jr.	1966	Charlotte Ann Lavin	1975	Doris Moulton Mallory	1916
Jessica Leonard Johnston	1928	Richard F. Lawler	1971	Mary Searle Malone	1917
Louise Freeland Jones	1952	Meredith B. Lays	1964	Dorothy Creeden Manchester	1932
Rita Page Jones	1911	Alice Lindstrom Leach	1934	Elizabeth Mansfield	1951
Linda S. Jones	1966	Mark Allen Leach	1971	Armand R. Marchand	1966
Katherine Pratt Jordan	1924	Eleanor Walsh Leary	1940	Eugene A. Margozzi	1950
Clara Bates Josselyn	1917	Helen F. Leary	1923	Carol Markey	1959
Theresa Kachan	1939	Mabel Laramee LeBlanc	1933	Arlene Kelleher Maroney	1935
Alice C. Kapples	1916	Robert A. LeBlanc	1973	Martha Irene Butler Marsch	1958
Mary Montejunas Kaufman	1969	Philip LeFavor	1972	Mae Johnston Marshall	1918
Marjorie Dumoulin Keene	1965	Linda J. Lehrbach	1961	Joseph and Diane	1970
Phyllis Simon Keith	1942	Patricia A. Lemire	1968	Neville Martin	1971
Daniel F. Kelliher, Jr.	1967	Dorothy Leonard	1968	Janice R. Mawbey	1970
Dianne P. Kelliher	1967	Marie Buzzi Leone	1944	Virginia T. Mayo	1943
Elaine Clapp Kelly	1944	Lawrence B. Lerner	1965	Hazel McCarthy	1926
Joan C. Kelly	1970	Barbara Reynolds Leslie	1950	Kathryn H. McCarthy	1930
Warren G. Kelson	1973	Belle Barsky Levin	1936	Margaret J. McCormick	1975
Mary Bradley Kemp	1918	Arthur A. Lewis	1933	Dorothy Burding McDonald	1925
Mary Schreiber Kennard	1931	Raymond L. Lewis	1972	Frederick B. McDonald	1962
Helen T. Kenneally	1932	Evangeline J. Liapis	1958	Thomas J. McDonough	1918
Eleanor Fredette Kennedy	1927	Amy Lawson Lindberg	1924	Dorothy E. McGann	1976
Lois Shea Kennedy	1951	Robert Locatelli	1960	William R. McGhee	1939
Kathryn Kenney	1969	Mildred B. Lockhart	1918	Eunice Grainger McGinn	1921
Gail A. Kenyon	1973	Gloria O. Lofgren	1942	Juanita E. McGranachan	1964
Eileen L. Keplinger	1962	Elaine Lombardi	1967	Elizabeth McHale	1928
Maude Busbee Kezer	1920	Walter E. Longmore	1930	Helen Pray McIntosh	1922
Edward A. Khoury	1961	Carrie Turner Longstreth	1914	Gladys McIsaac	1922
Albert E. Kiernan	1950	Myra Powers Lopes	1954	Sheila Tunstall McKenna	1962
Owen B. and Esther		Virginia Alden Logan	1969	Dorothy Mahoney McLaughlin	1958
Thorley Kiernan	1935	Beverly Schofield Love	1953	Katherine McMahan	1921
Rochelle Massoud Kieron	1964	Roberta L. Lovell	1974	Rachel C. McMahan	1916
Charlotte R. Kiley	1920	Tyenne Marie Flinck Lowry	1925	Katharine Turner McWilliam	1924
Robert C. Kiley	1927	Myra I. Luce	1921	Barbara Prince Meade	1940
Judith L. Kimball	1963	Constance Young Lumbard	1914	Edward and Carolyn Meaney	1963
Hannah Bassett King	1917	Miriam Peltonen Luoma	1944	Frederick A. Meier	1934
Marie Ciampa King	1950	Marion R. Lupica	1937	Elaine Broadbent Melesky	1960
Mary Ellen King	1968	Mary Lymberos	1956	Cerise Alm Mercer	1932
