

1989

# Pioneers in Education: A History of Framingham State College (1989 edition)

P. Bradley Nutting

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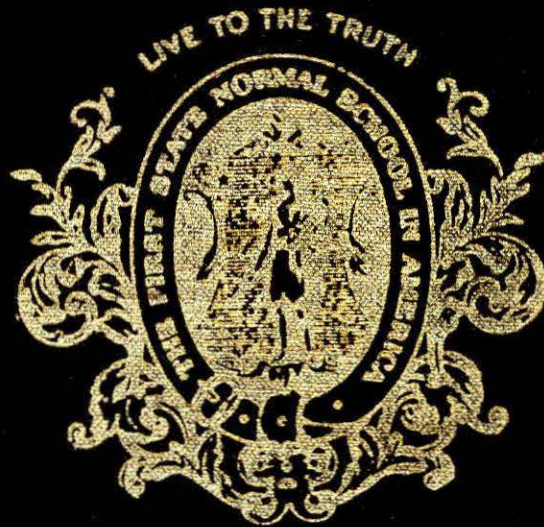
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# Pioneers in Education



FRAMINGHAM  
STATE COLLEGE  
1839-1989



# PIONEERS IN EDUCATION

A HISTORY OF FRAMINGHAM STATE COLLEGE

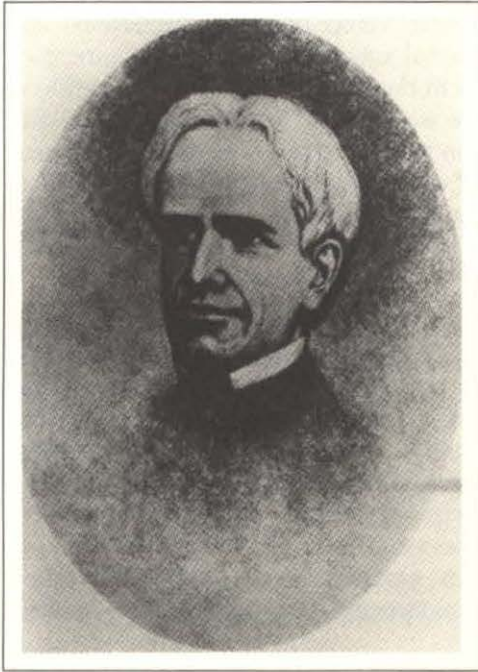


Celebrating One Hundred Fifty Years  
of Excellence in Education

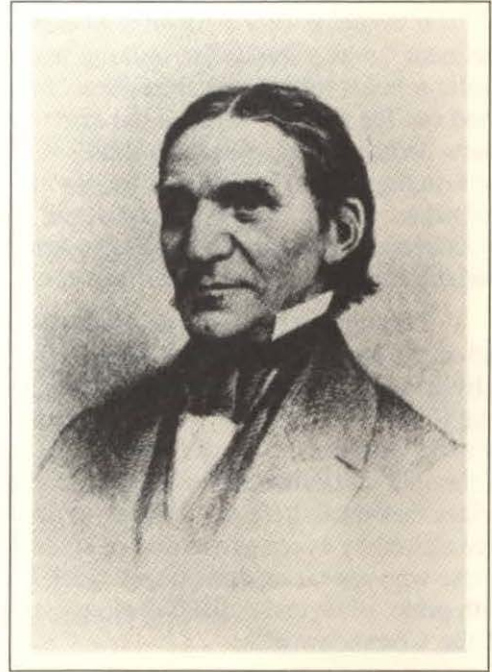
1839-1989

Historical Publication Subcommittee

D. Justin McCarthy  
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The Honorable Horace Mann  
First Secretary of the Massachusetts Board  
of Education



The Reverend Cyrus Peirce  
First Principal of the Normal School



The First Normal School Building  
Lexington Common; Lexington, Massachusetts



Harriet Coffin Peirce  
Wife of Cyrus Peirce



# ESTABLISHMENT AND CONSOLIDATION: 1839-1864

*P. Bradley Nutting*

## **Introduction: An Age of Reform**

The period 1815 to 1860 was an age of democratic optimism and simultaneously an era of doubts and fears about the direction of American society. The seemingly miraculous victory at New Orleans at the conclusion of the War of 1812 was to many citizens a sign that God had saved this country to become a shining example of democracy and republicanism for the entire world, reflecting more closely the ideas of the Declaration of Independence. This sense of national renewal was heightened by the Second Great Awakening and its revival cry, "Put off the old man and put on the new. Be ye perfect as Christ is perfect." Evangelicals believed the widespread conversions which followed this appeal but a portent of the impending Kingdom of God and a millennial reign of peace and justice.

Such thoughts as these, combined with actual social conditions, generated an intense reform movement, for the quickening pace of industrialization and urban growth created many new problems and made older abuses less tolerable. Alcoholism, crime, war, diet, insanity, female inequality, and slavery were all grist for the antebellum reformer's mill. It was during this time of preoccupation with national mission and individual betterment that the "education revival" which brought forth the first state normal school had its origins.

## **Origins of the Normal School**

In the beginning there was a prophet crying, not in the wilderness, but in the most densely populated region of the United States. In 1821 James G. Carter, a young teacher just out of Harvard, began publishing essays severely criticizing public education in Massachusetts. Since the Revolution, he noted, control of tax-supported schooling had passed from town meetings to some 2500 district committees. The fruits of the resulting system were political and fiscal chaos, "incompetent instructors and bad schoolbooks." As part of the solution, Carter proposed founding a state normal school (from the French *ecole normale* or model school) to train professional educators. With skillful teachers "science, philosophy, and religion will be blended" giving proper direction to the minds and hearts of the young. "The whole earth then will constitute but one temple, in which may dwell in peace all mankind." Anxious for these millennial blessings, he petitioned the state legislature in 1827 to establish a "teachers' seminary," but the plan was voted down. The time was not yet ripe.

Organization was needed to galvanize support for reform. In 1830 Carter and like-minded educators, ministers, and businessmen formed the American Institute of Instruction, an education lobby and forum. A separate one-man crusade was also waged by Charles Brooks, a Hingham minister converted to the cause after meeting Herr Doktor Julius, a Prussian education official, during a trans-Atlantic voyage. Beginning in 1835 Brooks spoke frequently and eloquently for two key Prussian innovations--a Board of Education and normal schools.



By the spring of 1837 Carter, a representative from Lancaster, was chairman of the House education committee. He strongly pushed an American Institute proposal for a normal school as well as his own bill to create a state Board. On the floor he pointed to recent "riots...by infuriated mobs" as proof education reforms were needed to save democracy from increasing pauperism, alcohol abuse, and class antagonism. That same session Charles Brooks twice addressed the General Court urging adaption of the Prussian system. In April 1837 legislators, ignoring Whig and Democratic party lines, voted to establish a State Board of Education. Then, to nearly everyone's surprise, Horace Mann, Senate President, resigned to become Secretary of the new Board.

The General Court was still reluctant to appropriate funds for a normal school, but when Edmund Dwight, a member of the Board and a wealthy textile magnate, offered \$10,000 for teachers' seminaries if the legislature would vote a similar amount, his gift was promptly matched. The resulting bill, climax of a decade's agitation, provided for a three-year trial to be conducted by the Board. Governor Edward Everett chose to sign this historic measure on April 19, 1838, inaugurating an American educational revolution. In keeping with this same motif, the Board chose to locate the first state normal school in Lexington.

### **School for Women**

The institution was meant to train women teachers exclusively. Although this was clearly a departure from European practice where normal schools were solely for men, in America such a proposal was more evolutionary. Since the Revolution numerous private academics had been founded--reflecting public school decline--and many were "female seminaries." The Normal School represented a development along these lines. As for women teaching, even during the colonial period many young children received primary instruction from females in "dame schools." By 1837 60% of all teachers in Massachusetts, 3600 out of 6000, were women.

Such employment was in harmony with the so-called "Cult of Domesticity," a set of ideas which gained widespread approval in the early nineteenth century. As economic changes separated work place from household, the public increasingly viewed the home as an island of order and a virtue in a chaotic, amoral sea. The role of wife and mother was to provide a nurturing environment. Since the schools were a logical extension of the domestic sphere, teaching was an acceptable, indeed praiseworthy, profession for an unmarried woman.

There was also a practical aspect to this thinking. With rapid economic expansion after 1815, labor shortages became increasingly acute. Under the circumstances it was obviously sensible to bring more and more women into the classroom; besides, they could be hired for less. In 1837 the average monthly pay for women teachers exclusive of room and board was \$5.38, whereas men, who had more career options, received \$15.44.

### **The First Principal: Cyrus Peirce**

Although few opposed the idea of female teachers, the Normal School at Lexington, like its coeducational sisters soon erected in Barre and Bridgewater, was nonetheless an experiment. It was therefore imperative the Principal who was selected do everything in his power to guarantee the institution's success, especially since proximity to Boston invited careful scrutiny by legislators. His failure might well set back the cause of education



reform for a generation.

Horace Mann's responsibilities as Secretary gave him ample opportunity to gauge the merits of many teachers, but no one impressed him more than 49 year-old Cyrus Peirce (pronounced "purse"), Nantucket High School headmaster. He was both an able administrator who had upgraded all island schools and a master teacher "skillful in discovering the mental aptitudes of a pupil and drawing him out...to attain excellence." He refrained from the birch rod, preferring to inspire by example and encouragement. A former Unitarian minister whose zealous idealism had been constrained by the pulpit, Peirce advocated temperance, pacifism, and education reform. He firmly believed every wise government should provide for the training and exercise of the "physical, intellectual, and above all the moral powers of man."

Successfully appealing to Peirce's idealism, Mann prevailed upon him to forsake his congenial life on Nantucket for the challenge of Lexington. Peirce was clearly the man for the job. He accepted the appointment saying, "I had rather die than fail in the undertaking."

### **The School Opens**

The opening day of the great experiment, July 3, 1839, was inauspicious. The rain fell in torrents. Even worse, only three young women, Sarah Hawkins, Maria L. Smith, and Hannah Damon, appeared to face three examiners. But within a few weeks additional students straggled in, bringing the number up to twelve. By the October term enrollment had risen to 21, a more encouraging figure. Eventually there were 25 in the Class of 1840.

The Normal School was located entirely in the former Lexington Academy on the northeast corner of the famous Common. The building which rented for \$500 annually, included dining facilities and a washroom in the basement, a lecture room on the second floor, and dormitory space for 20 girls on the second floor and in the garret. The "model school" for 30 neighborhood pupils met in the first floor classroom. Equipment consisted of two globes, two blackboards, some scientific equipment for experiments, and a library of 100 volumes.

Those scholars (or "normalites") who stayed on campus or boarded with local families paid about \$2 per week; some women commuted. Tuition was gratis, provided students intended teaching in the public schools of Massachusetts. Most of those who attended the Normal School during its first twenty-five years were in their late teens; sixteen was the minimum age. Socially they represented a cross section of the middle and lower middle classes of eastern and central Massachusetts. According to school records roughly one-third of the students' fathers were farmers, about one-third were artisans (carpenters, coopers, tailors), and the remainder were white collar and professional men (retailers, shop managers, clerks, ministers, physicians, government and railroad officials). About 20% of the parents were widows.

Free tuition and excellent chances for professional, albeit low-paying, employment attracted students. Most, if not all of them, doubtless expected in time to marry and leave the schoolroom, for a married woman's place was clearly in the home. A contemporary survey indicated only about 200 of the state's 6000 teachers planned to make teaching a permanent occupation. However, other statistics showed a surplus of 8000 marriageable women in the state. Unless they moved west, a significant number of females,



educated to professional status and having few other career options, would remain life-long teachers. The Normal School thus became a premier institution for educating the quintessential "Yankee school marm."

### In the Classroom

And what did the normalites study? The initial curriculum, designed by Peirce and added to by subsequent principals, provided for training in the "common branches" taught in most district schools (reading, writing, arithmetic), in supplementary subjects, and in the "art of Teaching." Peirce expected most students would come thoroughly grounded in the basics, but he found he had to devote considerable time to remedial work. Only then could more rigorous instruction proceed in composition, algebra, geometry, geography, physiology, intellectual and moral philosophy, natural history, botany, political economy, federal and state government, book-keeping, vocal music, and of course, pedagogy.

Peirce taught composition by requiring weekly essays and the keeping of journals, a New England custom of Puritan origin. A number of these journals survive and provide insight into the daily round of activities. Peirce read the journals on a regular basis and pencilled in comments and corrections.

In teaching mathematics he used Warren Colburn's *Sequel* and *Algebra*, very well-regarded textbooks. Colburn, a member of the American Institute and superintendent of the Lowell textile mills, followed Swiss educator Johann Pestalozzi by utilizing visual aids and attempting consistently to go from the simple and concrete to the complex and abstract. This, Peirce was convinced, was the best way to teach math or any subject. He himself used a blackboard, a recent innovation, and employed illustration as much as possible.

With geography Peirce began with maps of the neighborhood and on up to town, state, nation, and world. (Many teachers at this time did not use maps!) Often he would require a student to collect all information available on a particular country and then recount an "imaginary voyage" for the class. Geography thus became an interdisciplinary subject involving history, religion, government, and economics.

The teaching of natural and moral philosophy was based on Scottish Common Sense thinking as presented by Francis Wayland, president of Brown College. Very popular in this country prior to the Darwinian onslaught after the Civil War, this approach rejected skeptical denial of human ability to experience the material world and affirmed the more pleasing and democratic notion that all human beings possessed a "common sense" which agreed on the validity of sensory knowledge, natural law, the existence of God, and the distinction between good and evil. This approach was supplemented by *The Constitution of Man* by George Combe, the noted Scottish phrenologist. Building on the work of two German physicians, Gall and Spurzheim, Combe believed the brain was composed of some 30 "organs of disposition" which determined the "moral constitution" or "temperament." Quite popular at this time with many educated Americans, phrenology as presented by Combe was a dynamic psychology which held out great possibilities for human betterment. Since proper training could enlarge or shrink certain organs thereby changing temperament, it was important teachers recognize cranial shapes and personality types so they might act appropriately.



Physiology or "physical education" was limited to the study of health and hygiene, temperance, rest, proper diet, and exercise. Although Peirce considered exercise per se a thoroughly good thing and encouraged walking during recess, it played no real part in the curriculum. Anatomy was treated in a highly abridged fashion due to the "delicacy" of the subject. As a member of the Board explained, "Some of the most vital and important details of the science cannot even be alluded to before a class of ladies, [but]...can only be taught by the lecturer in a medical school."

Vocal music, part of the original curriculum, was even more emphasized in later years. This interest reflected not only the popularity of music in the home, stimulated by mass-produced pianos and inexpensive sheet music, but also the concerns of school boards. Vocal music cost virtually nothing, inculcated discipline and order, and supposedly forced blood into the lungs to ward off rampant consumption. Teachers who could lead group singing consequently were in great demand.

### Teaching and Morals

In addition to covering these subjects "thoroughly," Peirce tried "to teach the pupils, by my own example, as well as by precepts, the best way of *teaching the same things to others*." He typically used a question-answer approach, asking students for short answers drawn from the day's lesson. He also requested oral or written analysis of an entire assignment. The "conversational exercise" in which Peirce would pose a general discussion question permitted the most give and take. After a free debate of such questions as "Is animal food injurious to the system or not?" or "Ought there to be any distinction in instruction and discipline of the sexes in the common schools?" the class would vote in proper democratic fashion. Regarding both of these topics, "there was a large majority in the Negative."

As for teaching by precepts, Peirce would often stop in the middle of a regular lesson and discuss with students how they should present the material to youngsters. Once a week he presented a formal lecture on the qualities and duties of teachers. Although familiar with European educational thought, Peirce stressed practical matters over the theoretical. "What method will you adopt to teach spelling?" "What will you do with the perseveringly idle and troublesome?" As for discipline and motivation, Peirce opposed both corporal punishment and the "premium and emulation system" as morally objectionable and counterproductive. A teacher who could excite students would communicate that learning was its own reward. The ferrule had no place in his system.

Perhaps the most important means of acquiring instructional skills was by the "model school" in which rotating pairs of young women taught neighborhood pupils. The other normalites and Peirce would regularly observe and critique their performance. Frequently Peirce himself would take over the class, providing a practical lesson for all.

One unstated but nonetheless crucial part of the curriculum was cultivation of the "moral faculties." In addition to discussion of moral philosophy and conversational exercises, "Father" Peirce (as the students called him) began each day with a Bible reading and "remarks on points of practical duty, as far as I can go on common ground." In 1827 the General Court, in response to bitter strife between Calvinists and Unitarians, had forbidden by statute the teaching of religion from a sectarian point of view in all public schools. Under that law the state Board of Education, Horace Mann, and Cyrus Peirce believed the normal schools had a clear responsibility to inculcate those general



religious and moral principles held by all Christians; to separate religion completely from the process of education would surely invite social chaos.

### Extracurricular Activities

Classes met from eight in the morning until five in the afternoon with a two hour break between twelve and two o'clock for dinner and recess. School was initially held on Saturday morning. When the normalites were not in class, teaching in the model school, or studying, they had time for extracurricular activities. Some of the girls formed a reading society for "mutual improvement." Meeting on Saturday evenings with Mrs. Harriet Peirce in attendance, the group discussed such works as Jared Sparks' moralistic *Life of General John Stark* and Mrs. Lydia Sigourney's letters on the use and abuse of time.

On Sundays students were required to attend the church of their choice and make careful note of the sermon in their journals. Going beyond the call of duty, many girls attended both morning and afternoon services and sometimes at different churches.

The first twenty-five years of the Normal School coincided with the great national popularity of the lecture. Lectures and lecture series like the Lyceum promised entertainment, intellectual stimulation, and moral improvement—a perfect Victorian combination. When Dr. Jewitt, a temperance speaker came to Lexington, every normalite attended. They learned there were 5000 (sic!) drunkards in Massachusetts and that the Bible proved "cold water designed to be the drink of man." The Reverend Warren Burton, a neighboring clergyman who later joined the Brook Farm commune, delivered a series of phrenology lectures which greatly pleased Father Peirce and the girls. Afterward, as student Julia Smith wrote, he examined heads and "told us some of the most prominent organs that we had. This we enjoyed much." These examples only scratched the surface; the students often went to lectures and speakers frequently came to the Normal School.

In 1840, as July Fourth approached, the students asked Peirce to dispense with the weekly composition assignment. As normalite Lydia Stow reported, "On this point the Principal and the young ladies are more at variance than any other." Whether Peirce relented was not clear, but he used the occasion to comment on the "anomoly" of celebrating the Fourth with parades and bell-ringing "while 1/6 of the people are in bondage." Since abolition was not yet a popular notion, he urged the girls not to "misrepresent" his statement. His remarks notwithstanding on July 3 a number of the students went to hear a brass band and on the Fourth watched a Whig Party parade several miles long which included vehicles of all sorts and two "Log Cabins." This was the year of the raucous presidential campaign to elect "Tippecanoe and Tyler Too." The next day Peirce initiated a conversation on "Whether the celebration as observed was calculated to promote the virtue of our people and the perpetuating of our government?" To Peirce's delight the question was resolved in the negative.

The few remaining activities available to the girls might have been eliminated had Dorothea Dix, later known for mental hospital reform, become Peirce's assistant. The Principal effectively scotched this possibility after the first interview. As he wrote Horace Mann, Miss Dix "thinks, for instance, that young ladies connected with the school [ought not] ride or walk with gentlemen visitors [or] even receive a call from them unless they are relatives." She also objected to unchaperoned walks to the post office!