Bertha Joseph Kinsella	1935	Agnes Smith Lynch	1928	Roger J. Mercier	1970
Marguerite A. Kinsley	1947	Grace Gilgan Lynch	1917	Carol Young Mesheau	1953
Edith L. Kling	1922	Marie Murrill Lynch	1919	Dorothy J. Messier	1953
Grace Louise Knox	1934	Rita H. Lyons	1952	Rita A. Michael	1970
Eunice M. Kohler	1946	Alice M. MacDonald	1931	Burnham P. Miller	1950
Margaret Griffin Kottage	1929	Douglas F. MacDonald	1942	Katherine Skinner Miller	1911
Christine Considine Kovach	1964	Mary Aulbach MacDonald	1932	Mary Morin Miller	1925
Stella H. Krupka	1933	Melvina Vincent MacDonald	1929	Clara Russell Mills	1925
Esther E. Kreimer	1976	Iva M. MacFadden	1914	Barbara Greenwood Monahan	1936
Helen A. Kudlic	1950	Bertha Kirmayer MacFarland	1907	Marion Nash Monbouquette	1934
Barbara Anne LaCambria	1951	Laurindo Machado	1974	Florence L. Monks	1924
Corinne R. LaFrenier	1966	Murray G. MacLauchlan	1923	Dorothy N. Moore	1950
Mary Lou Laine	1970	Georgianna Stewart MacLean	1917	Gladys V. Moore	1940
Dolly Nerney LaLiberte	1914	Jean Ann MacLean	1958	Helen Margeson Moore	1911
Rose Lans LaLiberty	1949	Marie Johnson MacLeod	1934	James K. Moore	
Madeline A. Lally	1918	Mary T. Madden	1918	Myrna Rolli Moore	1963
Catherine Quigley Lamb	1929	Lorrain Finn Magaletta	1926	Francis Michael Moran	1936
Lois Weeman Lang	1926	Jane Stetson Maguire	1961	John J. Morgan, Jr.	1961
Priscilla A. Lang	1959	Ann King Mahon	1941	Deborah Leda Morin	1973
Christine Langley	1943	Genevieve Kane Mahoney	1922	Emmet F. Morrill	1968



Elaine Botelho Morris	1964	David and Judith	1968	Marcel D. Richard	1958
Helen Wilbur Morris	1926	Magoon O'Shea	1968	Marjory Spray Hollenbeck	
Eleanor Robidoux Morrison	1957	Mary Varros Ottaway	1947	Richardson	1936
Evelyn Twiss Morse	1923	Natalie Weinstein Oxman	1949	Rebecca D. Ridgway	1968
Elizabeth Look Morse	1929	David and Mary Silva Paine	1969	Isabel F. Riley	1925
Othylia Medeiros Mosettig	1923	Mariette Charest Paine	1962	Mary Jane Rimsa	1966
Martha Sisson Moulton	1969	Benjamin E. Parker	1929	Marylou Williams Rios	1951
Hazel Chapman Mounce	1917	Mildred Young Parker	1934	Louise H. Ripley	1923
Louise W. Mowbray	1975	Ina Wiitanen Partelo	1931	Margaret Lucey Roach	1927
Marion Higgins Mugford	1950	Concetta G. Passero	1944	Bernice Ludden Robertson	1936
Denise R. Mulcahy	1974	Jean Whiting Patenaude	1940	Philip M. Robitaille	1973
Annette Messenger Mullis	1959	Louise Osuch Patys	1939	Doris Acheson Rodman	1921
Albert J. Murphy	1928	Evelyn Pearson	1974	Patricia Rodrigues	1971
Elizabeth Brown Murphy	1958	Louise Rodrigues Pearson	1961	David J. Rodriquez	1966
Eileen Cummings Murphy	1942	Marjorie Berry Pearson	1949	Robert H. Rogers	1963
Helen A. Murphy	1911	Carol Ann Pellini	1975	Charlotte Novick Rosen	1950
Ann Cordingly Murphy	1951	Raymond G. Pelletier, Jr.	1969	Anna V. Mezzanotte Rossi	1944