## The Political Assault

As the school entered its second year there were many reasons for optimism. Enrollment continued to improve. And Peirce was doing everything in his power to make the school succeed, even shovelling walks shodding coal, and stoking the fires. But appearances were deceiving, for the normal schools were about to face their first serious challenge. In the period 1837-39 the Whig Party controlled state government. Governor Everett and the legislative leadership strongly backed the Board and the teachers' schools. Although many Democrats voted for these reforms, a significant element of that party were opposed on ideological grounds. There were also some hard shell Calvinists in both parties who distrusted the Board and the schools because of the Unitarian ties of Mann and Peirce.

In 1839 the Whigs lost the governorship and control of the General Court due to their support of the unpopular "Fifteen Gallon Law." Designed to discourage consumption of alcohol in saloons and grog shops, the statute permitted a customer to purchase no *less* fifteen gallons! The Democrats made considerable political hay attacking the measure as an elitist assault on the common man and his liberty.

In March 1840 the Democratic majority of the House education committee reported out a bill to abolish the Board of Education and the normal schools and return \$10,000 to Edmund Dwight. In typical Jacksonian language the committee urged elimination of "a system of centralization and monopoly of power in a few hands, contrary in every respect to the spirit of democratic institutions." Some of Calvinist members of the House welcomed this measure because they feared the Board and schools were the "*REAL ENGINE OF UNITARIANISM.*" The new governor Marcus Morton, a laissez-faire advocate, strongly backed the bill on grounds of retrenchment and economy. As Peirce explained the issues to the students, "There were three things--1st. Sectarianism 2nd. Expense 3rd. Political Parties." Despite this formidable coalition, the House voted down the committee report by a margin of 245 to 182, sustaining the Board and schools. In 1842 the General Court, again under Whig domination, extended the normal experiment for another three years.

Peirce felt enormously vindicated. Working virtually unaided--save by his wife Harriet--since 1839, keeping long days and sleeping often only four hours a night, he had literally worn himself out physically and mentally. Many times he had contemplated resignation, but feared premature departure would undermine the school. After the 1842 vote Peirce felt he could leave his post with safety and honor. Clearly, the success of the institution during those trying first three years was largely due to his ability, labor, and determination.

### Principal Samuel J. May

With Peirce recuperating on Nantucket, the Board appointed the Reverend Samuel J. May, Bronson Alcott's brother-in-law, to fill the vacancy. Like Peirce, May was a Unitarian minister and an advocate of temperance, pacifism, abolition and education reform. May had a warmer personality than the reserved Father Peirce, but he was not an experienced teacher and harbored no illusions he could do everything himself; he accepted the position with the understanding he would have assistants. As a result the faculty began to grow. To provide special help with mathematics, May brought in Miss Caroline Tilden, a former parishioner and a Bridgewater alumna. She proved enormously popular with the girls during her five years of service. A Peirce student, Miss Electa Lincoln,



assisted from 1843 until she married in 1850. These women were but the first of many normal graduates who would staff the school for years.

May also needed assistance because the institution continued to grow after Peirce's departure. When student numbers doubled from 31 to over 60 students between 1842 and 1844, the Board began to consider larger quarters. Horace Mann then discovered a former academy building in West Newton valued at \$3000 which could be snapped up for \$1500. Located adjacent to the recently completed Boston and Albany railroad--a real benefit to commuters--the site seemed ideal. Since the Board had no funds, Mann immediately sought out Josiah Quincy, mayor of Boston and a noted philanthropist, telling him "that the highest seat in heaven could be had for \$1500." Unable to turn down such an offer, Quincy purchased the property and turned it over to the Board.

### **Moving to West Newton**

Many in Lexington were unhappy to lose the school for town-gown relations had proved congenial. There were even legal efforts to block the move, alleging an implied contract existed between the Board and town to locate the institution there permanently. Later events were to show just how supportive the Lexington environment had been, but the lack of adequate and affordable facilities made continuation there impossible.

With the West Newton move complete, Samuel May resigned. After two years of rest Peirce's health had greatly improved and May had no desire whatsoever to prevent his friend's return. Although May had done a good job running things during the interim, he was not chagrined to accept a pulpit in Syracuse, New York and resume a leading role in the abolition movement. The school to which Peirce returned had a new location, increased enrollment, and able assistant teachers.

### **Cyrus Peirce Returns**

During Peirce's second administration the institution continued to grow, testifying to the reputation of the staff and the quality of the graduates. Virtually every woman completing the prescribed one-year course and receiving a certificate of recommendation from the Principal went on to obtain employment.

Reports from all over Massachusetts came to the Board telling a common story. Young women, often under 20 years of age and facing classes of 50 students or more, maintained control, taught the prescribed material, earned their pupil's respect, and avoided the birch rod. Typical in some ways was Miss Emma Palmer, a teacher in Norton. The town minister wrote, "She enters heart and soul into the work of teaching up to 70 students with ages ranging from four to 26! She was loved by the pupils "like a mother and a sister." At all times she kept good order without recourse to corporal discipline. Considering she earned less than \$10 per month for these herculean efforts, it was not surprising she soon moved to Hartford to head a "select school."

Four of the early graduates faced a very different challenge. Misses Swift, Rogers, and Coolidge worked with the blind at the Perkins Institution. Mary Swift, perhaps the most famous member of the Class of 1840, helped teach Laura Bridgman, the first blind deaf person ever to be educated. Although Samuel Gridley Howe, director of the school, achieved worldwide renown for his initial success with Laura, the less glamorous work of building on that foundation lay with Swift and those like her. Howe himself credited



their success to education at the Normal School. "They know the principles of teaching and are able to adapt themselves to the peculiar method used with the blind."

With evidence of this sort in the scales, the legislature adjudged the six-year experiment of the Board a virtually unqualified success. On March 20, 1845, the General Court declared the institution at West Newton and her two sisters to be legally "State Normal Schools" entitled to regular and ongoing budgetary support.

### **Racial Problems**

Despite these positive developments, some awkward problems arose during the nine years in West Newton. Harsh social realities conflicted with the equalitarian and non-sectarian ideals upon which the school was based. During this pre-Civil War period the rhetoric of politicians and educators alike portrayed the normal schools as "preeminently institutions for the people," key elements in a great democratic effort to reform and perfect American society. But at West Newton the administration, faculty, students, and townspeople confronted the incompatibility between equality and racism which the nation was only beginning to recognize.

In late 1847 Miss Chloe Lee, a young Black woman from Boston applied to the school. Peirce, who had unsuccessfully pushed for integrated schools on Nantucket, interviewed Miss Lee, found her qualified, and granted her admission. Unfortunately no West Newton resident would make housing available. If the Board members had wished to avoid a ticklish problem, they could have easily ignored her plight; instead Horace Mann, with the Board's support, agreed to provide her room and board in his own small West Newton home. Board member Edmund Dwight, who candidly admitted his own prejudice, nevertheless sat at the table with Miss Lee because he believed the democratic ideals to which he had previously given lip service should ultimately prevail

Most of the students were less tolerant, subjecting the Black woman to taunts, barbs, and innuendo; still she stoically endured. As Mary Mann wrote, "She presents the spectacle of a person able to look upon the whole thing and judge it as a third person...She knew someone must begin and suffer the indignities to make way for others who might fare better." In this Chloe Lee was correct, but the students and townspeople made her pathbreaking effort difficult. Apparently suffering from ill health as well as discrimination, she attended off and on from April 1848 until October 1849, but never graduated. She died prematurely in 1856.

### **Theological Controversies**

Theological problems also arose at West Newton. While in Lexington Peirce had required that all students worship at any church of their choice among various options. In that community some normalites ecumenically went to the Baptist church in the morning and the Unitarian meetinghouse in the afternoon. Unfortunately in West Newton the only minister, the Reverend Mr. Gilbert, was an uncompromising Calvinist with no tender feelings for Unitarians. In 1844 his religious opinions neither deterred the Board from choosing West Newton nor caused the village to discourage the move; indeed the town meeting readily acquiesced to the use of a district school as the model school. Within a year however trouble arose when Peirce failed to insist that young women upset by the content and manner of Gilbert's sermons continue to attend his church against their will.



After Gilbert charged in the religious press that Peirce was encouraging "Sabbath breaking" and "atheism", Mann wrote the Principal of the Board's desire to insure education within a Christian, but non-sectarian, environment. Regardless of the absurdity of Gilbert's diatribe, "the school could not afford the imputation of being under a bigoted, narrow, sectarian influence." Therefore, it should be the stated and enforced policy that all students attend Sunday services without exception. Besides, Mann doubtless penned with a faint smile, Gilbert's sermons could only do the girls good. Hearing Calvinism from such an irksome preacher would cause them to reject his theology! Peirce announced the new policy (or rather reiterated his old policy), but eliminated Saturday classes so students could go home to church.

So sensitive was the Board to religious attacks they even monitored speakers at school functions. When Mann heard both Theodore Parker and Ralph Waldo Emerson might speak at a ceremony, he promptly wrote Peirce that "only one or better neither" of the two should speak. Otherwise the Normal School would be considered "a focus of transcendentalism and what is considered by all latitudinarianism to say the least."

In 1848, yet another battle developed, growing out of a dispute between Mann and the Reverend Matthew Hale Smith, an eccentric prude. Writing in the *Boston Recorder*, a bastion of religious orthodoxy, Smith attacked moral decadence at the Normal School presumably due to lack of theological soundness. At the end of July during a public ceremony the normalites had, he charged, shocked townspeople by presenting a dancing exhibition and a "living picture" or tableaux. Not only was the school fostering "vain amusement" by permitting dancing, but (even worse) one of the assistant teachers had appeared in a tableaux as Pocahontas "with her legs bare up to the knee, her arms bare above the elbows, and her bosom bare also."(!)

Peirce steadfastly denied anything immoral had taken place, defending the activities as "physiological exercise" warranted by Scripture ("a time to dance"). When the Board investigated the incident they found nothing inappropriate had occurred. Most newspapers supported Peirce and the Normal School as Smith's charges were simply too extreme to be believed.

## Peirce Resigns

When Peirce, broken in health resigned for the second time in July 1849, the antagonistic *Christian Review* dubbed him "an absurd old man," an "evil genius [who] long brooded like an incubus upon the prosperity of that school" and gave it a reputation of "pantheistic impiety." Although such charges were disproved by testimony from countless orthodox students and Board members, religious disputes did much to sour the atmosphere during the institution's sojourn at West Newton.

Father Peirce deserved better than he received from his opponents. During his eight years as Principal he literally gave everything he had to the job and nearly, as he promised, died in the attempt. Peirce laid the foundations which insured the ultimate success of the Normal School. His personal motto ("Live to the Truth") which he took every opportunity to inculcate by word and example continued on to become in time the motto of the college, emblazoned on its seal and sung in the Alma Mater.

Despite controversy, the school in West Newton took major strides forward. By 1849 there were 103 students, an increase of about 40 in five years. The library stood



at 600 volumes, up from its original 100--thanks to gifts, not legislative appropriations. The staff of five, which included acting principal Miss Electa Lincoln, George Walton, supervisor of the model school (whom Lincoln married in 1850), and three female assistants ran the institution for three months until Peirce's successor arrived. The Board clearly recognized that without the efforts of the "highly cultivated, noble-spirited and self-sacrificing ladies" (all Normal graduates) the school could not possibly succeed in its mission.

### **Principal Eben S. Stearns**

The new Principal, Eben S. Stearns, who later played a major role in the South as head of what became the George Peabody College for Teachers, had theological training like his predecessors, but had never served in the pulpit. A professional educator, he had previously supervised a female high school in Newburyport where he had begun a teacher training program. At the age of 30 his relative youth was initially quite a shock to students and staff (Peirce was 59), but his ability and good humor soon won them over. When he experienced difficulty finding a home, he ended up boarding with the Manns, taking Chloe Lee's old room.

Peirce had been a stickler for excellence, but under Stearns standards were raised further. He tightened admission requirements, increased the number of terms from three to four, and introduced advanced courses for graduates. To stress professionalism Stearns began in 1850 to award diplomas at the completion of the program. Although the Board expected some decreased enrollment after these changes, admission instead continued to rise, soon outstripping the West Newton facilities. Besides student growth, other reasons argued for moving the campus. Close proximity to the railroad, which had initially seemed beneficial, entailed noisy disruptions throughout the day. The generally poor relationship between town and school was obviously another factor. But it was the reality of increased numbers which convinced the legislature to appropriate \$6000 for a new facility elsewhere.

Lexington tried to get the school back; West Newton made no effort to retain it. Many towns made overtures of money and land. In the end the Board accepted Framingham's generous offer--\$2500 and five and three-quarter acres of scenic hilltop property. The Boston and Albany Railroad directors pledged an additional \$2000.

### **The Move to Framingham**

With gifts from the town, the railroad, and the legislative appropriation, the Board had \$10,500 for the construction of a new building on Bare Hill in Framingham Center. Alexander Esty, a local architect, envisioned a two story neo-Gothic brick edifice 60 feet square, complete with lecture room, recitation rooms, indoor plumbing ("the school being exclusively for females"), and a ventilating system to provide for the "circulation of pure air at all times." The plans were impressive, but the cost projections were well over budget. Consequently "Normal Hall" was built of wood by the carpenter with the very lowest estimate. Time would, then as now, reveal the hazards of false economy.

On December 15, 1853 Governor George Boutwell, the Board, and distinguished guests gathered to dedicate the Hall and inaugurate a new era in the school's history. The speakers lauded the institution's practical accomplishments and its idealistic mission. In the vanguard of a great democratic experiment, the Normal School was the prime



means of upgrading public education, achieving social harmony, and fostering upward mobility. The future seemed bright. No one realized a storm was threatening on the horizon; the teachers' seminary was about to face another serious challenge to its existence.

In 1854, in the flush of relocation, Eben Stearns accepted a more lucrative position heading the Albany Female Academy. Stearns' first assistant, Miss Caroline Greeley, resigned to accompany him. Another assistant then left, supposedly for health reasons. Within a few weeks the staff had been decimated. (This was a period of sustained inflation following the California gold rush and state salaries were falling far behind living costs. Over the next decade the loss of faculty to better paying positions, especially in the West, was to be a constant refrain in the Board's reports.) As during the last interim, the remaining female assistant teachers held the fort until the new Principal, George B. Bigelow, could assume his post.

### **Decline in Enrollment**

On top of staff problems came an incredible drop in enrollment. At the beginning of 1853 there were 154 students; within a year there were 30! This drastic reduction was caused by several related factors. In the fall of 1853 two new normal schools opened their doors in Salem and Boston. The Salem institution, established by the Board, admitted many North Shore students who had previously gone to West Newton. In Boston a city normal school attracted virtually all Suffolk county scholars. The situation was exacerbated by the unfortunate location of the school in Framingham Center, two miles from the rail station with no regular transportation link. Commuters were further discouraged by the problem of getting up Bare Hill in the winter. Those who sought to rent rooms near campus encountered the high cost of boarding in the village. Adding to these difficulties negotiations with the town to establish a model school fell through.

Luckily neither the Board nor the state legislature suggested abolishing the school or slashing appropriations. Significant investment in new facilities doubtless argued strongly for giving the institution a chance to prove itself. When the Board of Visitors made its annual report, it attempted to interpret the distressing situation in as favorable light as possible. The school was, it noted, "in all respects except the number of pupils in very excellent condition."

Encouraged by continued financial support, Bigelow and his assistants strove valiantly to turn the situation around. Ultimately their efforts, combined with fortuitous events like the Civil War, would bring the school back from the brink of disaster.

### **Change Under George Bigelow**

Bigelow was the first layman to be Principal. A professional educator with no theological training, he nevertheless still required each student have "a Bible, a Dictionary, and a common Atlas." Compulsory church attendance (which perhaps included prayers for the school's continued existence!) was still mandatory. But Bigelow did more than pray, he developed new programs to meet changing needs. Since school boards wanted instructors to teach more varied subjects in both the common schools and the growing number of high schools, Bigelow added new courses and expanded treatment of existing areas. He also introduced more advanced training for graduates in foreign languages, English literature, modern history, and higher mathematics.



The students themselves were partly responsible for one curricular innovation. They pooled their funds to help bring to campus Dr. Dio Lewis, a nationally known proponent of gymnastics and physical fitness. As a result of his lectures and student enthusiasm, in 1861 the Board authorized the Lewis Plan of gentle (and economical) exercises "suitable for the delicate frame" and purchased requisite dumbbells and Indian clubs.

### **Harsh Criticism**

But all did not go smoothly for Bigelow. There were still harsh critics of the Normal School. While Horace Mann was Secretary of the Board, he also served as editor of the influential *Common School Journal*. When he left in 1848 for the U.S. House of Representatives, William B. Fowle became the new editor. Although an educational reformer (some credited him with introducing the blackboard to the United States), he was not the champion of the teachers' seminaries Mann had been. Fowle favored and practiced the "Lancastrian" or "monitorial" system of Englishman Joseph Lancaster. By this method the teacher would carefully instruct the older and better pupils who would then teach the younger ones. In this way the "monitors" would become assistant teachers and every Lancastrian school, in effect, a normal school. Such a program, Fowle believed, was suitable for the very basic education which was all most people needed. In his editorials he severely criticized the normal schools for course proliferation and for wasting too much time on mathematics. A resident of West Newton, he singled out the Framingham institution for special censure. Fowle accused both Stearns and Bigelow of accepting inferior students and then lengthening the time of instruction to bring them up to par. Furthermore, he charged, many of the students attended with no real expectation of teaching but "only to get an education" (!) and cheaper than at a private academy. At the same time he was berating Framingham (and praising the new Boston city normal school), he announced the opening of his own private monitorial seminary.

### **Normal Hill Discomfort**

Probably more annoying to the staff and students than Fowle's self-serving remarks, was the very physical discomfort of Normal Hall. Although the building was supposed to be "well-ventilated," actual conditions soon made a joke of the original specifications. The carpenter had installed shoddy windows made from green wood; once the wood dried and shrank, the windows rattled with every breath of wind. The resulting draft must have rivalled that of the medieval buildings Normal Hall was supposed to resemble. Under these circumstances the two undersized furnaces were unable to keep the interior warm. A porter had to be hired (at additional expense) to stoke the fires at midnight in hopes of heat for eight o'clock classes. On many winter days students and faculty had to wear overcoats and gloves. Location of water tanks for the toilets in the building's coldest corner insured plumbing emergencies when temperatures dipped below freezing. Then too, the plaster, which had been improperly applied, often fell in large pieces from the walls and ceilings. After five years of complaints, the legislature appropriated money for storm windows, but a full decade transpired before new furnaces and replastering finally made the building reasonably comfortable.

### **The Impact of the Civil War**

Despite these difficulties, enrollment figures slowly improved under Bigelow. By 1856 the numbers were up to 44; by 1861 there were 85 attending. The Civil War acted as an additional stimulus by creating strong demand for female teachers. Although other

normal schools lost male students to the military, admissions at Framingham grew dramatically. By 1864 there were 173 women at the Normal School instructed by the Principal and six assistants.

As had been the case since 1840, graduates had no difficulty finding jobs. Their ability was widely recognized. Alumnae went forth from Framingham to every corner of Massachusetts, to the other New England states, to the Middle West, and after the war to the conquered South.

In 1865 Miss Annie Johnson served as acting Principal (and later Principal 1866-75) when George Bigelow became gravely ill. Although she was not a normalite, it was only a question of time before a Framingham graduate would fill the leadership position on a permanent basis.

With the conclusion of the Civil War, which came just over 25 years after the school's establishment, the future of the institution and the nation seemed full of promise. As the Board of Visitors observed in its 1865 report, the school's mission, both practical and ideal, was at one with the nation's "for only by the widest diffusion of knowledge through the established systems of public instruction over the whole country can we hope to gather in the full blessing which our costly sacrifices have so well earned." With peace opened a new chapter in the history of the first state normal school.



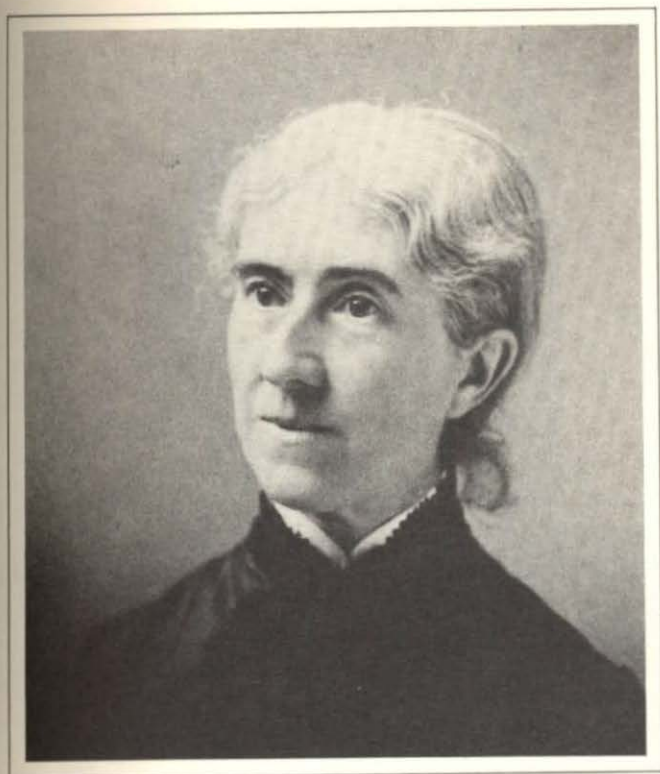


Normal Hall - First Framingham Normal School Building  
Constructed in 1853 on the present site of May Hall





Class of 1868



Miss Ellen Hyde, Class of 1862  
Principal of the Normal School 1875-1898



Miss Lucretia Crocker, Class of 1850  
First Woman Supervisor of the Boston Public Schools



Mrs. Olivia Davidson Washington, Class of 1850  
Co-founder with Booker T. Washington of Tuskegee Institute (Alabama)





Class of 1890



Practice School with Miss Nellie Dale, May Hall, 1893





Crocker Kitchen



Student's Room



# GROWTH AND OUTREACH: 1864-1889

Beverly J. Weiss

## The Quarter-Centennial Celebration

The twenty-fifth anniversary celebration of the establishment of the Normal Schools was overshadowed by the sadness of the continuing Civil War. The ceremonies took place in Framingham, now the location of the first of the state-supported normal schools, which had originally opened its doors in Lexington. Many of its graduates returned to honor their Alma Mater, former teachers, and classmates. They were welcomed by Electa Lincoln Walton of the class of 1843, who had also taught at the Normal School during its West Newton years, and served as acting principal during Mr. Peirce's illness, the first woman to hold the position of normal school principal. She knew first-hand of the early struggles for the survival of the normal schools, and she struck a responsive chord when she reminded the audience of the accomplishments of the first twenty-five years.

*From a child whose life was so precarious that it would seem a breath might blow it away, and whose existence was looked upon by those who were ignorant of its true value, as an evil, not a blessing, it has become an Alma Mater, - our Alma Mater. And today she has made a feast, and called her children home. Her wide-spread arms would fain embrace all who have ever shared her life, or who have faithfully stood by her, and cheered and aided her. She bids you welcome! Welcome to this crowning joy, linked with the hallowed associations of twenty-five years.*

The orator of the day was the Reverend Samuel J. May, the second principal of the Normal School at Lexington. Mr. May was an abolitionist as well as an ardent supporter of public education, and his address reflected both passions. While upholding the principle of universal suffrage (including suffrage for women), he spoke at length on the necessity for literate and informed voters, and that, he thought, could be accomplished only through efficient public schooling for all. He pointed out that with the emancipation of the slaves, an outcome he did not doubt, "hundreds of thousands more of ignorant men who must, in all consistency, be admitted to citizenship with its highest privilege (i.e., voting) ...the salvation of our nation is to depend, under God, upon the faithful appliance of the best means and methods for the moral and intellectual improvement of the *whole* people."

The Reverend Eben Stearns, the third principal of the Normal School, read an historical sketch in which he traced the history of the movement to establish the normal schools and the early history of the Framingham Normal School. The Honorable Horace Mann and the Reverend Cyrus Peirce were eulogized in all of the proceedings, and their widows, Mrs. Harriet Peirce and Mrs. Mary Mann were in the audience. Nine members of the First Class were present, true pioneers whose work had set an example and demonstrated the value of a normal school education. Also in the audience, listening with rapt attention, were women whose greatest achievements for education and their Alma Mater still lay ahead: Anna C. Brackett, Lucretia Crocker, and Ellen Hyde.

## The Post-War Transition

April of 1865 brought several unprecedented cancellations of classes. On April 4th:

*The news that Richmond is ours has penetrated the North and created general enthusiasm. Mr. Bigelow rightly judging that under such excitement but little progress would be made in the recitations, announced this day be a holiday after appropriate remarks. (Nothing was ever done, it seems, without appropriate remarks.) In accordance to a motion made by Miss Ritchie the young ladies have occupied themselves today in making comfort bags for the soldiers who are gaining for us these victories. About one hundred and thirty I believe were completed and filled with useful articles.*

April 10th brought news of General Lee's surrender, and after the "singing of several patriotic songs the scholars dispersed." President Lincoln himself appointed April 13 as a "day of fasting and prayer", to which Mr. George Bigelow, the Principal, added another day with the stipulation that all the work would be made up in double sessions. But those joyous moments were interrupted on April 19th:

*The sad news that Abraham Lincoln our beloved and honored president is no more has penetrated every section of the country. Today occur his funeral services, and so deep are the feelings excited that no session is held today at school.*

In the Fall of 1865, the Massachusetts Board of Education and the Legislature renewed the effort to improve the public schools, and as usual the normal schools were expected to be in the vanguard of that effort. Although the Board affirmed their satisfaction with the four State Normal Schools and their students, their remarks and those of the Secretary of the Board, Joseph White, signaled the major issues to be addressed in the second twenty-five years. Among these would be: raising the standards for admission to the Normal School, increasing the length of the course of study, increasing salaries (especially for women), providing for a model or practice school at each normal school, and preparing teachers for the high schools.

Recognizing the fine accomplishments of many of the teachers trained at the Normal School, the Board nevertheless continued to seek better qualified teachers. The concept of the normal school had always been that of professional preparation in the arts, skills and methods of teaching. It was assumed students would be well-grounded in the common branches of study, and while they would deepen their knowledge, their main goal was to learn how to teach.

Every student passed an examination for admission, but there were those who held that students should also have a high school diploma or its equivalent for admission to the normal schools. Even those who agreed in principle with this view knew that, as a practical matter, such a requirement was unenforceable. There were fewer than 20 public high schools in Massachusetts when the Normal School opened in 1839, and in 1865 there were still fewer than 100 public high schools "kept according to the statutes".

One partial solution to the problem was to increase the length of the course of



study so that the common branches could be reviewed and strengthened along with the professional training. Accordingly, the Board of Education approved a proposal for a two-year program in January, 1866, and the course of study was revised. At the same time, the Board refused a proposal for the formation of advanced classes, four years in length, to prepare teachers for the high schools, because they feared that too much effort would be diverted from the basic course. They did, however, allow that graduates might remain at the School with the consent of the official visitors in order to increase their proficiencies.

In the beginning, each of the normal schools had set its own course of study, and the length of the course had varied from six months at Barre to one-year at Lexington, although some students did stay longer or returned to the schools for additional work. There was already a one-year advanced course at Framingham, which had been initiated in about 1845 during its location in West Newton, and some of the women from that course did teach in high schools, or had used it as a general education. Since there were no colleges admitting women at this time, the advanced course gave women an unprecedented opportunity. It also demonstrated the feasibility of providing advanced professional training at the Normal School, which would soon be acknowledged by the actions of the Board of Education.

### A New Administration

For several years Mr. Bigelow had been ailing and was often absent from the School. From the Fall of 1865 until February of 1866, he went abroad hoping to improve his health. In his absence his first assistant, Miss Annie Johnson, took charge of the school under the watchful eyes of the Board Visitors, Emory Washburn and David Mason. They found her equal to the task:

*...we are happy to say that she has in all respects acquitted herself admirably, proving conclusively that the processes of instruction in our Normal Schools can be conducted by females with perfect success.*

Washburn and Mason continued with their second theme - that salaries were inadequate:

*We desire, however, to say that the great difference in the compensation of our male and female teachers is now unreasonable and unjust. The teachers in this school do not receive salaries sufficient for their comfortable maintenance. To ask and expect them to render such valuable services for the bare means of subsistence is unreasonable... They now perform the same services at less than half the price paid to the male assistants in other Normal Schools. It is our deliberate conviction that this disparity is without justification.*

They went on to say that the school building was too small, and that this was no time "to hesitate or delay" in providing for the teachers who would be needed since the return of peace had opened the door to "another people whose great necessities must also be supplied from the New England schools", a clear reference to the role Massachusetts teachers were expected to play in the education of the recently freed slaves.

Framingham was fortunate to have these two Visitors, men of vision and of influence, as advocates and advisors. When it became evident that Mr. Bigelow's health was not improved, he resigned, and the Visitors urged that Miss Johnson be appointed in his stead. She had demonstrated her ability to administer the school; what would be more appropriate than to appoint the first woman principal at an institution admitting only women students? Their recommendation was accepted and Miss Johnson was inaugurated in September of 1866.

Governor Bullock himself took advantage of the occasion to visit Framingham and to register his support for the Normal Schools:

*I think that every observing person who has watched impartially the stages of our social progress for the last twenty-five years, must concede that in no calling or pursuit has there been greater advancement than in that of teaching; and that the Normal Schools have manifestly elevated the professional standard in this department.*

*And we are here today to establish, to mark, to consecrate another stage in this steady and beneficent progress. We commit for the first time to a woman's care and instruction one of these grand public institutions... As the official head of the Board of Education I need not say that they have arrived at this measure only after mature deliberation... We need not doubt that the experiment, if it can be called an experiment, will result in complete and triumphant success.*

The Governor went on to note that the majority of the teachers in the public schools were now women, and that this had happened "before it has occurred to us to frame a theory in support of the practice". He spoke of this as a "great fact of social progress", and declared that their "success appears absolute". The appointment of Miss Johnson as principal, he said, was the "first official and conspicuous announcement of a policy founded on philosophical reasoning and on the results of a large experience."

He concluded with a poetic description of the womanly virtues which made women the best of teachers. One suspects that Miss Johnson, the teachers and the students may have had some difficulty recognizing themselves, but they could not fail to perceive that their work had been recognized and valued.

But pity the hapless young woman, mercifully nameless, who wrote in the school diary, "Today many of the past and present members of the school met at the Hall to witness the inauguration of Miss Johnson as principal of the Framingham Normal School. Unfortunately, I did not know it was to take place today and was not present so I cannot give a very full account of the exercises." With this beginning, it is not surprising that the records she left of the school for the next year or so were sparse and difficult to read.

### **Miss Johnson's Administration**

The next school secretary, however, began the diary with much spirit and a better pen and ink. She noted the lack of a good record for some time "due to the carelessness of the secretaries", and brought the reader up to date. "During that time the school has diminished somewhat in numbers owing to the high rates of board, and the bitter



opposition of the male teachers of the state to the *woman's school*. But the school was never in better condition".

The writer had put her finger on two problems which were troubling the Board of Education. In former times, students had been able to find places to board at little or no expense, perhaps in return for some cooking and a few chores, but with the increasing population in towns, such opportunities were becoming much more difficult to find. The majority of the students had little financial support from their parents, and although there was no tuition, there was very little available from the State (\$1000 distributed among the four normal schools). The very students the Board wished to attract to the normal schools could not afford to attend, unless they lived nearby. This limited the educational opportunities for the young people from less affluent families and curtailed the number of trained teachers available to the public schools. The Board's solution to this problem was to advocate for the construction of boarding houses on the campuses to be subsidized by the State. The Normal School during its location at Lexington had provided boarding, but since that time students had lived with nearby families. The boarding house would, in effect, be a new venture.

The "woman problem" was more complex. As Governor Bullock had indicated, about 88% of all the teachers in the public schools were women, and this had happened gradually. Women had succeeded very well in the profession and they offered several advantages in addition to superior teaching skills: (1) they were available all year so that the school year could be extended; (2) it was easier to find board for them in a school district since they were unmarried; (3) they were much less expensive since they were paid less than half the salaries for men.

When the Normal Schools were established, the Board had debated the wisdom of coeducational schools, and while they much preferred the notion of single-sex institutions, the idea was impractical with the funding available. Nevertheless, the first school at Lexington had been established for women only. Barre, and then Bridgewater, opened as coeducational schools, but from the beginning they admitted more women than men. So all of the Normal Schools contributed to the preponderance of trained women teachers. But Lexington/Framingham provided women with an additional opportunity, that of serving as assistants or teachers in the Normal School. Moreover, the advanced course prepared some women to teach in high school or to advance to a principalship.

For the founders of the Normal Schools and their current advocates, such as Governor Bullock, Ex-Governor Washburn, Secretary of the Board Joseph White and Visitor David Mason, the increasingly responsible roles women were assuming posed no problem. But for many people it did. Those who were troubled were not dismayed by women in the primary schools, as long as men were in charge, but they felt that grammar and high schools needed male teachers to provide an appropriate model for boys and to keep the discipline. The school committees in many towns may have preferred to limit the role of women in the schools, but they had to consider teachers' preparation, availability, and cost, and so the number of women teachers continued to grow.

If Miss Johnson was troubled by the cool reception accorded her by her male counterparts, she left no comments on the subject. She was a successful teacher in her own right, had been the assistant principal since 1861, and had successfully administered the school during Mr. Bigelow's frequent and prolonged absences because of his poor health. She had been educated by her clergyman father and his colleagues at Bowdoin



College as rigorously, if not as formally, as were the young men enrolled at the college. Her particular interest was in the study of Latin, and she was well-versed in astronomy, metaphysics, architecture, botany, parliamentary law, and psychology. Miss Johnson had begun teaching at the age of fifteen and had had experience in every grade through high school before she came to the Normal School. At the Normal School she had gained quickly a reputation for being able to help a young teacher with any subject at a moment's notice. The Governor and the Visitors could scarcely be faulted for choosing her as principal.

Nevertheless, the Visitors continued to stay close to the situation:

*The Visitors have made frequent examinations of this school during the past year, and have received great pleasure from what they have seen and heard. They are yet unable to discover that it has suffered any by being under the charge of a female, while in many respects the young ladies are better cared for than they could be under a male teacher.*

Meanwhile, the reports from the towns indicated that as the number of grammar and high schools had increased, so had the difficulty of finding qualified teachers for them. Eighty-eight towns in the State now supported high schools (compared with fewer than twenty in 1837), while another forty towns were delinquent in setting up the high schools required under the law. Along with the rest of the Board, Mason and Washburn began more intensively to advocate funding for advanced courses at the normal schools to prepare teachers for grammar and high schools.

As early as 1853 there had been concern for preparing high school teachers, and an act had been passed to establish scholarship aid to forty-eight young men "to be educated in college on the condition that they would teach in the Commonwealth for a period equal to that during which they had received aid." Of course, even if the legislature had been disposed to offer women scholarships as well, there were no colleges for women at that time. After 12 years or so, it became evident that few of the young men educated in this way had proved eligible for positions in the schools, and the law was repealed in 1866. The Board concluded that the lack was not scholarship but rather the professional training for teaching. Now the need for more liberally trained teachers for the upper grades had become pressing. Miss Johnson's report to the Board urged them to come up with a plan for the advanced course since there were "constant inquiries" from prospective students to which "only an uncertain answer can be given".

The Board came to a decision in February of 1869 and voted to establish a supplemental course of study, an additional two years beyond the normal school program comprising Latin, French, higher mathematics, ethics, natural sciences and English literature. For a time after this policy was adopted, only Framingham had appropriately-prepared teachers for the courses and the space for the students. Miss Johnson was an enthusiastic advocate for the advanced course. She knew there was a demand for the women who had taken advanced work, and she observed that many of the students had come from homes where they had limited opportunities "for such generous culture as teachers ought to have, and our two years' course does scarcely more than show their deficiencies without giving them the opportunity to supply them, so that when they leave the schools, they are just at a point in their studies at which they ought to have commenced the course". Moreover, she felt the Advanced Class exerted a "very beneficial



influence" on the other students and the standard of scholarship.

### **Official Visitors, Guest Lecturers and Friends**

The major function of the Board of Education was to collect and disseminate information about the schools and to make recommendations to the Legislature. They were also responsible for the administration of the Normal Schools, and they carried out this charge by appointing official Visitors to the Normal Schools. The Visitors made frequent visits to the Schools, observing the quality of the teaching, examining the students and advising the principal and teachers. All of them were prominent men (and later women) who had a serious interest in education and the public schools; in fact, some of them were educators themselves. They were also advocates for the schools with the Board of Education and the Legislature.

In the earlier days of the School, there were frequent observers beside the official Visitors, because of the experimental nature of the work and the great debate surrounding the enterprise. Many of those who came were scholars who willingly shared their knowledge with the students and teachers through lectures and conversations. When the Normal School program was extended to two years in 1865, the Schools were directed to supplement the prescribed curriculum by lectures and demonstrations from scholars and experts. David Mason and Emory Washington, the Visitors during Miss Johnson's administration, were experienced as legislators, and Mr. Washburn, a former Governor of Massachusetts, was then at Harvard Law School. Each term they delivered a series of lectures on the courts, law and government. And many other prominent scholars came at various times for a lecture or two. These guests seemed to look forward to their visits, and the young women often found them interesting or inspiring.

Mr. Mason and Mr. Washburn were open-minded enough to see Annie Johnson's and Ellen Hyde's potential, and courageous enough to urge their appointments. They were as forceful as they could have been in advocating the changes Miss Johnson wished to make, and in seeking the funding for the buildings and materials needed by the School. The Secretary of the Board, Joseph White, was likewise an observant and thoughtful man, perhaps less fiery than this predecessor Horace Mann, but nevertheless a worthy successor, who also gave his support to the women at Framingham. Mr. White visited the School and lectured there from time to time, and his trust was such that his daughter took her place as a proud graduate of the Normal School.

### **New Construction**

During the 1868-69 school year the Legislature authorized the construction of a new boarding house and the remodeling of the school building. The Legislature had appropriated \$2500 the previous year to enlarge the school building, but the amount was insufficient and no work had begun. Now the commitment had been made to expand the size of the school, and to provide low-cost living accommodations for the students. The School Diary records that the Secretary of the Board, Joseph White, came to the campus on March 31st expecting to meet Messrs. Mason and Washburn to decide on the site for the new boarding house, but since they did not appear, Mr. White delivered a lecture to the School on "Courts of Law". When they did meet, however, they recommended the purchase of two acres of adjacent land for the building site. This parcel of land, the first addition to the campus, was acquired for the boarding house at a cost of



\$1200, and the boarding house was constructed on the site occupied today by Horace Mann Hall.

The renovations to the old school house of 1853, located on the present site of May Hall, included addition of "steam-heating apparatus" for greater comfort, new recitation rooms, and a library to be set up on the third floor. Miss Johnson was particularly pleased that the renovations included classroom space for a small model school. But not all went smoothly.

The new rooms in the school building were "ready for occupancy at the beginning of the spring term" (1869), and they were "very convenient and satisfactory", according to Mason and Washburn. The boarding house, however, although opened, was "not fully completed" causing "great trouble and delay". Although they were apparently too polite to mention it in their own report, the Board Report states that the roof blew off in a gale, and one of the visitors assumed personal responsibility for the necessary repairs. But that was not the end of the unexpected difficulties.