Joseph F. Murphy	1939	Ethel Richmond Penniman	1926	Dorothy Boothby Rounds	1931
Joseph M. Murphy	1919	Eileen M. Perkins	1957	Jean M. Roy	1941
Kenneth F. Murphy	1935	Katherine Smith Perkins	1922	Marcia L. Roy	1972
William J. Murphy	1963	Virginia Chamberlain Perry	1946	M. Patricia Royal	1942
Dorothy W. Shepart Murray	1923	Barbara A. Peterson	1977	Harroet M. Royce	1951
Helen Perrier Muthig	1920	Helen B. Peterson	1916	Berniss Mazer Ruff	1946
Barbara Allen Nash	1925	Mary Louise Peterson	1928	Anne M. Ruggiero	1975
Cecilia Nelson	1973	Betty Phillips	1940	Virginia Edgerton Ruggles	1921
Ellen S. Nelson	1913	Wayne R. Phillips	1962	E. Dorothy Russell	1919
Marion E. Nelson	1956	Kathryn Hoye Pichette	1944	Doris Douglas Ryan	1927
Mary Piguët Nelson	1917	Camilla C. Pickering	1932	Francis D. Ryan	1962
Robert J. Newbury	1928	Nancy H. Pierce	1967	Irene S. Ryan	1927
Gustaf E. Newcomb	1971	Paula Pilat	1974	Mary Harrington Ryan	1940
Gladys J. Newell	1925	Irene Kidd Pimentel	1935	Doris Smith Ryder	1911
Esther Lindberg Nisula	1934	Mary Basile Piotte	1929	Lawrence St. Pierre	1971
Anne McDonough Nocito	1971	Marie Bromley Pizzoli	1937	Priscilla Walsh Sanguedolce	1964
James A. and Madeleine		Rita E. Pointon	1977	Mary Reposa Santos	1939
Desorcio Nolan	1943	Shari H. Polikoff	1972	Barbara Gullich Sargent	1950
Mary Moriarty Nolan	1920	Alice Silvia Ponte	1915	Dorothy Mitchell Sargent	1927
Barbara J. Nole	1968	Elizabeth A. Porady	1925	D. Harriette Sarkisian	1929
Kathleen E. Noonan	1969	Harrison W. Porter	1969	Sharon M. Sarni	1972
Joanne Pring Norcross	1968	Isabelle Wallner Powell	1917	Anthony and Nancy Seablom	1964
Marlene R. Notarangelo	1974	Ruth Mithcell Prescott	1929	Margaret Lynch Sarro	1966
Charles Notis	1968	Pasquale M. Princigalli	1971	Gladys Reynolds SaVoie	1922
Evelyn Keith Nourse		Catherine Maynard Princiotto	1970	Prescott Sawyer	1931
Glenn Silsby Noyes	1907	Mabel Harris Proctor	1931	Phyllis Pimental Scanlon	1960
Pauline Boomer Nunes	1928	Myra Horton Prout	1925	Sharon L. Scannell	1973
Eleanor Grundberg Nyberg	1940	Patricia M. Quay	1975	Ruth Dixon Schuttauf	1960
Adeline Oakley	1962	Frederick J. and Marie		Robert P. Scoppettuolo	1969
Gregory M. and Alicia	1972	O'Brien Quinn	1962	Marilyn Miller Scott	1968
Paulson O'Brien	1973	Helen Capuano Rabaglia	1933	Thelma Fultz Scott	1919
Norma Shea O'Brien	1926	Edwin H. Randall	1940	Rita Scudder	1950
Barbara Olenick O'Donnell	1951	Janet S. Raposa	1968	Marion Pettigrove Selig	1915
Gerald F. O'Donnell	1926	Scott Rapose	1974	Cynthia Webster Serbent	1958
Myron L. Ogden	1965	Katherine Lantery Reddy	1960	Anita Sample Sethares	1953
Linda Braz Oggenfuss	1973	Marguerite Lee Regan	1975	Susan E. Shadbegian	1975
Kathleen A. O'Leary	1969	Bernadette A. Reid	1964	Mary Alden Shakliks	1964