*During the early summer the ground was so full of water that we were compelled to drain the cellar before we could use the heating apparatus, and it was found impossible even then to get rid of the surplus water. Later in the season, when the drought came on, the spongy soil became perfectly dry and the moisture departed from the hill, our wells and cisterns utterly failed, and we have been unable to sink wells deep enough to procure a supply of water for the use of the school. There appears to be no hope of obtaining a sufficient supply from any other source than the river, and how it can be accomplished from that source is a problem yet to be solved.*

They conclude somewhat ruefully, "while the elevated situation of the school is very favorable for the enjoyment of pure air and beautiful prospect, the expense of sustaining it are thereby greatly increased."

The difficulties with the water supply was a source of constant comment for several years while water was hauled daily to the school for the barest of necessities. In the Principal's report for 1875, Miss Johnson notes that "the laundry and bathing rooms have never been used, owing to the lack of water, and the necessity of economy in its use is an annoyance daily felt in all of our living." Temporary relief was afforded by a variety of attempts to drill wells and pump water from the river during the 1880's, but the problem was not solved completely until town water became available in 1890.

### **Restoring the Model School**

A Model School had been established along with the Normal School at Lexington in 1839. Both Horace Mann and Cyrus Perice were convinced that learning takes place through action and involvement, and that learning to teach was no exception to the rule. They made observing and teaching in the Model School an integral part of the Lexington/West Newton Normal School experience. When the Normal School moved to Framingham, some difficulty arose in setting up the arrangements with the town, and there was no Model School until Annie Johnson became principal. Such practice as the Normal students had had was gained by teaching classmates who attempted to simulate the



behavior of children. Few educators of that period saw the need for practice teaching, and a few held that it might even be detrimental to the budding teacher.

Miss Johnson embraced the earlier tradition and set out at once to re-establish the Model School which both she and her senior assistant, Ellen Hyde, felt was an essential part of learning to teach. Beginning in 1867, a small classroom was set up, and a few children from the town were brought in for lessons. The students were delighted with the arrangement and regretted only that the experience was so limited. With the enlargement of the school building, two rooms were set aside for a Model School with the full cooperation of the town. The Model School became an important part of the Framingham experience, improving the students' opportunities, opening the way for more cooperation with the town, and demonstrating a pedagogical point for educators willing to observe.

### Miss Hyde's Administration

For many years the Visitors had protested the low salaries paid to the women at Framingham. A Visitor of an earlier time wrote that he could find no justice in paying women half the salary paid to men for the same work. Although Washburn and Mason had also raised this issue repeatedly, little seemed to have changed. So, when Annie Johnson received an offer to become the principal of Bradford Academy in 1875 at a much higher salary, she accepted it. The Visitors were dismayed, but they understood her need for a more adequate income.

To fill the vacancy left by Miss Johnson, once again Mason and Washburn advocated the appointment of a woman as principal. This time she was Ellen Hyde, an alumna of the School, an able teacher, and the senior assistant to Miss Johnson. At first Miss Hyde was reluctant to accept the appointment for she had been plagued by poor health. But after serving for some months as the acting principal, she did accept. She was well-respected at the School by the teachers and the students, and she was interested in keeping the School on the same excellent course.

The graduation exercises for January, 1876 were held despite "somewhat stormy weather". Apparently, Miss Hyde had begun at once to incorporate her own bent toward giving the students more opportunities for self-governance, for the class had adopted a new plan for the graduation exercises. The morning was given over to the "graduating class young ladies" for their demonstrations and essays. The speeches by the dignitaries, such as the Secretary of the Board Joseph White, Ex-Gov. Washburn, and George B. Emerson were confined to the afternoon.

The student's comments reflected both their sense of loss at Miss Johnson's departure, and their respect for Miss Hyde:

*It seemed strange to everyone not to see Miss Johnson as principal at the close of this term, but we were all rejoiced to see her present, even if it must be only as an honored visitor. ... The name of this, the first woman principal of a normal school will be kept in fond remembrance by her former pupils. ... Our teacher Miss Ellen Hyde has been our principal through the term, and all were heartily glad to know that she will continue to be for a least a part of next term.*



On March 16, Visitor C.C. Esty came to the school to announce that the Board had voted unanimously to appoint Miss Hyde as the permanent principal, and that she had accepted. The students left no doubt about their pleasure:

*The whole school helped toward procuring some beautiful flowers, which were placed this morning in Miss Hyde's private room at the school building, with a little note asking her to accept them as a very small expression of their pleasure in receiving her as principal. ...Our principal thanked us in a few tender words which made us all feel as if we should be the ones to thank her for all her kindness and forbearance toward us.*

One of the teachers also spoke to assure her of their desire to assist her "as much as might be in their power", and the young ladies "without any previous thought, gave such a clapping as not one of them ever heard in school before."

Miss Hyde began her responsibilities as the nation prepared to celebrate its centennial year. Americans everywhere were stimulated to look back as well as ahead. What they saw was an astounding record of growth and change and the promise of more to come. The thirteen states had become thirty-eight, and the population had grown from 2.5 million in 1776 to 45 million, of which nearly one-fifth were immigrants. Much of the wilderness had become farms, and cities were growing at explosive rates. Modern inventions and machines were producing a flood of new products. The Centennial Exposition of 1876 in Philadelphia featured hydraulic pumps and steam engines, but it also displayed the art and cultural products sent by countries around the world. Life at the Normal School reflected all of these influences.

In the classroom, Miss Hyde had begun reading from the record books for the early days of the Normal School in preparation for sending materials to the Centennial Exposition at Philadelphia. The students found the accounts fascinating, and provided the following record of their own:

*It might be interesting to anyone a hundred years hence to know the daily workings of the school now. The teachers and the scholars meet on every weekday, except Mondays in the school hall, with its three sunny windows on the north side, at a quarter before nine. We first have devotional exercises of reading the Bible, singing and prayer. Afterwards the Principal has sometimes a few words to say to us. Then the classes, six in number, go to their respective rooms for recitation. The time from nine o'clock to one, when school closes, is divided into four recitation hours, with a recess between every two, when the young ladies can enjoy the warm spring days out of doors. Then in the afternoons and evenings the scholars prepare their lessons for another day's work.*

Early in the term, the students decided to continue a musical club which they had started the previous term, with the modification that they wished to sponsor some debates as well as musical discussions. The name chosen for the club was "We Aim for True Cultivation", shortened to the WAFTC Society. The first subject for debate was "Should



the Bible be abolished from the Common Schools?" It is interesting to note that the question was being hotly debated among educators and in the school committees from the various towns, and the outcome of the debate seemed to mirror the public attitude of the time, reflected in the Board of Education Reports: "The majority of the club were on the negative side of the question."

Holidays were few and far between. The class expressed their gratitude to Miss Hyde when she granted them a holiday on December 23, 1876 "as Christmas comes on Monday and we usually have an extra day now". With such a short vacation, only those who lived nearby were able to go home, but Miss Hyde took care to have a festive time with the "family" in the boarding hall. There was feasting, and carols, and even a row of stockings with gifts hanging in Miss Hyde's parlor.

One of the regular features of the school day was reading of the news and a discussion which might include relevant history, geography, politics, etc. The items and issues might be local, national or international, and the news might be supplemented by lectures from dignitaries. Frequently there were friends of the School who lectured about countries they had visited, or there were foreign dignitaries who were observing at the School, and they spoke of their lands and customs. The Normal School teachers themselves were remarkably well-traveled and informed, and a number of them, including Ellen Hyde, had studied abroad. It was the age of steel and steam. Travel by rail and steamship was shrinking the world, and the young women at Framingham were being encouraged to become as well-informed as possible.

From time to time debate or discussion clubs were revived, and the young women chose topics and marshalled their arguments. A new series of "conversations" began in 1880 with the topic of dress. Some of the questions posed were: What is decent and healthful? How much time and expense should be given to dress? One wonders whether this topic might have been inspired by the recent appointment of Abby May as the Official Visitor. Miss May was known for her plain, comfortable dress in this period of over-stuffed elegance. She had, in fact, presented a paper before the Association for the Advancement of Women on dress which had been published recently.

Sometimes, apparently, the political interests of the day spilled into the evening hours. Just before the election in November of 1880, the "republican sympathies at the boarding house held a candle-light procession". The procession wound its triumphant way accompanied by "a few primitive musical instruments" up and down the stairways and by every young lady's door. Meanwhile, the "democrats, being decidedly in the minority, retired to one of their rooms, and having secured their door deliberated upon a means of defense." The next morning, the early risers discovered an effigy of the candidate James Garfield suspended from the stair-railing with a placard "Glorious last night, but where is he now?" The scribe hastened to add that there was not really an excess of political feeling, but rather a great need for variety in their dormitory life.

### **Work with Blacks and Native Americans**

A very striking aspect of Framingham's history during this period were the links which the School had with schools in the South for Blacks. From the beginning there were strong anti-slavery partisans at the Normal School. At the close of the Civil War, these sympathies were translated into efforts to educate the Blacks. A number of the graduates participated in the activities of the Freedman's Bureau, among them Lucretia



Crocker. She worked during this period with Abby May, later an official Visitor from the Board of Education to the Normal School at Framingham. Both of them were acquainted with General Samuel Armstrong, the founder of Hampton Institute in Virginia. The mission of the Institute was the education and training of people of color.

In 1875, Elizabeth Hyde, a new graduate of the Normal School and a cousin of Principal Ellen Hyde, went to Hampton Institute to take charge of the Butler School, the model school for teachers in training. She remained at Hampton for more than thirty years teaching sewing and gardening as well as academic subjects, and eventually served as administrator. Her name is still recognized and respected on the campus at Hampton University today. Miss Hyde was joined at Hampton over the years by several other young women from the Normal School.

In turn, some of the Hampton graduates came to Framingham to study. Olivia Davidson attracted the attention of the teachers from New England, and contacts were made with Mrs. Mary Hemenway, a philanthropist of Boston, who sponsored her studies at the Framingham Normal School. She was an excellent student, impressing both her teachers and her classmates with her intelligence and her dedication to the work she had chosen. She was graduated with honors in 1881, and in her valedictory at graduation she spoke about the Freedmen, their lives, their homes, their schools. Then, she spoke of her training at the Normal School and her goals for helping the bright, young children to become good, intelligent and useful men and women. She left her classmates with the thought that they could render "true service to the negro" not by sending boxes of "provisions and clothes that are soon eaten or worn out, leaving the negro as poor as ever and as needy", but by helping them to secure good, competent teachers who would help them learn to make use of the resources at their disposal.

Miss Davidson went to Tuskegee Institute in Alabama as the Lady Principal and assistant to the founder Booker T. Washington. She taught mathematics and botany, and she kept her contacts with friends at the Normal School. It is very difficult to tell from the records just how many Black women came to Framingham or how many graduates went south to teach, but it is clear that these exchanges did occur in significant numbers.

Miss Davidson's contributions were vital to the success of the Tuskegee School, as Mr. Washington himself relates in his autobiography. She used her extensive teaching experience and her training at the Normal School to help in planning curriculum and in devising efficient methods for reaching the students. The contacts she had made at the Normal School and in the Boston area became enormously important in raising funds for the poorly-funded school, and in obtaining publicity for its work.

In 1886 Miss Davidson married Mr. Washington, whose wife had died leaving him with an infant daughter, Portia. She continued her work with him, but unfortunately her health declined under the difficult conditions, and she died soon after the birth of their second son in 1889. Booker T. Washington continued to visit Framingham and to bring the Hampton Quartette to delight the students and staff with its ballads and spirituals. For its part, the School continued to sew clothing and to raise funds for Tuskegee well into the twentieth century.

Hampton also sent Annie Dawson, an Arikara Indian, to study at Framingham. She had come to Hampton as a child from the Fort Berthold Reservation in the Dakota Territory. Orphaned and left in the care of the School, Miss Dawson determined to prepare



herself to return to the Reservation to work among her people. She was graduated from the Normal School in 1889, and spent many years as a field matron on the Reservation. She lived to be 100 years old, and late in her life she gave invaluable aid to the many native Americans who were displaced from their ancestral homes by the Garrison Dam Project carried out by the United States government in the 1950's. She too maintained contact with her associates at Hampton and at Framingham, telling them of her work.

### **Alumnae as Normal School Teachers**

From the very early days of the Normal School under Samuel J. May, its graduates had returned to the School as teachers. Electa Lincoln (1843) has already been mentioned, but there were many others, some of whom went on to positions in colleges and in educational administration. Ellen Hyde herself was an outstanding example, and she continued the practice of hiring the best qualified alumnae for the School. Miss Maria Eaton, class of 1867, had studied chemistry abroad, and returned to teach at the Normal School in 1871. In 1877, she accepted a position as Professor of Chemistry at Wellesley College, recently founded with the goal of providing a college education for women similar to that available to men. Few women at the time were qualified to serve as college professors, and it is worth noting that at least three Normal School graduates and teachers had become professors: Maria Eaton, Rebecca Pennell (First Class), and Lucretia Crocker (1850).

Miss Eaton's position at the Normal School was taken by another alumna, Mary J. Studley, class of 1852, who had given lectures on physiology and hygiene the previous year. Miss Studley, a medical doctor, took charge of the classes in chemistry, zoology and German. In all, more than fifty graduates of the Normal School returned to teach during the nineteenth century, some for only a year or two, but others, like Ellen Hyde and Amelia Davis, spent a substantial proportion of their adult lives as teachers and administrators for their Alma Mater.

### **Boarders and "Train Girls"**

As previously noted, during the early days of the Normal School in Lexington board was provided for some of the young women attending the School, but after the move to West Newton, students were assisted in finding places to board with families in the town. This arrangement continued during the early Framingham years. According to Fannie Whitcomb, a graduate of 1864, however, this did not mean that students were free of the School's supervision. She says, "Although living thus in small groups, a system of self-reporting was observed, by the pupils in the regular course of study, slips being passed in weekly, recording infractions of study, exercise, or retiring hour."

When the new boarding house was opened in 1869, the facility had not only the desired effect of providing lower-cost housing for the students, but it also brought them into closer relationships with the principal and the teachers, most of whom also lived in the boarding house. When the boarding house eventually proved inadequate to the demand, the "Haven House" was rented as a supplement. On this occasion Visitor Abby May articulated the importance of the "home".

*The work of the school is supplemented and made much more valuable by this home influence, and we cannot too warmly commend the success of the Principal and assistant*

*teachers in this direction. It seems trite to say that true self-reliance and skill in adapting one's self to others - prime essentials in a good teacher - are best gained by daily experience, under judicious guidance. Our large family gives great opportunity for the development of both qualities. The boarders develop and improve faster than the day scholars, a fact that both pupils and parents seem to appreciate. Most of our pupils are girls from quiet country homes, who have not been outside of their own little, and frequently uncultivated, circle. Under our care they take their first lessons in adapting themselves to new people and new ways.*

A subsequent Visitor, Kate Gannett Wells, was more specific.

*The life of the girls boarding at Crocker and Normal Halls is characterized by refinement and repose. The appointments of the house and table are simple and inexpensive, but all in good taste. The boarders are expected to be ladies as well as students. Such expectations will find their fulfillment in the demands which our pupils will in turn make upon their future scholars. The family half-hour after dinner; the evening classes in gymnastics; the sewing circle on Saturday nights, with frequent reading aloud of some essay, accompanied by discussion of it; the afternoon teas during two or three winter months, for the graduating class, - all tend to produce a well trained womanhood.*

Students treasured memories of their dormitory life as well, and Henrietta Graves (1884) spoke for many when she wrote of the Saturday night sewing circle mentioned by Miss May and other gatherings with Miss Hyde.

*Miss Hyde read as we sewed, and although other authors were tried from time to time, Dickens was always the favorite, and we always returned to him. These evenings are among my pleasantest memories of school life. Then there were frequent 'family meetings' in Miss Hyde's parlor, where the little happenings of the week furnished the text for short talks. The key-note of these talks was not 'don't', but 'do', not fault-finding, but inspiration, and the ideal constantly held before us was Christian character with its necessary corollary of service.*

Not all of the students lived in the boarding house. Some of them continued to live with their own families, and came by train to Framingham each day. They also have left us a record of their experiences as "train girls". Lillian Ordway (1889) speaks for some of them.

*When I studied in the Normal School I commuted from Fitchburg. The 'train girls' so called had no part in the social life of the school and unless they were of outstanding*



*excellence in looks or manners or dress or intellectual achievement were little noticed by the girls who boarded on the campus. Intellectual and moral excellence, however, were never overlooked by the faculty. One thing we train girls used to do on the train in the morning is, I think, of interest. There were several congenial spirits and three of us used to tell, each to the others, stories we had read. It was a pleasant way to pass the tedious routine of daily travel over the same route and helped our vocabularies, our sentence structure, and gave us freedom in expressing ourselves.*

Students also remember Miss Amelia Davis, the mathematics teacher and assistant principal, who lived with the students at the "Haven" and led them in discussions of art and poetry in their leisure time. In later years she had a home in West Newton and joined the train girls in their daily pilgrimages to Framingham. Her invitation to share a train seat was considered an honor, and she also entertained the commuting students in her home.

### **Closing the Fifty Years**

The years leading up to the Semi-Centennial Celebration were eventful ones. There was steady growth in the number of applicants to the Normal School, and more of them were graduates of a high school or, less frequently, of an academy. At the beginning of the 1880's about one-third of the admitted applicants had graduated from high school (although others had attended without graduating), but at the close of the decade more than 70% had graduated from high school. Another smaller percentage had an equivalent education from an academy, but that was more difficult to assess. Since 1885, the Board of Education had been supporting actively the long-time goal of the Normal School to raise its admission standards. Now the Board began to point out the higher success rate of the high school graduates at the Normal School, and to see the move as economical as well as consistent with the desire to improve the quality of teachers. Although they had expected raising of the admission standards would decrease the number of applicants, this did not prove to be the case.

By 1888, the Board of Education had also come to understand the importance of the Practice School for the preparation of teachers, and had decreed that some kind of a practice school must be found for each of the Normal Schools. For many years, Framingham alone had advocated practice teaching, and had begun as early as 1867 to restore the model school. The Practice School had grown under Miss Hyde, not only in size, but in conception. The change in name from "model" to "practice" indicates a shift in emphasis from a school where the best teaching is modeled, to a school where student teachers learn their craft under the critical and helpful eye of an experienced teacher. The Practice School was placed under the direction of skilled teachers whose primary responsibility was conducting the School for the children, but who also guided the work of the apprentice teachers. The Practice School was so successful in its own right that it could not accept all of the children whose parents wished to send them to it, and it was the delight of the aspiring teachers. Even in the dingy, over-crowded rooms of the old Normal Hall, the joy and challenge of creating a learning environment was evident.

The Board began the upgrading of the facilities at Framingham with a request to the Legislature for a new dormitory which was granted in 1886. The new boarding house was named for Lucretia Crocker, an alumna and the Science Supervisor of the Boston Public Schools, who had died recently. Unfortunately, due in all probability to a faulty

gas installation, Crocker burned on December 24, 1887. Few of the students had remained in the Hall because of the Holiday, and all were evacuated safely. Rebuilding began as soon as a new appropriation could be secured. The reconstructed building, of course, still stands today as Crocker Hall.

Meanwhile, the Visitors had determined that the deficiencies of the old Normal Hall could not be easily remedied, and they were able to persuade the Legislature to appropriate the funds for a new instructional building. The old Hall was raised on timbers and moved out of the way so that construction could begin on the new brick Romanesque-revival building. The old Hall was repaired as well as possible under the circumstances so the school could continue to operate. Construction began on the new building in 1888, but to everyone's sorrow its greatest advocate, Abby May, fell ill and died before its completion.

Thus, Framingham Normal School approached its fiftieth anniversary in a saddened state, with great physical discomforts, but with great omens of a renewed and changing future, full of promise, and strong in the knowledge of the importance of its role in public education.



## REORGANIZATION AND SPECIALIZATION: 1889 to 1914

Beverly J. Weiss

The Boston Herald for July 2, 1889 carried the headlines:

### ITS SEMI-CENTENNIAL THE OLDEST NORMAL SCHOOL IN AMERICA FRAMINGHAM THROGGED WITH ALUMNI (sic) AND FRIENDS

The lengthy story included a complete transcript of the oration by Professor William T. Harris, the United States Commissioner of Education, and the historical address by Electa Lincoln Walton of the Class of 1843, in which she traced the fifty-year history of the School and its graduates. The address was printed by the Board of Education as part of its official report to the Legislature for the school year 1888-89.

The Alumnae Association, which had planned and staged the celebration, climbed the Hill more than five hundred strong to march in procession from the old School to the Congregational Church where the exercises were held. A dazzled undergraduate reported that the line stretched from one end of the Common to the other. Eight members of the honored First Class were present, among them Hannah Damon, one of the three intrepid young women who stood forth to be examined on the first day in 1839.

On hand to welcome them was Principal Ellen Hyde, a graduate of the Class of 1862. The day was, she said, a mile-stone in the history of the School, and with her usual grace, she offered her prayer for the School: "May the old School come to her centennial day with her spiritual eye undimmed and her moral strength unabated - crowned with the honors of age but keeping still the vigor of immortal youth." She would do her best to preserve the legacy and to foster the vitality of those who would come to the School.

#### Here Beginneth

With the glories of the Fiftieth Anniversary Celebration still fresh in their memories, the teachers and students returned to the Hill in September for the New School Year. With tempered optimism, the school secretary wrote in the diary:

*Here beginneth the record of the second half-century of the school. It begins in the old school house of 1853, which is set up on the timbers on which it was moved to the north of its original site, and looks not unlike a stranded ship. It is uncomfortable beyond expression, but we live in hope with the sound of hammer and trowel continually in our ears, and the new building growing day by day. Crocker Hall is new, commodious and beautiful; Normal Hall has all the essentials of health and comfort though in need of repairs; the grounds look like chaos.*

But more than physical discomfort made the year "one of calamity". Ellen Hyde, the Principal, never in robust health was severely ill early in the term, and before she



had recovered the "terrible grippe" swept through the population. Though there were no serious effects among the students, two of the faculty were stricken: Ellen A. Williams, Principal of the Practice School, and Ella J. Gibbs who taught English. Miss Williams, although critically ill recovered, but Miss Gibbs succumbed to the illness. She was a young and much-admired teacher, so that her death had a crushing impact on the entire school, and made mourners of them all. Her funeral was attended by all who were able, and her coffin was "covered with white violets purchased with the money intended for graduation flowers" and a spray of white lilies from Miss Hyde.

The School also lost another teacher and friend, Professor W.P. Atkinson from the Massachusetts Institute of Technology, for thirty years a lecturer in English Literature and a valued confidant at the School. His many gifts of books had helped to build the library. In the face of the diminished faculty, the sobered student body was dismissed early without the usual graduation exercises. The senior class alone remained to finish their work and receive their diplomas from the Principal's hand.

One bright spot lightened the year's events. May Hall was nearly finished by the end of the term, and so it was "hurriedly cleaned" and fitted out for the dedicatory services. The library, the science collections and the works of art belonging to the School were shelved and arranged and hung, and of course, the School motto "Father Peirce's Live to the Truth - that ark of the school - set up in the new tabernacle."

The dedicatory services centered around the presentation of an oil portrait of Miss Abby May, the Board of Education Visitor to the School whose long and fervent advocacy had secured the new building for the campus, and for whom the Hall was named. The presentation of the portrait to Miss Hyde was made by Samuel May for the May family which had produced two dedicated protagonists for the Normal School: Miss Abby May and her cousin, the Reverend Samuel J. May who had been the second principal of the School. Miss May was the first woman to be appointed to the Massachusetts Board of Education, and the first to serve as a Visitor to a normal school. As a social activist and a philanthropist, she had worked for many educational causes, but she was probably best known for her courageous work in securing the passage of laws allowing women to sit on school committees and to vote to elect those members. Not a scholar herself, she joined forces with Miss Lucretia Crocker from the Class of 1850, and together they created opportunities for women to study science and to have a voice in making educational policy.

The principal address of the day was made by Mrs. Kate Gannett Wells, who had replaced Miss May on the Board and as the chairman of the Board of Visitors. The Secretary of the Board, Mr. John W. Dickenson, also spoke, continuing the practice initiated by Horace Mann of lending his presence and his support whenever possible. As to the building itself, it was described by the Visitors as "plain, substantial and attractive". There were twenty-two rooms not counting the basement and the closets, and an upper hall seated one hundred fifty-six persons. Special attention had been given to light and ventilation, which along with the building's "excellent proportions and whitewood finishings" made it "delightful". Steam heat with indirect radiation was provided. Outside, the classes of the School began the tradition of planting vines in front of May Hall, the senior vine in the middle, with the others on each side.



During the summer vacation of 1890, extensive improvements were made to Normal Hall, as the dormitory was now called, including the addition of space on the south side. The upper flights of stairs were rebuilt to make them less steep, a larger heater was installed, and the building was painted and papered throughout. Perhaps best of all was that water was introduced to all the buildings by the South Framingham Water Company, and "for the first time in many years, water was abundant."

### **Work at the Normal School**

The Massachusetts Board of Education had from its inception been responsible for the establishment and conduct of the normal schools. Its function with respect to the common schools was less direct. The Board was authorized to collect and disseminate information about the schools, advise local school committees on methods of achieving their goals, and to make recommendations to the legislature relative to educational matters. Over the course of the first half century, the Board did collect and disseminate information, but it also played an increasing role in recommending school legislation, and overseeing its implementation. If early Boards sometimes lamented the slow progress in improving schools because their role in that arena was purely advisory, the Board of the 1890's, and especially the Secretary of the Board, had begun to experience the burdens of the increasing functions and responsibilities they had acquired as the school population multiplied, and the laws relating to schools proliferated.

The entire public school structure had become more complex, and the normal schools were still considered essential in producing the trained teachers who were needed for the growing system. The result was a series of policies and regulations for the normal schools designed to make them as efficient as possible, and to assure uniform quality. In 1880 the Board restated the "design" of the normal schools and prescribed the courses of study. The normal schools, they said, are strictly professional, that is, they are to prepare students for teaching in the public schools of the Commonwealth. Students are to have a "thorough knowledge" of all the branches of learning required to be taught in the public schools, the best methods of teaching those subjects, and "right mental training".

There were two authorized courses of study at each normal school, a two-years' course which divided into twenty-week terms, and a four-years' course. The subjects were as follows:

#### **Two-Years' Course**

Arithmetic, algebra, geometry, book-keeping.

Physics, astronomy, chemistry.

Physiology, botany, zoology, mineralogy, geology, geography.

Language, reading, orthography, etymology, grammar, rhetoric, literature, composition.

Penmanship, drawing, vocal music, gymnastics, military drill.

Psychology, science and art of education, school organization, history of education.

Civil policy of Massachusetts and the United States, history, school laws of Massachusetts.

#### **Four-Years' Course**

In addition to all the above:

Advanced algebra and geometry, trigonometry and surveying.

Advanced chemistry, physics and botany.

Latin and French; German and Greek to be decided by school.



The Principal and the Visitors were given the authority to determine the order of the studies and to select appropriate teachers for them. Most of the students at Framingham, and at the other schools for that matter, were enrolled in the two-years' course, usually because of economics, the need to earn a living as soon as possible. But there were always advanced students as well, and they were highly esteemed by both their peers and the faculty.

The prescribed studies at Framingham in 1890 were pursued in class days that began at 8:45 and ended at 1:45, Tuesday through Saturday. There were opening exercises which consisted of scripture reading, singing and prayer, and frequently the reading was "in concert from Perry's Bible Manual". In this term Miss Hyde had begun reading old testament stories "appropriate for general school use". The prayers might be extemporaneous, the Lord's Prayer in concert, or from a prayer book. The devotional exercise would be followed by the reading of a passage from a book or poem, or by remarks from Miss Hyde. The day was divided into fifty-five minute recitation periods broken by gymnastics and recess period in the mid-morning. After classes in the afternoon, the young women were free except for the requirement that they obtain an hour's out-of-doors exercise. Dinner was served at five-thirty, followed by a two hour study period from seven to nine. Lights were expected to be out at ten o'clock.

The Bible reading by Miss Hyde was not inspired entirely by her own religious inclinations, although she was probably pleased to include it, but by the fact that an 1886 law required Bible reading without comment in the public schools. One of the long-lasting debates of the nineteenth century concerned moral instruction and religion. Nearly everyone favored moral instruction, preparation for living an honest, useful life as a good citizen, but there were too many denominations for unanimity on religious doctrines. Since few wanted to omit religious instruction altogether, the solution was the reading of the Bible without comment. Town school committees could also require prayers if they wished, but parents might also request that their children be excused. Thus, the daily readings and prayers were both devotional for the Framingham students and part of their preparation for the schoolroom.

### **Actions by the Board of Education**

Many of the problems which concerned the Board of Education during the 1890's had some impact on the requirements and experiences of the young women at the Normal School. Since 1884, the State had provided free textbooks to the pupils in the public schools on the grounds that schools could not be said to be free until the instruments of learning were available to all on an equal footing. The result of the advent of free textbooks was a marked increase in the number of high school pupils. This in turn created a greater demand for the four-year normal students to teach in high schools, and for a short course which could be offered to college graduates or seasoned teachers to give them special preparation in pedagogy. The Board of Education, at least, agreed that high school teachers needed instruction in methods of teaching just as much as did elementary and grammar school teachers. At the graduation of 1895, these "special students" who had completed a year's course at Framingham received recognition and a certificate from Mrs. Wells' hand for the first time.

The strong statement by the Board in 1880 about the need for thorough knowledge as the basis for normal school study, underscored the long, slow trend toward higher



standards for admission to the normal schools. By 1890, about 70% of the applicants to the normal schools were high school graduates, and a few more had attended or graduated from college. In 1893, the Board made the high school diploma a requirement for admission to the normal school. The requirement was justified, they believed, since the State now boasted 255 high schools, making a high school accessible to more than 90% of the population. Nevertheless, they anticipated a decline in applicants, which would allow the crowded normal schools respite. The decrease in enrollments was moderate in number and brief in duration.

Two significant actions by the Board followed in 1894. First, the Board took responsibility for examining and certifying public school teachers. Previously, school committees had been charged with examining teachers for their schools, and while often this had worked well in earlier times, it now resulted in the selection of poorly prepared teachers in some towns. Although their inclination was toward requiring normal school training of all teachers, it was not yet a realistic requirement since only about one-third of the State's approximately 10,000 teachers had attended the normal schools. Still, they were interested in assisting towns to maintain or acquire a corps of highly qualified teachers, even though the demand continued to exceed the supply. The Board intended to identify qualified teachers and to maintain a register of them.

The second action was directed toward increasing the supply of teachers. Not only was the population increasing with the great rapidity, around 4% a year due in part to immigration, but also the increased enrollment in public high schools at the one end, and kindergartens at the other, demanded a steady flow of professionally prepared teachers at all levels. Four new normal schools were authorized in 1894 to help meet the demand. North Adams, Fitchburg, Lowell and Hyannis joined Salem (1854), Worcester (1874), Art Normal (1873), and the original three, Lexington/Framingham (1839), and Barre/Westfield (1839) and Bridgewater (1840). These measures to expand and improve the public school system in Massachusetts took place in a national context of economic depression, labor unrest and political corruption, a daunting array of challenges even for the historic educational institutions which had achieved so much for Massachusetts and the nation. There were other pressures that influenced some of the courses which would be taught in the public schools, and therefore, influenced courses in the normal school. By a series of legislative acts beginning in 1885, public schools were required to teach about the effects of alcohol use on the human body. The Board, as usual, had the task of monitoring the towns' compliance with the law. But even those who were anxious to comply had difficulty finding scientific information, much less materials suitable for use with children. To judge from the lectures given to the School at Framingham, more than a decade passed before qualified physicians and educators were prepared to instruct the teachers. In time the young women at Framingham heard lectures about the dire effects of alcohol on the body, and discussions about the best means of discussing temperance with children, but they may not have known that Mary Clement Leavitt of the class of 1851 had been a leader in the Women's Christian Temperance Union, its International president and an indefatigable missionary in the world-wide effort to curb the abuse of alcohol.

### **The Good Life at Framingham**

The students at Framingham continued to be entertained, enlightened and instructed by a steady stream of visitors and lecturers on many subjects as they had always been. There was a lecture about a new invention, the telephone. One wonders whether the



teachers told the students that Alexander Graham Bell himself had visited the school on several occasions, before he invented the telephone, to teach them about visible speech and his method for helping the deaf learn to speak. The most active center in the implementation of his methods was Clarke Institution under the direction of Harriet Rogers from the class of 1851, who also spoke at the School from time to time.

A lecture on Indian Rights in November 1892 reflected the national concern with "Indian Relocation" as the Western frontier gradually closed. Many of the students and teachers remembered Annie Dawson, an Arikara Indian from the Dakota Territory, who was graduated with the class of 1889, and they must have listened with great interest and sympathy for the cause of protecting Indian rights.

Travel lectures were popular. Many of the speakers were world travelers or natives of distant lands coming to share their knowledge of other cultures. The students were enthralled particularly with a lecture on Yellowstone Park illustrated with a stereopticon, the "magic lantern". They endeavored to raise a little money themselves for the Framingham Hospital by sponsoring an astronomy lecture, "Other Worlds than Ours" by Miss Mary Proctor, also illustrated with the stereopticon. In cooperation with the Framingham Shakespeare Club they were able to have Mrs. Sidney Lanier reading from her poet husband's work and letters. Many of the lectures were provided by former graduates of the Normal School, and to judge from the number and variety of lectures by women, the teachers must have made an effort to offer the students impressive role models other than themselves.

There were field trips to the woods and fields around them to study the birds with Harry Eastman, or the geologic formations with George H. Barton. Usually the students were expected to sketch some of the things they saw because sketching from nature was regarded as a fundamental device for teaching observation. They were also expected to write about their observations. The school Diary records a field trip to the quarry off Salem Road. Most of the group walked, but Miss Hyde had a carriage which "she used to help along the less vigorous". On that particular day they were not asked to write out their observations, "partly because they were too tired to do good work, and partly because we look for better results if the pleasures and profits of the day have time to mature in the mind before they find expression."

On other field trips they visited the Women's Reformatory in Sherbourne, and the Legislature when it was in session. Seniors were treated annually to a trip to the Boston Museum of Art and lunch at Mrs. Well's Boston home, and sometimes the entire School went to one of the Teachers' Institutes.

When amusements were not provided they made their own. Often the "family" at Crocker entertained the "family" at Normal. On one occasion, the Normals improvised a Harvard-Princeton football game. The game was played on a large table with a gourd for a ball which had to be blown between the goal flags. The onlookers were expected to cheer appropriately. It was very funny, the recorder declared, "though noisy". She hastened to add that it was "not in the least boisterous or unladylike". More often the entertainment comprised readings and tableaux with costumes, or in the warm season lawn games, and always there was music and dancing.

Music had long been one of the special delights, and in February, 1896 with Miss Hyde's permission, Etha Beaumont (1896) "rounded up" the girls who were interested



in singing. (Sometime in the 1890s "the young ladies" became "the girls", no doubt out of Miss Hyde's hearing.) The organist at the Congregational Church, Mr. Frank Hurd, was engaged to come once a week to direct the group of twenty. The students were excused from part of their study hour for the rehearsal which may have given the group some impetus, and Miss Stowe, the matron at Normal Hall, gave them milk to soothe their throats when they returned. They gave their first concert later that spring. When there was no money for a paid director the following year, Blanche Woodward (1897) who was studying music with Mr. Hurd, undertook the leadership of the group. It was their hope that the Glee Club would become a permanent activity at the School, and the records do show numerous concerts over many years.

The students also heard classical concerts by the many musicians in the Boston area. Sometimes it was a string quartette, a piano or vocal recital, or an illustrated lecture about an opera or a particular composer. They were also charmed by the visits from Booker T. Washington and his quartette of singers from Tuskegee Normal School in Alabama. Mr. Washington's wife, Olivia Davidson, had been a graduate of Framingham Normal School, and she had maintained her ties with the old School during her work at Tuskegee. After her death in 1889, Mr. Washington continued to visit Framingham, and in 1896 he asked his friends whether he could send his young daughter to Framingham. One of the teachers, Mary Moore, agreed to look after the girl, and so Portia Washington came to live in the dormitory with Miss Moore and to attend the Practice School. Portia was particularly talented in her ability to play the piano, and she practiced every day on the rented piano in the Crocker parlor. Students remember her perched on the stool, playing by the hour for them to dance.

It is not clear from the school diary that the students understood just how famous Mr. Washington had become. The previous year, 1895, he had been asked to speak in Atlanta at the Cotton States and International Exposition. In his speech, he urged that questions of social equality be put aside, and that the Negro be given a chance in the commercial world. His critics charged that he had surrendered to white supremacy, but his goal had been to withdraw from the social equality battle to gain support in increasing the earning power of Negroes to the self-interest of citizens both black and white. Many felt it was the only possible appeal at the time when lynching was on the rise, segregation laws were multiplying, and disfranchising was in rapid progress. His appeal was to advocates of self-help in both the North and the South, and he was in demand as a speaker wherever he went. He returned to Framingham many times, and the students continued to raise money for his work at Tuskegee. Portia, too, wrote to her friends and visited Framingham until the 1930s.

The students at Framingham were surrounded not only by classical music and informative lectures, but also by reproductions of classical art. In this, the acquisitions by the Normal School echoed the interest of the Victorian society at large in the art and architecture of the past, exemplified by the Columbian Exposition of 1893 in Chicago. In Boston, the students must have seen the construction of the Boston Public Library during the early 1890s, for the interest extended to common people as well as to the more privileged. The Library was described as a "large Renaissance palazzo in pink Milford granite" whose "scale and magnificence...put it on a par with the great monuments of the past", where works of art as well as books filled its elegant space. The Normal School was the recipient of etchings and pictures of famous buildings and eminent men, reproductions of Greek statues, a plaster cast of an Assyrian bas-relief, Greek and Byzantine Scrolls and, of course, excellent oil portraits of the men and women who had been



important to the Normal School - Cyrus Peirce and his wife Harriet, George B. Emerson, Annie Johnson, Lucretia Crocker and Ellen Hyde, to mention a few, and a bust of Horace Mann.

In short, Miss Hyde, the faculty, the Visitors and their benefactors took very seriously the task of broadening and enriching the young women's experiences beyond the immediate classroom and the practical needs of pedagogy. If there were those who had begun to find the School too idealistic and moralistic for a more pragmatic age, they could not fault the world view, the appreciation of beauty, and the continuing search for an egalitarian society, despite the "separate but equal" stance toward Blacks which had emerged in the United States.

### **New Developments**

Just as the public schools state-wide had continued not only to expand, but to become a more coordinated system, the Framingham Normal School and its associated Practice School grew and coordinated its efforts with those of the town of Framingham. Under Miss Hyde's wise direction, the Practice School had grown from two crowded rooms in Normal Hall to a school with nine grades. Meanwhile, the town of Framingham had been growing as well, crowding the town schools. In a move for the mutual benefit of the Normal School and the town, the School Committee of Framingham agreed that all of the children in the Centre Village area would attend the school in May Hall effective September, 1896.