Janice M. Olson	1968	Rosanna Reilly	1920	Evelyn F. Shapiro	1962
Deborah Anne Dixon O'Neil	1967	Lorraine Cotterill Renker	1974	Ethel Harmon Sharpe	1964
Priscilla N. Orcutt	1961	Doris A. Reynolds	1971	Beverly T. Shavinsky	1957
Helen Toomey O'Reilly	1929	Mary Callahan Reynolds	1922	Helen Norton Shaw	1911
Robert J. N. Osborn	1927	Ralph J. Ricci	1964	Catherine C. Shea	1927
Ralph W. Osborne	1932	Audrey Falk Rice	1924	Ellen M. Shea	1935



John D. Shea	1974	Mary E. Sullivan	1938	Marion Cutting Wallace	1954
Lois Carpenter Shea	1943	Norma Ann Sullivan	1962	Patricia A. Walls	1973
John J. and Loretta	1917	John L. Sweeney	1961	Cynthia A. Walsh	1969
O'Connell Sheehan	1916	Priscilla Hackett Sweet	1943	Barbara Kane Walsh	1946
Rose Mary MacIsaac Shepherd	1922	Vivian Chaffin Sweet	1946	Margaret J. Walsh	1927
Harrold S. and Mary	1945	Edward C. Swenson	Faculty	Mary L. Walsh	1911
Kremp Shipp	1949	Gerald J. and Nancy	1971	Mary M. Walsh	1906
Annie A. Shirley	1901	Hollins Swift	1973	Susan E. Walsh	1969
Mary Blanchfield Shyne	1925	Barbara J. Sykes	1949	Jane Austin Ward	1939
Joseph S. Silva, Jr.	1965	Margaret Carlson Szupillo	1938	Robert F. Ward	1963
Margaret Phillips Silva	1960	Evelyn Haynes Tabberrah	1930	Jessie Ketchum Ward	1926
Rosa T. Silva	1921	Edith Rowell Tardiff	1944	Ina Hathaway Warren	1926
Theodore R. Silva	1926	C. Melissa Tasker	1919	Nellie Barker Warren	1906
Mary Madruga Silveira	1936	Johanna Colling Tassinari	1969	Thomas L. Warren	1938
Mary Cash Simmons	1916	Joyce Mitchell Taylor	1960	Jean Tubbs Watkins	1952
Lucy Braley Sisson	1918	Estelle Mackey Teasdale	1941	Eugenia B. Watson	1964
Rozaline Comacho Sisson	1960	Michael Jay Tesler	1973	Richard A. Watts	1960
Ann Whittemore Sitz	1952	Beatrice Turner Therrien	1934	Dorothy Ellershaw Weatherbee	1930
Marjorie Boundy Skahill	1940	Catherine B. Thompson	1926	Marcia A. Webb	1967
Ruth E. Sladen	1922	Gwendolyn Cleverly		Carole Ann Moniz Weeden	1965
Donald K. Smith	1959	Thompson	1929	Susan Howard Tidd Wentz	1963
Doris Dean Smith	1925	Morton Tibbetts	1948	Margaret Mary Wentzel	1951
Francena Warren Smith	1955	Ruth Sanford Tibbetts	1934	Louise H. Westgate	1911
Gladys Dobson Smith	1939	Anne Fitzmaurice Tierney	1950	George A. Weygand	1953
John G. Smith	1938	Elizabeth Condon Tierney	1925	Mary F. Whalen	1970
Mabel J. Smith	1916	Beverly Campbell Thibodeau	1964	M. Evelyn Wheeler	1911
Margaret F. Smith	1947	Melinda Thornton	1962	Rita C. Wheeler	1936
Marguerite Simpson Smith	1923	Robert Tocci	1972	Marjorie Mooney Whelan	1946
Millie Smith Smith	1924	Marie von Bergen Tolander	1937	Bessie Wessells Whipple	1924
Trefton A. Soucy, Jr.	1962	Ruth Gustafson	1929	Deborah S. White	1971
David A. Sousa	1960	Mary A. Toomey	1924	LoLynn Bonin White	1975