The agreement was in line with the Board of Education policies in that they were now insistent on a supervised teaching experience for every normal school student. They urged normal schools to develop a close working relationship with local schools in order to be sure that their courses would prepare normal students able to meet the public school's needs. One effect of the new arrangements was that the School's vacations and schedule were modified to correspond with those of the public schools. The Christmas recess, which had been observed for the first time by order of the Board in 1894, was lengthened so that all of the students would be able to travel to their homes for the holidays.

Both the Board's policies and the new agreement with the town were in no small measure due to Miss Hyde's foresight and persistence. At the beginning of her administration, most school administrators did not deem practice or model schools necessary for the normal school experience, and no formal agreement with the town of Framingham for practice teaching existed. But she was convinced that Mr. Peirce had been correct in making the model school an integral part of the Normal School, and she continued to build a practice school, as she preferred to call it. She also worked at establishing cordial relationships with the townspeople and local educators. Satisfied parents and observers helped the Practice School to grow, and Miss Hyde's custom of holding regular "at home" afternoons when the townspeople were invited to visit classes and talk with students and teachers fostered positive feelings and established a network of friends of the School. A new era of cooperation with the town began which would continue for many years.

### **In Sickness and In Health**

The frequent comments on the health of students, faculty and children in the Practice School serves to remind one how precarious life still was in the late nineteenth



century. When a term passed without serious illness, that was cause for a pleased comment, but often enough there was illness to report. Scarlet fever, measles, mumps and the grippe were feared - and typhoid fever. The School Diary tells of a Fall River student who contacted typhoid during a visit home in 1892. Miss Hyde called all of the residents together and "told everyone the serious nature of the case and what was being done to secure everyone from danger." She also promised that they would be kept informed and asked only that they be quiet in the vicinity of the sick room. Although "the young soul went down to the edge of the dark river" she did recover to the joy and thanksgiving of all.

There were lectures for the students by a "trained nurse" on the care of the sick with a demonstration using a hospital bed. Dr. L.M. Palmer, "the family doctor", gave lectures on dealing with emergencies, using his own wife and Mr. W.S. Tilden, the music teacher, for illustration. No doubt the students made use of these practical demonstrations in their own homes and schools.

### **The End of an Era**

The 1890's have been described as the "Mauve Decade", or by Oscar Wilde as the "decayed decade". It was not a good time for labor. The Sherman Anti-Trust Act was invoked against the labor unions, the Homestead Strike of 1892 and the Pullman Strike of 1894 were disastrous for the workers, and the panic and depression of 1893 brought hard times to many. The continuing debate over the gold standard inflamed the election of 1896. But on February 15, 1898, the battleship Maine exploded in Havana Harbor killing 266 sailors. The long-festering problems with the Spanish treatment of the Cubans exploded in the declaration of war, effectively diverting national attention from domestic issues.

The students at Framingham had noted these events. The Diary commented that the school was caught up in the national election of 1896 and there was a strong feeling that "the question at issue, gold versus free silver is a moral question." The side of the angels was not indicated, but considering the conservative Republican leanings among the students, it is likely the majority favored the gold standard. The war issue came home, too, when a large delegation of students and teachers went to the Massachusetts Camp Grounds, now called Camp Dewey, "to see and hear Governor Walcott give commissions from the United States to the officers of the Ninth Regiment. It was interesting but painful."

But there were changes in store closer to home. In January of 1898, Ellen Hyde informed the Board that she would resign as principal at the end of the school year. Although she kept her own counsel about her reasons, she may have been unwilling to preside over the other changes planned for the Normal School. The four-year program, the old Advanced Class, was to be abolished. For nearly fifty years the Advanced Class had provided an affordable education for young women who aspired to be grammar and high school teachers and principals, or who, perhaps, dreamed of other careers, for it had begun before there were colleges for women in the State. The principals had valued the Advanced Class as an opportunity to give talented young women the additional education they felt was necessary, and they valued the influence by example and leadership which the Advanced Class exercised on the School. But Miss Hyde must have understood that such programs were in competition with the private colleges, and the Board wished to emphasize the specialized role of the normal schools in providing the professional



teachers needed for the expanding school system.

Mrs. Wells announced the second major change at graduation. The Boston Normal School of Household Arts was to become a part of the Framingham Normal School. Legislators, concerned for the plight of the poor children in cities, many of them immigrants, had reached the conclusion that teaching them to read and write was not sufficient. They were in need of practical instruction which would enable them to conduct their own lives better and to make a living. The Legislature passed a law requiring manual arts to be taught in the schools, and manual training courses were added to the normal school curricula. At Framingham, the course introduced was sloyd, a Swedish form of carpentry instruction, which was set up in the basement of May Hall in 1892. Training in domestic science, sewing and cooking, had received less attention from the normal schools, but an offer by the trustees of Mrs. Mary Hemenway's estate to transfer the Boston Normal School for Household Arts, which she had founded, provided a means of preparing teachers in the household arts at a State normal school. Mrs. Hemenway's estate would furnish and equip the new department and would pay the salary of its director for two years.

Framingham was selected as the most appropriate school to receive the new Household Arts Department because of its proximity to Boston, the number of grammar schools in the town which could be used for student teaching, and the dormitories available for normal students. Mrs. Wells represented the Board in setting up the arrangements, and Miss Louisa A. Nicholass from the Boston School was asked to continue as head of the department. Thus, as Miss Hyde relinquished her duties, the broad outlines of a new era and new directions for the School had been sketched.

## **A Farewell**

Miss Hyde's students and colleagues did not find it easy to accept her decision to resign. On Saturday, June the 25th, the Alumnae Association called a special meeting to pay tribute to her years of devotion to the School. Miss Hyde was "gently invited to leave" while the alumnae deliberated appropriate measures to convey their esteem and love and their gratitude for her years of service. The constitution was changed to allow for her permanent appointment as President of the Association, a scholarship fund was established in her name, and a resolution of recognition and praise was adopted to be entered in the records of the school and to be sent to the public press.

The Resolution may have captured something of the character of Miss Hyde which, though entirely praiseworthy, may have affected her decision to resign. In citing the unique quality of her work as head of the School, the resolution speaks of her "progressive spirit tempered by a wise conservatism", and "an independence of spirit that in dealing with important questions connected with school life and work has made her absolutely free from the limiting influence of public opinion, has made her able to decide on the ground of right and wrong alone..." The history of the Practice School showed Miss Hyde's persistence in what she knew to be right, even though it was opposed by nearly all of her peers. This time, the weight of public opinion may have proved too great even for her determined spirit. In a way, one might claim that she was once more ahead of her time, for the day did come when the programs were increased in length to three years and then to four years, and for much the same reason articulated by both Ellen Hyde and Annie Johnson, that is, at the end of two years the students were only just ready to begin to learn how to teach.



## The New Administration

During the summer of 1898 several rooms in Normal Hall were redecorated and prepared for the new Principal Henry Whittemore and his family, and the gymnasium in May Hall was converted into laboratories for the new Household Arts Department. Frederic W. Howe, an instructor at Massachusetts Institute of Technology, was engaged to teach physics and chemistry to the Household Arts students, and Percy G. Stiles, physiology. L. W. Archibald from the Boston Conservatory of Music was appointed to teach music and to direct the Glee Club. School life began again in September under Mr. Whittemore's direction much as it had always done.

Mr. Whittemore came to Framingham from Waltham where he had been the superintendent of schools. He was a Civil War veteran and a graduate of Dartmouth, and had taught in the public schools. As superintendent of a public school system he brought with him a knowledge of the needs of the public schools and many contacts among school administrators. His appointment represented, among other things, the trend toward a separation between those who teach and those who administer the schools. All of his predecessors had been scholars and teachers first. Mr. Whittemore was an administrator first. He did teach, but he taught about school organization and government. The changes at the Normal School, bringing increasing size and complexity, would make his skills valuable.

Over the first few years of Whittemore's administration the changes were gradual. There was the same flow of visitors and lecturers on many topics. Art continued to be a serious interest, and the School's collection was augmented by participation in a Loan Art Association. Gifts from classes and benefactors continued as well. Art lectures by Henry Bailey, the State Art Supervisor, acknowledged the Household Arts students by including topics such as home decoration.

The Glee Club under Mr. Archibald's direction performed regularly and began to undertake operettas as their numbers grew. The classical concerts by local musicians became more numerous as well. The tableaux with which the classes often entertained each other became more elaborate, perhaps because sewing had become a serious endeavor. Early in 1899 the seniors held a dance and invited the "young gentlemen of the town". Mr. and Mrs. Whittemore and Miss Hyde provided the reception and the refreshment for the occasion. In the spring, the young men "returned the compliment" and a new custom was initiated.

The opening hour for school was adjusted to nine o'clock because of the increase in daily pupils (commuters) and the "inconvenience of trains and electric cars". The opening exercise period continued to be the Principal's time for speaking to all of the students about his expectations for them. On one occasion he talked to them about the advantages they had at the Normal School. He told them about the cost of food and how much they got for \$3.75 a week, "lodging with heat, light, excellent food, well-prepared and served, laundry and service". They should not expect too much of the families "who open their doors to them". It is important for teachers to fit in wherever they are placed, he thought, and hoped the Normal School had not failed in that part of their training. But Mr. Whittemore also shared the opening period with the teachers, who gave readings, and with classes who gave teaching demonstrations. Saturday morning was reserved for a sing with Mr. Archibald.



## Modernization

Some of the changes were due to the modern conveniences being added to the campus. Normal Hall had been wired for electricity in 1888, as had May Hall during its construction. A complete plant for heating, ventilating and lighting May and Crocker Halls had been built behind May Hall during the summer of 1896. In 1901, the Legislature appropriated funds not only for a new classroom building, but also for a tunnel between Crocker and May Halls to protect the electrical wires and carry the pipes for the improved drainage system. Sidewalks and gutter were added the full length of the campus along State Street. A system of electrical clocks and bells were added throughout Crocker and May Halls. The new building was Wells Hall which was connected with May Hall by a bridge at the second story to allow passage for vehicles on the ground floor. There was also a connection through a tunnel. A gymnasium with baths was installed in the basement, rooms for the kindergarten and sloyd practice were on the next floor along with additional laboratories. A large drawing room utilizing the northern light was set up on the third floor along with other classrooms. The State Board Visitors were well-pleased that "no simpler or more convenient building than this one has ever been erected for so small a sum of money".

Another feature of the Whittemore administration was the increased emphasis on sports and physical exercise. Although students had been required to take an hour of outdoor exercise previously, more organized sports were introduced. In the Fall of 1899, the Principal arranged for the students to use a small golf-links adjacent to the school, and Mr. Howe served as an instructor for the game. Tether ball was also set up on the school grounds. A few years later field hockey was organized and in time tennis courts were built. The gymnasium in Wells made regular gym classes possible for the normal students as well as for the children, and annual demonstrations of exercise routines became a custom.

## Changes in the Wind

The smoothness of the transition between the Hyde and Whittemore administrations at Framingham masked the profound changes occurring in public school education. Early reformers had been concerned primarily with guaranteeing opportunities for the common people to attain literacy, and the motivation was strongly idealistic. Following the Civil War, the Massachusetts Board of Education was increasingly concerned with the issues of the geographical unevenness of educational opportunity, child labor, truancy, and the associated social problems. The Board and the Legislature had struggled since the early 1870s to find practical solutions to these problems, which included factory, evening and truancy schools, and changes in the curriculum to add industrial-relevant courses. The Art Normal School had been established (1873) for just this reason.

Although Massachusetts had clearly led the way in many of the social and educational reforms, the problems, especially in the cities and manufacturing towns, outstripped the solutions. The tone of the Board's report for 1903 was defensive. "Are the schools to be blamed if the perfect society has not yet arrived?", they asked. "While we deplore the fact that industrial peace does not prevail, shall we not remember that the wonderful industrial development of our times warrants us in expecting this conflict?" They went on to emphasize the positive. Of the 13,905 teachers in the state, 46% of them had received normal school instruction. The Massachusetts normal schools are more professional and effective than any others, they claimed, and the practice schools are "vastly superior".



Nevertheless, they invited a search for someone with a "large practical knowledge, clear and independent judgment" to conduct a thorough examination of the normal schools, as well as those in other states, who would then report and make recommendations to the Board. Frank A. Hill, Secretary of the Board, wrote his annual report in the tradition going back to Horace Mann, outlining his views on the preparation of teachers and recommending that the length of all elementary programs be increased to three years. He prepared a "Circular of Information" for prospective students which made quite evident the substantial core of requirements and practices now common to all the normal schools, dictated by the Board.

The man found and hired by the Board to conduct the investigation was Ellis Peterson. As expected, he found the normal schools "effective agents for training teachers for the common schools." He verified "the family likeness in the organization and workings of the ten schools." He, too, came down strongly on the side of extending the length of time for all programs, noting the necessity for studying the major branches to be taught in greater depth than could have been achieved at the high school level. In addition, the new psychology of children and learning, still in a formative state, had great relevance for the normal schools. Finally, normal schools must lead the way in "training youth and children to perform intelligently and skillfully the ordinary work of life."

Over the next few years, the Board and its new Secretary, George H. Martin, continued to review the steps taken to secure equality of opportunity for the children and youth of Massachusetts. The pressures mounted for instruction and practice in the "productive industries", agriculture, mechanic and domestic arts. Even the high schools were being urged to teach mathematics and science with applications to local industries. The job of the normal schools was to prepare professional teachers who were effective in communicating practical knowledge. The program in household arts at Framingham could not have been better suited to the demands of the day.

### **The Household Arts Program**

The first group of students from the Household Arts Program, five in number, were graduated in the class of 1899. They were the first in the country to receive a diploma in Household Arts from a normal school. The two-year course demanded work in the sciences, chemistry, physics, biology and bacteriology; dietetics, plain and fancy cooking, special cookery for the sick, canning and preserving; and the art of laundering. The practice teaching was carried out in May Hall with students from the Framingham eighth and ninth grades, and with nurses from Framingham Hospital.

Almost at once there was a stream of visitors to observe the classes and to see the facilities. The students practiced their arts by providing refreshments at gatherings. Perhaps it was coincidental, but Framingham became a popular place for organizations to hold meetings, the Principals of the Normal Schools, the Association of Superintendents of Schools and the Drawing Teachers meeting with State Art Supervisor Sargent. The Legislators and their ladies were entertained.

The number of applicants for the Household Arts program increased rapidly, placing a strain on both the laboratories and the dormitories. At the urging of senior students, Miss Nicholass rented the house across the street to be a practice house for home management, probably the first center of its kind in a school. She and seven senior students saw to its renovation and furnishing, and lived there for the next year. Each student took



charge of the housekeeping for a period of two weeks, with the help of a "hired maid". The Board was very pleased with the experiment, particularly since its expense was borne by Miss Nicholass and the students, who found the experience in having responsibility for a home and family both valuable and pleasant. Unfortunately, the house which had belonged to the Hurd family was sold, and the experiment came to an end for the time. In 1905 the length of the Household Arts Program was extended to three years, and French and English were added to the curriculum.

## Reorganization

In 1909, the move toward educational reform in Massachusetts began to take its new shape. The Legislature authorized the reorganization of the Board of Education to include the work of the Commission of Industrial Education. The newly-structured Board met and elected Frederick P. Fish chairman, and proceeded to its most important business, the selection of a Commissioner of Education. Dr. David Snedden of Teachers College, Columbia University, was chosen. He had had experience as a teacher and was thoroughly knowledgeable about theories of education, educational methods, and school systems at home and abroad. He would be assisted in his duties by two deputies and full staff. He would inform and consult with the Board, but Massachusetts public education was now to be managed by a team of professional educators.

The success of the Household Arts Program and the timeliness of its development with respect to the Board of Education's policies helped to preserve the School's reputation for blazing new educational trails, but it inadvertently posed a threat to the Elementary Program. Although the Elementary Program was attracting more students than ever, the new Commissioner of Education, Dr. Snedden, was thinking in terms of specialization and the most efficient use of the State's resources. All ten normal schools offered a similar basic program in elementary school teaching, as we have seen. But only Framingham had a Household Arts Department, just as Bridgewater alone trained high school teachers and Salem teachers in commercial subjects. The classrooms in Wells Hall were filled to capacity, and students had been turned away for lack of dormitory rooms. One solution would be to close the Elementary Program at Framingham since students could obtain the same education elsewhere, allowing the Household Art Program the space to serve the entire State better.

As a preliminary step, the Commissioner ruled that the dormitories would be reserved for the Household Arts students from distant parts of the State, and only Elementary students who could live at home would be admitted to Framingham. The Commissioner soon made the acquaintance of the Alumnae Board under the able leadership of the still formidable Ellen Hyde. In a long letter to her in 1912, he reviewed the reasons for his directive, and while not rescinding the ruling, he assured the alumnae that their arguments had been most persuasive and that he would consider carefully before recommending changes. At the Biennial Association meeting, Miss Hyde, the President, was able to report for the "The Salvation Army", as they had dubbed themselves, that the Elementary Department would continue. With lighter hearts, they formed a council to prepare for the the celebration of the 75th Anniversary in 1914.

The school year closed with a Class Day, in Crocker Grove, which seems never to have been forgotten. The festival featured a Mother Goose Pageant in which the "special characters dear to childish hearts" appeared in elaborate costumes to the singing of Mother Goose melodies. There were dances and dramatizations of fairy tales, and a grand finale

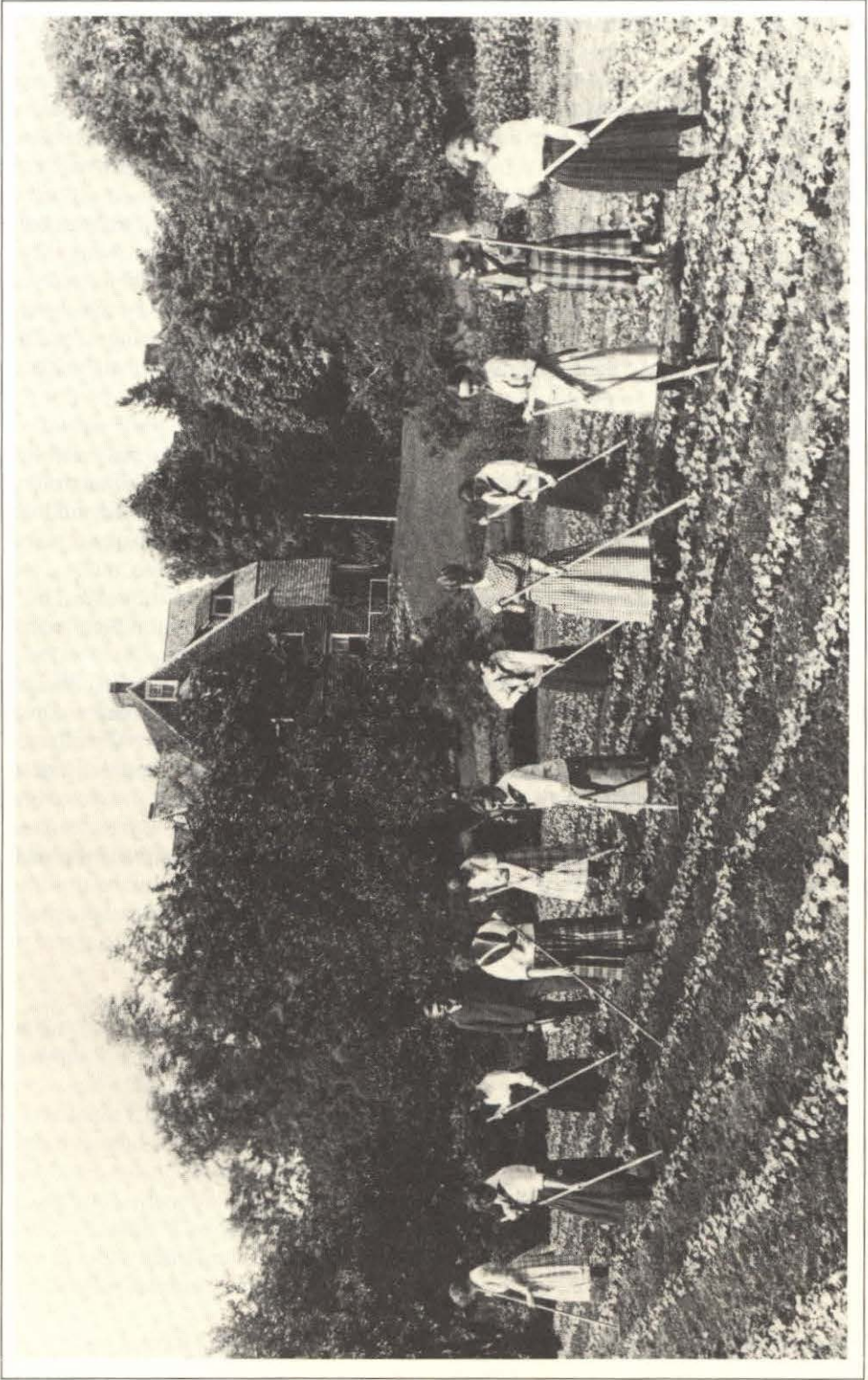


of songs with a parade of all the characters. Graduates held the event in their memories, and stories of the pageant have been passed along from class to class.

On Friday, February 13, 1914, a fire broke out in Normal Hall during the early hours of the morning, apparently due to a defective flue in Mr. Whittemore's fireplace. Fortunately, an alert student made the discovery in time to warn the residents and send the alarm. Nearly forty residents made their way quickly out of the building, many barefoot and with no outdoor clothing. The residents of Crocker were quickly aroused and gathered in the refugees. Meanwhile, the firefighters, the police and neighbors were able to collect clothing and valuables from the building, bundling them in sheets and throwing them through the windows. Everyone was safely evacuated from the building. The people of Framingham Centre also opened their homes to the students in a gesture of sympathy and good will. As unbelievable as it may seem, school opened the next morning as usual, promptly at nine o'clock, and "the regular work went on as though no disaster had befallen us."

During the summer two houses were rented as temporary dormitories, and the north end of Normal Hall, the least affected by the fire, was repaired for use as dining rooms. An acre of land adjoining the campus on the southeast was purchased, and on July 2, 1914, Governor Walsh sent a message to Mr. Whittemore and the Alumnae gathered to celebrate the 75th Anniversary that the legislature had appropriated the money for a new dormitory. The new dormitory would rise to the south and rear of Crocker Hall, and the plans encompassed provisions for other new buildings as they would be needed.

So, three-quarters of a century of service to the Commonwealth ends with the last building of the old era in ashes, and the mission of the First Class passed to others. Only a decade previous, Mary Swift Lamson (First Class) still served as Alumnae Vice President, and Electa Lincoln Walton (1843) was Chair of the Executive Committee. These pioneers whose strength was used in the service of the school throughout their lives were now gone. But a new building will rise, named for the First Principal, Cyrus Peirce, even as new principals and graduates will come forward with the strength of the past behind them, and a new professional vision before them.



Cultivating the Garden



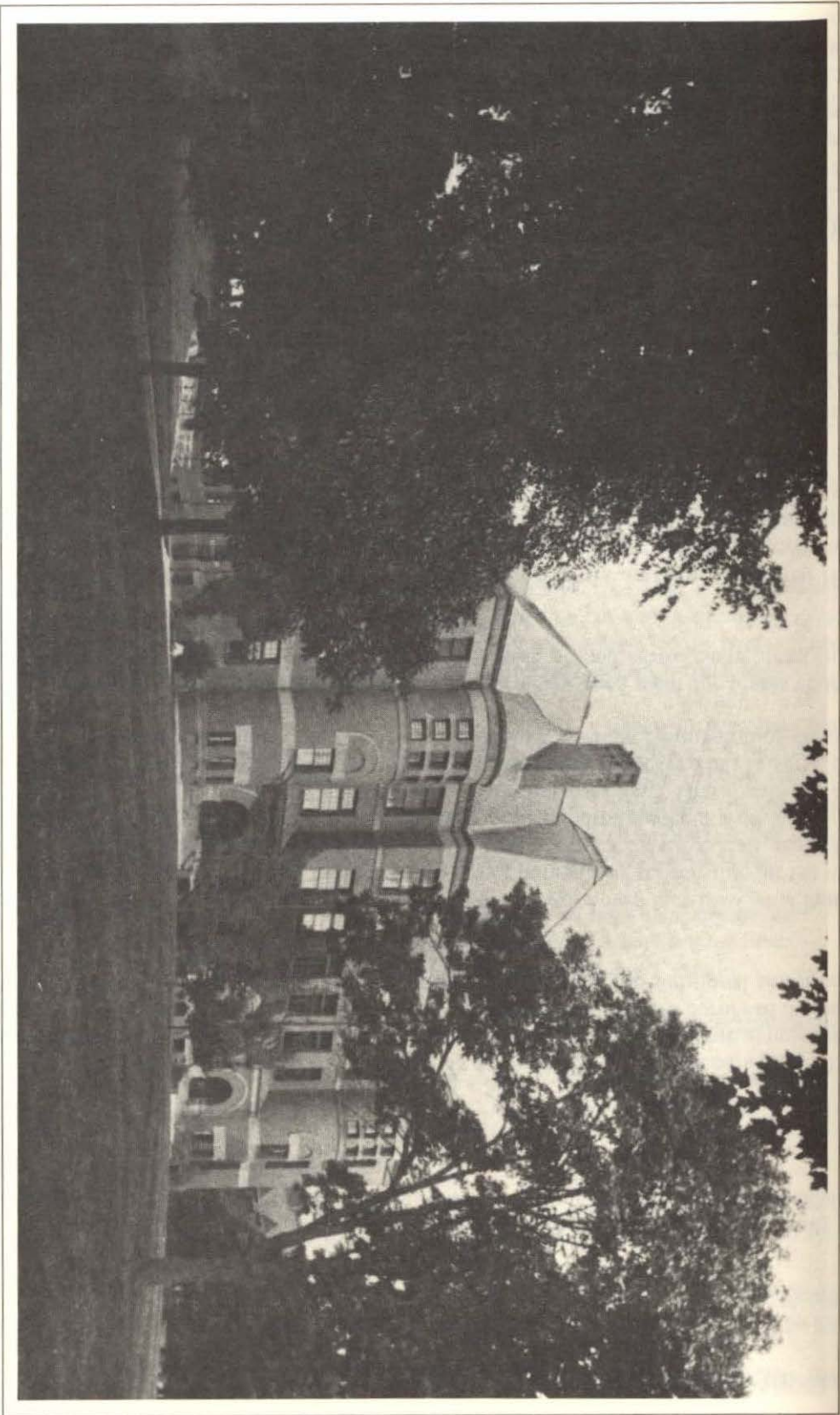


Outdoor Canning by Crocker Hall  
Circa 1914



Class of 1927





May Hall 1900's

## TRANSITION TO COLLEGE STATUS: 1914-1939

*Rita Loos*

The twenty-five years from 1914-1939 illustrate the tremendous diversity of American history. This period was marked by war, peace and prosperity, reform, cultural revolution, and finally, depression.

### **The First Five Years**

In the first five years, physical facilities at Framingham increased greatly. The year of the seventy-fifth anniversary of the school, 1914, the state legislature appropriated money for the purchase of one acre of land adjoining the southeastern corner of the campus, for the building of a new dormitory and its furnishings, for additional sewer beds and drains, and for repairs to the heating plant.

Seven months later, on December 9, the cornerstone was laid for Cyrus Peirce Hall, named for "the one, who, more than any other person was responsible for the success of the state normal school experiment in the United States." Peirce Hall, ready for occupancy the following spring, provided rooms for one hundred students, a dining-room, living room, and offices for a dietitian, matron and her assistant. The opening of the large dining hall in the new dormitory made it possible for Crocker Hall to serve exclusively as an experimental cottage for students in the household administration course.

Since Peirce Hall occupied land that had formerly been used for tennis courts, legislative appropriation was obtained for the purchase of land across State Street from Normal Hall. A new tennis court was built there.

An early morning fire on Feb. 13, 1914 destroyed the interior of Normal Hall dormitory. The cause was a defective fire-place chimney, probably in the Whittemore's apartment. Useless except for one shabby northwest room, the outer shell stood until 1919. A bill to provide funds for demolition and a replacement dormitory was passed that year by the legislature.

On January 15, 1920 the cornerstone, a gift of the class of 1920, was laid for Horace Mann Hall. During the exercises a brief message was read from the Commissioner of Education: "As you know, I think of the Normal Schools as being themselves the cornerstone of our educational system. Moreover, there is to be an increasing significance in the years to come in the co-partnership of the school and the home. . . ." That theme would be repeated throughout the years.

Earlier, in 1915, the Practice School, which had occupied the ground floor of May Hall under very crowded conditions, moved to larger quarters in the Jonathan Maynard School on the Framingham Common. The Model School, originally organized by Cyrus Peirce, was legally changed in 1890 to the Practice School and, in 1920, changed again to the Training School. By special agreement with the Commonwealth, its faculty was always considered part of the Framingham Normal School faculty.



## The Design of the School

All of the Framingham catalogues from 1914-39 proudly announced that the design of the school was

*to prepare in the best possible sense the students for the work of organizing, governing and teaching the public schools of the Commonwealth.*

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

Future graduates were assured:

*There is no investment in life-work more satisfying, more secure, more remunerative, more correct, none more honorable than that of a consecrated teacher.*

One requirement for admission was for candidates to declare their intention to teach in the public schools of Massachusetts for at least one year after graduation. Students were warned to consider this requirement carefully. *"It is the intention of the Board of Education not to admit any student under any other condition."* All were assured of the opportunity for observation and actual teaching under the supervision of "experienced and interested teachers."

Elementary students, in addition to the usual history, English and education courses, were to take voice culture, penmanship, drawing, music and gardening. Dr. William H. D. Meier, instructor in gardening and bacteriology, always seemed to choose to evaluate the gardens on the hottest afternoon of the season.

Household Arts students were to take sewing, cooking, millinery, sanitation, biology and bacteriology courses, along with chemistry. Chemistry appeared to be their nemesis. At the end of a term of making and studying charts, each student had to present an exhibit about one food, its analysis, and how she would educate the public about that food.

Physical Education was required of both groups to keep students in the best possible condition. Each was expected to take a certain amount of daily exercise outdoors. To facilitate this, certain activities were provided for their recreation, namely, tennis, baseball, basketball, and volley ball.

Students were told specifically what to bring - not only bed linen (of proper measurement), but also white uniforms and aprons for the cooking classes, along with towels (blue and white with 1/4 inch check), and middy blouses with black serge bloomers for gym classes.

Despite all this, they seemed to have had genuine fun and learned much about themselves. *"... Some floundered in the problems of geography, then met their Waterloo among the bugs and bees of nature study, while many were disappointed to discover that they could not learn fortune-telling in psychology. . . ."* Along the way, they also learned some interesting facts: *"... an average apron, measured since shrinking, 294 inches*

of hemming, and since there is an average of 5 stitches in 1/4 inch of hemming, such an apron has 5,880 stitches."

During the 1915-16 academic year, Dr. David Snedden, then Commissioner of Education for the Commonwealth, appointed a committee from the Household Arts faculty to prepare *A Household Arts Manual and Course of Study* for grades 7-10 inclusive. The manual was to give household arts teachers throughout the Commonwealth a variety of teaching suggestions, based primarily on the "project" method, with some topic methods included.

At the time the manual was being prepared the project method of teaching was the center of discussion in educational circles. Project study meant learning through concrete doing, as opposed to topic study which was learning through acquisition of knowledge tested and organized by others. Dr. Snedden was an ardent advocate of the project method. His successor, Dr. Payson Smith, supervised the completion of the manual. Distributed free on request, it served as the forerunner of many similar courses throughout the country.

### **Canning School**

The Smith Lever Act, passed by Congress in 1914, provided for ". . . *instruction and practical demonstrations in Agriculture and Home Economics to persons not attending nor resident in the Agricultural College.*" Within a year, Mr. Whittemore was notified by the Department of Agriculture that money would be available for extension work in food preservation and methods of canning, that instruction for home and farm groups was already being organized and leaders would be needed to direct the activities of local groups. Asked if Framingham could prepare Household Arts graduates to assist in this new field of service, Mr. Whittemore replied affirmatively.

Helen Norris, then a senior in the Household Arts department was selected to perform some experiments in canning foods, under the direction of Dr. Meier. Reports of her experiments were sent to Washington for approval. A month before graduation, she was released from her studies and went into the Framingham schools and surrounding towns to organize canning clubs. She worked with the County Farm Bureau, one of the newly formed administrative agencies. After teaching a year, Miss Norris was appointed by the Plymouth County Farm Bureau to direct canning and 4-H Club work. Following that, she was placed in charge of the Girls' Canning, Cooking, and Sewing Clubs for the State. She became Framingham's first State Club Leader.

The demand for leaders of canning clubs resulted in an opportunity for Household Arts students who had completed two years of class work to return in the summer for additional study in methods of food preservation. Instruction was given by Dr. Meier and Miss Norris with occasional assistance from other faculty. The summer canning school proved very popular, with groups of twenty to thirty students attending. Courses included "How to Harvest Vegetables for Table Use During the Summer," "Cooking Fruits and Vegetables," "Canning Vegetables and Storing Them for Winter Use," and "Methods of Teaching Gardening and Canning." The days were long and full, extending from 6:30 a.m. to well after dinner, and included class work, gardening and harvesting of vegetables, as well as cooking and canning. Upon graduation, many went into the Extension Service as County Club leaders and Home Demonstration agents in Massachusetts and elsewhere.



## Vocational Education

Three years later, Congress passed the Smith-Hughes bill, granting federal aid to the states for vocational education and established a federal board to administer the law. The act, accepted in Massachusetts by state statute approved on May 2, 1917, had as its purpose to promote vocational education in agriculture, home economics, trade and industries, and to provide for the training of teachers in these subjects. Since the money could only be used for salaries, it was necessary to select an institution already operating a home economics department as headquarters for the new program. A careful study to determine which State Normal School would qualify was made by Miss Anna A. Kloss, newly appointed State Supervisor for Vocational Education. She recommended Framingham. On May 26, 1919, Dr. Smith sent a proposal to the members of the Board of Education recommending that such a course be established at Framingham beginning that September. The Board gave its approval.

Prior to this, home economics teachers in the vocational schools had been trained in evening classes. These were designed to be a temporary arrangement to initiate persons with considerable home and trade experience into the teaching profession. The new program required evidence of graduation from a four-year course in an approved vocational school and such evidence of scholarship for the teaching profession as required by the Board of Education, or evidence of preparation to meet the entrance requirements for the Household Arts course at Framingham. In addition, evidence of at least two years actual experience, either in the home with a large share of responsibility for its management, or in one of the occupations involved in homemaking, was required. Students were admitted by examination or by certification. The Board of Education could also authorize the admission of special students, i. e., persons recommended by the teacher training agent who showed potential to be successful teachers.

To meet the needs of mature women, ages 25-35, with trade experience, a one-year course was also established for initial training in teaching homemaking in the vocational schools. A program in clothing instruction was to be offered for women who could present four years experience as dressmakers, and who were graduates of an approved vocational school, high school, or the equivalent. A program in food instruction was to be offered for homemakers with at least five years experience who had satisfactorily completed high school, including mathematics, and approved courses in science and foods beyond high school. The program of study was to be planned to meet the particular needs of the individual in accordance with her experience and emphasized the project method of instruction. Graduates of this program were given a certificate at the end of the year. Eight years later, the program was extended to a four year course leading to the degree of Bachelor of Science in Education.

## The War Years

The Great War began in August, 1914. Within weeks it grew involving all the major nations of Europe. With United States entrance into the war in April 1917, the entire school became involved in the war effort. Students and faculty members gathered Thursday evenings in the clothing laboratory in May Hall under the direction of Miss Millicent Coss, faculty member and a certified Red Cross leader, to roll bandages, fold surgical dressing pads, and knit sweaters, scarves, and caps for wear inside helmets. Some of the students wrote notes to the soldiers to tuck inside the knitted articles. Practice School classes also did some simple sewing.



One of the many war-time slogans had particular significance for the Household Arts - "Food Will Win The War". Besides food rationing, foods classes experimented with recipes and menus to implement various food conservation measures. Fuelless Mondays were also observed.

In May, Herbert Hoover, Director of the Food Administration, called a conference for the purpose of getting women trained in home economics to work with the government. An Advisory Committee was appointed to work under Dr. R. I. Wilbur, President of Stanford University, Head of the Food Conservation Division of the Food Administration

Miss Antoinette Roof, 1886, former principal of the Training School, though not a Household Arts graduate, was called upon to help organize the work for food conservation in Massachusetts. Framingham graduates cooperated with those from other institutions in conducting experimental kitchens for preparing conservation recipes and menus, preparing educational leaflets, and giving demonstrations to groups of homemakers. Some six hundred graduates of the Household Arts department participated actively in various war services. Many served as dietitians in hospitals, camps, and cafeterias both overseas and in this country.

Dr. James Chalmers, superintendent of schools in Fitchburg, Mass. and former member of the Massachusetts Board of Education, was appointed as Mr. Whittemore's successor in 1917, and served until September 1930. A divinity graduate of Wheaton College, Illinois, with a Ph.D. from Eureka College, Dr. Chalmers had been a professor of English at Ohio State University, president of the Wisconsin State Normal School, and of the South Dakota State College. From 1906-1914, he served as the Congregational Church pastor in Fitchburg when he was chosen superintendent of schools.

In the early spring of 1918 there were localized outbreaks of influenza at military camps in the United States. Within a month, similar outbreaks occurred in France where the infection may have been carried by United States troops. By the end of April, the disease spread to Spain where it was named "Spanish Influenza." About the same time, there were outbreaks on the other side of the world. In September, a second, more severe wave swept Europe and within a few weeks virtually the entire world population was affected. Mortality was high, especially among the 25-35 year old group. A third, less severe wave swept the world in late 1918-1919.

But in the United States the pandemic was over by Armistice Day. Because of the severity of the disease and its erratic pattern of diffusion, individual communities were left to decide whether or not to close schools. While Framingham was closed for four weeks during the fall some of its student teachers were called upon to serve as substitute teachers in the neighboring schools.

News of the Armistice came in the early morning of November 11, 1918. The students in the dormitory were awakened and spent the chilly morning hours joyously parading around the campus. Later, led by Dr. Chalmers and a drum corps, they sang as they marched into South Framingham.

Student enrollment, which had grown only slightly since 1914, began to increase. Dr. Chalmers feared that expansion of the campus would be impossible because a rapidly increasing population demanded land for homes. There was definite need for a large new building with an adequate auditorium, gymnasium, classrooms, and administration



offices. Finally, legislative appropriation made it possible to purchase additional land, but the new building was not obtained until 1936.

## Post War Years

The decade of the 1920's marked significant social, economic and political change. It was an era in which the American economy not only enjoyed spectacular growth but began to assume its modern forms of organization. American popular culture reshaped itself to reflect the realities of urban, industrial society.

This decade, the era of the "Flapper," was particularly important for shaping and redefining the role of women both within the family and within American society as a whole. For many it was a turning away from the social activism of the progressive era and into a more personal search for satisfaction. Most middle class women remained primarily in the home; job opportunities were still limited to social work, nursing and teaching. At the same time, the divorce rate climbed dramatically.