Annie Thurston Spence	1958	Carol A. Topolewski	1967	Franklyn O. and Mona	1932
Thelma Hill Spicer	1939	Arnold F. Torrance	1942	Morris White	1933
Carole L. Splaine	1958	Ann Guidoboni Tosi	1959	Mary McDonald Whitehead	1925
Isabella Haynes Spofford	1922	Louise E. Tosi	1934	Olive Fuller Whitehead	1927
Amy Wentworth Spollett	1943	William Chester Towne	1965	Edna L. Whitmore	1924
Mary Onley Spratley	1912	Gertrude Laird Tracy	1933	Ann Banas Whitters	1969
Janice Brennan Sprogell	1940	Alice Taylor Trask	1929	Florence A. Belcher Wight	1904
Margie Squarebrigs - Clark		Eleanor Raleigh Trevains	1949	Marion E. Wiles	1921
Haugh	1974	Audrey L. Tripp	1935	Ruth Howard Wilkes	1913
Mary Lane Stacey	1954	Edna Hogan Tripp	1925	Ruth Hamilton Wilks	1919
Nancy Robertson Stairs	1961	Lincoln S. Tripp	1954	Marilyn A. Willard	1964
Augusta Ames Stanley	1916	Anastasia N. Troubalos	1975	Avis C. Williams	1957
Mary E. Stearns	1959	Harriet Baker Tuttle	1928	Ralph S. Wilsack	1971
Alberta B. Steeves	1919	Irene Goody Tuttle	1931	Barbara Maynard Wilson	1958
Karla Nielsen Stenger	1965	John R. and Joanne	1957	David K. Wilson	1971
Betty Pickett Stephens	1942	Hart Uva	1956	Diane Winchester	1968
Thelma Peterson Stohr	1928	Clare Hayden Vancini	1925	Joyce Windhol	1950
Thomas E. Stokinger	1958	Celia Johnson Van Hoesen	1913	Helen L. Winslow	1943
Dorothea L. Stowell	1924	Wenonah Linnie Vander	1930	Mary Lou Hill Winslow	1956
Barbara R. Stratton	1933	Hazel Luke Varella	1954	Isabel Kerrigan Winsper	1915
June Stravinsky	1967	Florence M. Varley	1917	Josephine Lannin Winter	1927
Dorothy Morton Sturtevant	1945	Grace Mary Swift Venturini	1927	Gertrude Currier Wieling	1939
Alice A. Sullivan Sullivan	1946	Carmella M. Vessella	1974	Mary Adamowski Wojcik	1934
Alice M. Sullivan	1929	Hilda Tiffany Vinal	1918	Janice Paula Wojcik	1974
Anne Clarke Sullivan	1932	Cora M. Vining	1928	Edward Wojnar	1947
Dorothy Marie Sullivan	1967	Veronica Galanek Wainwright	1974	Carol Wolfgram	Faculty
George J. Sullivan	1971	William J. Wall	Faculty	Ruth Petluck Wolk	1932
Joan M. Sullivan	1959	Doreen Olliff Wallace	1950	Felicia Krupka Wolson	
Margaret Zinck Sullivan	1930	Janet A. Wallace	1948	Joyce S. Wong	1966



Donald E. Wood	1955	Doris M. Wordell	1920	Mildred Schaier Young	
Susan J. Wood	1965	Geraldine Murphy Wright	1966	Kathleen Durling Zeff	1971
Lena Smith Woodcock	1917	Theodore T. Yanak	1958	Gloria Bernstein Zeman	1942
Helen M. Woodward	1919	Elsie Johnson Young	1921	Daniel L. and Linda	1968
Barbara Wordell	1953	Janet Griffith Young	1955	Batti Zentz	1970

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Marc Kerble, Class of 1976  
Patricia Stanley, Class of 1977  
Joyce Maciulewicz, Class of 1978





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