There was a slight business recession on the national level in 1920-1921 - the result of stringent credit, a glutted domestic market, heavy inventories and a sharp drop in export trade. Wages dropped, many businesses failed and unemployment grew. Yet, student enrollment continued to increase until, by 1928, it was over 500. Perhaps it was because Massachusetts residents paid no tuition and room and board cost only \$260 per year.

To insure proper teacher training, annual curriculum revision had been the norm for years. Now curriculum reorganization in the Elementary Department moved forward. Consultations with individual students by the head of the department and recommendations of the faculty resulted in the division of the Elementary seniors into two groups - one, concentrated preparation for teaching the first four grades, in a semester of study and a semester of practice teaching; the other, twenty-four weeks of preparation for the teaching of grades five through seven, with twelve weeks of practice teaching. By the winter of 1928-29, a faculty committee was appointed to study and propose a three year curriculum which was added in 1931. At that time, all students were prepared to teach the first six grades.

Earlier, the Massachusetts Department of Education announced that, beginning in September 1921, in accordance with an enactment of the General Court, Chapter 92 of the Acts of 1921, it was empowered to grant the degree of Bachelor of Science in Education to persons completing a four year course in a State Normal School. This was an academic landmark; for the first time since 1839 a bachelor's degree could be awarded. Four-year programs were to be offered in five of the state normal schools, including the Household Arts course at Framingham. Students already enrolled in a three year course could continue and be awarded diplomas upon satisfactorily completing their requirements. The diploma would then admit the holder to the fourth year as a candidate for the degree. Students admitted to the Household Arts course in September 1922 and thereafter would automatically become candidates for the degree.

As the administrative work of the school increased, Dr. Chalmers assigned some of the official work of the school to faculty members. Mr. Linwood I. Workman became the registrar, recorder of grades and compiler of the annual school catalogue, at the same time retaining a full teaching program of economics and sociology.



During this same decade, Dr. Chalmers worked to obtain increased salaries for the faculty. Women faculty began to receive salaries commensurate with those paid in other State Normal Schools. In February 1925 Chalmers announced he was recommending an increase in the salary of the Training School faculty from \$1800 to \$1980. This was actually a stipend paid to the Jonathan Maynard School faculty in addition to their base salary, paid by the Town of Framingham.

Meanwhile, more than a few Normal School faculty meetings were devoted to a discussion of salary increases. In one meeting, a comparison was made with 1913 when the maximum salary was \$2500.00. To secure parity, a salary of \$4300 was needed rather than the then current \$3300. The faculty voted unanimously to have their representative on the Executive Committee of the Normal School Teachers' Association request the Committee to use its good offices to bring pressure to secure fair increases in all classifications. Discussions about salary increases continued throughout the decade until a newsalary schedule was announced by the Board.

The home-school connection was repeatedly emphasized. Dr. Chalmers frequently compared the school to a typical family with the faculty functioning as parents. At faculty meetings, their concern was obvious as much time and attention was spent in discussing the various needs of students to repeat failed work, and make up work after a prolonged illness, or their need for loans. Of great concern were those students whose behavior illustrated something less than that appropriate to a teacher. Part of the October 24, 1924 faculty meeting was devoted to certain unspecified charges made against three seniors. The students were placed on probation with a warning that a repeat performance would result in dismissal. Later, another student was dismissed because of dishonest work.

In those years, religion appeared to play a central role in the lives of the students. After hearing a sermon by the evangelist Billy Sunday, a group of students asked to form a Young Women's Christian Association. Dr. Meier and Miss Coss became the first faculty advisors. Over the years this organization sponsored several philanthropic projects: they headed a successful school drive to raise a large sum for the World Student Service Fund following a personal appeal on campus by Miss Helen Hughes, daughter of Chief Justice Hughes; they also carried on Red Cross work and did much charitable work in the Framingham area.

A year later, the Thomas A' Kempis Club was organized for Catholic students with Miss Alice Joyce, 1902, of the Jonathan Maynard Training School, as faculty advisor. Within two years, another club was formed for the Episcopal girls. The Lend-A-Hand club was also formed. All were involved in aiding the poor, collecting clothes, making dolls for children, and raising money.

Dr. Chalmers, functioning somewhat as the father of a large family, was also greatly concerned about students and their problems. He worked to obtain the services of a school physician, Dr. Sanford O. Baldwin of Framingham who served from 1918 until his death in April 1929 when he was replaced by Dr. Edward F. Regan, also of Framingham.

In September 1921, Framingham had Miss Delia Newton, R. N. as the first official resident nurse. Under her direction, an office, treatment room, and two single rooms to be used as an infirmary were equipped on the first floor of Horace Mann Hall. From that time, all students were examined by the physician before beginning courses in physical education and sports.



Dr. Chalmers felt the need for a dean of women to counsel students. Miss Grace Carden, 1918, head matron and teacher of institutional management, assumed that additional task in 1922. The next year, Miss Edith Savage, graduate of Simmons College, came to assist her. Miss Savage was not appointed full-time dean until 1926 because of a lack of funds for the position. She became the first official dean of women for any of the State Normal Schools.

At one Alumnae Council meeting, Miss Savage suggested a fund to help students in need of small amounts of money to buy books or pay for field trips. This fund was to be administered by the dean and repaid by the students. "The Dean's Fund," as it was known, is still in existence.

Her desire to understand better the problems of the entering students resulted in a required freshman orientation course during their first semester. This course led to the development of the *Freshman Handbook* which carried a variety of information. It listed the calendar of annual events such as the "Mock-Man" dance, Harvard-Yale games, student-faculty games and receptions, along with notices about various student organizations.

A section was devoted to rules regarding life in the dormitories. The theme of the college as family with the faculty functioning as parents was obvious. No one could arise earlier than 5:30 a.m. for study; all were up by 6:30 a.m. Study hour was between 7 - 9 p.m. Monday through Thursday. From 9 - 9:45 p.m. the girls could recreate and afterwards they had fifteen minutes to prepare for lights out at 10 p.m. Smoking was not allowed.

With written parental permission, students could be seen in the company of men, other than family members, during the weekends only. The house mother or matron was to know the destination of the student and her escort. Girls had to be back in the dormitory by 9:30 p.m. During the week students were expected to support any evening functions and activities of the college or remain in their rooms.

The *Handbook* also carried the following admonition: ". . . while each student is identified with the college, she is, inevitably, its representative wherever she goes and should feel the obligation of loyalty in maintaining its reputation."

The flapper of the 1920's, distinguished by youth and class, was at once "boyish" and provocative. In dress, habits, and mannerisms, she assumed a dual role. On the one hand, she was a temptress, an aspect emphasized in movie stars who exuded sexual power and appeal. On the other hand, the flapper was a pal and a sport, a challenger and a competitor. In both cases, she was characterized by assertion and defiance - of rules, traditions, and conventions. She smoked, drank, wore cosmetics, worked and played side by side with men. Preoccupied with sex, she danced close, became freer with her favors, and wore scanty attire which emphasized her boyish athletic form.

There were no flappers at Framingham Normal School. Some students did bob their hair; a few wore some lipstick. None smoked or wore scanty attire. The rules and regulations of the school precluded any "risque" behavior. These students were being prepared for the proper role of women and especially the proper role of the female teacher as determined by society. They competed with each other and rose to the challenge of becoming excellent teachers.



## Depression Era

During the 1928 Presidential election campaign, Herbert Hoover, the Republican Party nominee, proclaimed that the United States was "nearer to the final triumph over poverty than ever before in the history of any land." Fifteen months later those words would come back to haunt him as the nation plunged into the severest and most prolonged economic depression in its history. The misery of the Depression was without precedent. There was prolonged massive unemployment. Even those who retained their jobs had to accept drastic pay cuts, reduced hours, and continued uncertainty. The depression was a traumatic experience for individual Americans. But it also placed great strain on the political and social fabric of the nation. Most of those strains emerged in a series of fundamental reforms, most notably in the role of government in American life. Enrollment, which had increased to over 500 students by 1927, achieved only minimum growth in the year just prior to the Great Crash. During the worst years, 1930-33, enrollment started to drop and continued to do so until 1938 before beginning another slow climb. Several factors may have caused this decline. It may have been the length of study, increased to four years. Perhaps it was the cost of room and board (\$325) and fees (an additional sum of \$25 per term) that kept enrollment down; there was no tuition for Massachusetts residents. Most students came from low and middle income groups. Females from these economic groups may have been needed to work to supplement an already low family income.

Selection of Mr. Francis A. Bagnall as successor to Dr. Chalmers was made by Dr. Smith and Mr. Frank W. Wright, Director of the Division of Elementary and Secondary Schools and State Normal Schools. Mr. Bagnall, a graduate of Wesleyan University, had been the former superintendent of schools in Adams, Massachusetts, and principal of the Hyannis State Normal School. Formal installation occurred in May Hall on October 9, 1930. Mr. Wright spoke of Framingham as "the first (public) normal school in the western hemisphere" and noted, "The influence of Framingham is extended to every part of the country . . ." Mr. Bagnall responded that he was "thrilled with the story of Framingham Normal traditions, accomplishments, and ideals . . . of its (nearly) 6000 graduates who have left . . . to go literally over all the world . . ."

Graduates of the Elementary Department had been working as teachers and principals of both public and private elementary and secondary schools in widely scattered areas from Oregon and California, to Texas, Georgia, and Florida. Others served as teaching missionaries in foreign lands such as Africa, China, and India. Still others, such as Ella Washington Griffin, a black graduate of the class of 1928, went on to become the head of the Adult Education Section of the United Nations Educational Scientific Cultural Organization in Paris. She also authored two books for high school students.

The development of Home Service Departments by large public utility companies and commercial firms created a need for home economists in the business world. Some Framingham graduates became demonstrators. Ruth Graves Wakefield, class of 1924, and others, worked as dietitians. She later created the famous Toll House Cookies.

On March 31, 1932 His Excellency Governor Joseph B. Ely signed the bill which changed the Massachusetts Normal Schools to State Teachers Colleges and the title of the executive heads from principal to president. An emergency clause attached to the bill provided for these changes to take place immediately upon the signing of the bill. Both Dr. Smith and Mr. Wright had worked diligently for the lengthening of the Elementary



course. Neither wanted to lose the name "normal school," a term which meant "definite teacher preparation". Dr. Smith was particularly fearful lest a teachers college, in its emphasis on degree graduates, might forget that it was "dedicated to a great professional service." However they were unable to prevent the change.

Some thought that the commemorative Framingham Normal School seal, given by Mr. George B. Emerson, a member of the State Board of Education, should be made the heart of the college seal. Designed by the artist, Mr. Adrian Iorio of Boston, the college seal contains an oval field surrounded by the words "The First State Normal School". Inside the field is a shield bearing an Indian with bow and arrow, a single star high over head. Above the oval is the school motto, "Live to the Truth"; an arrangement of modified acanthus leaves supports the oval. Two concentric circles enclosing the words, "State Teachers College - Framingham, Mass.," form the framework. The seal was officially presented to the college by the Alumnae Association in the spring of 1937.

In September 1931, the transition of the Elementary Department from a two-year curriculum to a three and then to a four-year college curriculum began. There were no two-year graduates in 1932. Eight graduates of 1931 took advantage of the opportunity and received a three year diploma in June, 1932. From 1934 to 1938, there were constantly increasing groups who received the degree of Bachelor of Science in Education. It was not until 1939, however, that an entire freshman class had entered and finished the required four-year course with the award of the degree.

The custom of requiring all students to attend chapel services daily was maintained. "Daddy" Bagnall, as the students referred to him, began an informal system of faculty advisors for groups of students. This led to the idea of a senior chapel on Tuesday mornings. Following an opening selection, a senior led the assembly in a responsive Bible reading and prayer. Another selection was followed by the reading of two original papers by seniors on a subject approved by the given faculty advisor of the morning.

The idea for a school newspaper originated with Miriam Jagodnick, class of 1934, who suggested the idea in one of Miss Louise Kingman's English courses. This developed into two issues of a small mimeographed sheet called *The Hilltop News*. In turn, these led to plans for a formal printed paper, taking its name from the Whittemore Gate, on the northwest side of the campus. In March, 1932 the first issue of *The Gatepost* became a reality.

The paper provides an interesting look at some aspects of both academic and student life. Besides many original stories, poems, and more than a brief share of humor written by the students, the latest events on campus were covered. The Monday afternoon assembly hour was given over to such diverse lectures as: "What is Poetry?", "What Shall We Wear?" - concerned with the appropriate clothing for various school activities. Another lecture was dedicated to correct shoes and posture. In addition, a former mayor of Newton, Massachusetts spoke on Citizenship; Canada's poet laureate, Wilson McDonald, read some of his works and the Hampton Quartet presented an annual concert of "Southern Negro Songs." Some guest speakers, such as Dorothy Canfield Fisher and Louis Untermeyer, appeared under the auspices of the Henry Todd fund created in 1847. Todd left a fund to be used by the Board of Education for specific educational purposes not provided for by the legislature.



More than one editorial tried to uplift student minds. They were strongly urged to "speak less of him" and more about books, concerts, and other academic matters. Proper study habits were encouraged. The daily required Chapel attendance was to be looked upon as an "inspirational" experience.

Some problems caused concern for the students. It would appear that not all the students were considerate of others. There were frequent complaints about those who abused Library rules and about the noise in the Chapel with strong suggestions on how to enforce quiet. This was not resolved until 1936 with the formation of the Quiet and Order committee. The November, 1934 issue "scolded" those who were responsible for tearing up the seats in the Chalmers outdoor theatre.

The student editors obviously did not comprehend the depth of the depression or its full impact on individuals. In April, 1933, they questioned why all students could not afford the cost of one issue - 10 ¢. The next fall, 1934, they decried the fact that approximately half of the students had not yet paid the \$3.00 budget fee. This apparently indicated a lack of support for class and club activities.

Mr. Bagnall appointed a joint faculty and student committee which spent nearly two years studying the issue. The committee set a trial fee of six dollars to be paid at the opening of the school year in Sept. 1936. The budget fee was to cover class and two club dues and certain concerts. Accepted for the years 1936 and 1937, the fee was subject to periodic review.

On May 12, 1933 the Federal Emergency Relief Act (FERA) was created. This authorized an appropriation of \$500 million allotting half this amount as direct relief to the states and the balance for distribution on the basis of \$1.00 of federal aid for every \$3.00 of state and local funds spent for relief. The act left the establishment of work relief projects to state and local bodies.

Comments in *The Gatepost* indicate that a large number of students were involved with FERA. But an editorial in the December, 1934 issue raised questions about why the students participated. Once again, the author(s) may not have comprehended the needs of other students.

*"Recently an opportunity to earn money through FERA work has been extended to students. Many of our own girls have availed themselves of this opportunity. We marvel that so many have suddenly had the time to assume new responsibilities. We wonder whether some students aren't neglecting their studies to make extra money. Money which is nice to have, but which they could do without. Is it worth while to sacrifice educational opportunities for the sake of a few dollars? "*

More than a few students may have been having difficulty meeting financial needs. During the summer most students had no jobs and those that did worked mainly as waitresses.

During the April 1935 vacation week, fire broke out in a basement closet of May Hall. The fire which began in the heating system, spread rapidly by way of the



ventilating shaft to the fourth floor and broke through to the classrooms before it was discovered. The fire was confined to the south wing, although water damaged a large part of the building. While it caused some inconvenience, the school program was interrupted for only about a week until the extent of damage could be determined. That fall, Crocker Hall was condemned as a fire hazard and could no longer be used as a residence hall. The home management class, however, continued to use the first floor of the house as a working and a social center.

When Mr. Frederick Archibald came to Framingham to teach Music in 1898, he influenced a number of students and faculty to attend the Friday afternoon Symphony Concerts in Boston. In addition, several Symphony players assisted at many of the Glee Club concerts. They became staunch friends. Framingham attendance at a Pops concert in Boston became an annual event. Thus, from 1934-1938, the Club was invited to sing at a Framingham Pops night under Mr. Archibald's direction.

In 1936, the new Commissioner of Education, Mr. James Reardon, was appointed. Shortly thereafter, he announced that Mr. Bagnall would retire in June as president of the college to become a consultant for the Educational Policies Commission in Washington. Dr. Martin F. O'Connor, Boston College and Harvard University graduate, former headmaster of the Roberts School in Cambridge and Lecturer on Elementary School Administration at Boston College, succeeded Mr. Bagnall in September of that year. His official installation did not occur until the following spring.

A month later, in June of 1937, the new administration and classroom building was finished, but dedication of the new building was not held until November. At President O'Connor's suggestion the building was named in honor of Edmund Dwight, whose initial donation established the normal schools. The day also marked the Department of Education's centennial celebration in honor of Horace Mann's appointment as the first secretary of the Board of Education. The celebration was held at Framingham in conjunction with the dedication.

## **Centennial**

The official opening of the centennial year began on September 17, 1938 with heavy rains and high winds which continued intermittently for three days. On September 21, the worst hurricane of the century, instead of turning out to sea as it moved up the East Coast, veered inland. The hurricane struck Long Island at 3 p. m., continued across Long Island Sound, followed the Connecticut River Valley through Connecticut into Massachusetts, then veered west and finally dissipated in Northern Vermont. Approximately 650 people died in New England, 99 of them in Massachusetts alone. Heavy rain fell and winds howled in Framingham from four in the afternoon until late at night. By morning, there was no immediate approach to the hill as all the roads had been blocked by uprooted trees. The roofs of Dwight, May, and Wells Halls were badly damaged; windows in May and Wells Halls were blown out; shingles were torn from Crocker Hall; telephone wires were down everywhere.

But, by the following Monday, September 26, college class and extra-curricular activities were again running on schedule. Within two to three weeks, the State began repairs on the roofs of Dwight and Wells Halls. The turrets of May Hall had been destroyed, so the roof was restyled; Crocker Hall was partially reconstructed, and made into a fire-proof, brick-faced dormitory. The Gatepost reported: "Carpenters and painters

are now trying to restore campus buildings. The students have cooperated by contributing to a fund which will improve the grounds of the State Teachers College."

As a prelude to the Centennial celebration, September, 1938 marked the first investiture ceremony at which seniors from all three departments wore caps and gowns. By February, historic exhibits of Framingham State College were on display in various parts of the country. Formal observance of the Centennial was held on campus during the week of June 4-11, 1939.

Recognition of the importance of this centennial anniversary of the first State Normal School in America came not only from distinguished educational leaders, and from heads of educational organizations, newspapers and journals, but also from the President of the United States. On May 22, 1939, President Franklin D. Roosevelt sent the following congratulatory letter:

*My dear President O'Connor --- Among the many celebrations which take place in the United States, few parallel in importance the 100th anniversary of the founding of the first normal school. Teachers are important in any country but in a democracy they are the first line of defense. The wide diffusion of knowledge upon which progress in a democracy depends can be accomplished only through a school system staffed by teachers broadly educated. The democratic state that neglects the education of its teachers does so at the risk of its very existence. That much remains yet to be done to bring the teachers of this country to the standard of education demanded by modern conditions is generally recognized by educators. But, it is recognized at the same time that the normal schools and teachers colleges have been a potent factor in lifting educational standards to their present level.*

May I congratulate the State of Massachusetts on its pioneer service in establishing the first normal school. May I also congratulate the President and the faculty of the State Teachers College at Framingham on the rich traditions which they enjoy and on the opportunity which is theirs to carry forward the good work.

There was continuity within the Framingham (Normal) State College during these years. The "family" continued to function; faculty served in *loco parentis* to the students. Yet there was continuous change to insure not only proper training of teachers but to extend that preparation to teachers in fields unknown before 1914. Every effort was made to meet realistically the needs of the ever growing, ever changing population and at the same time, maintain those strong values and standards that had persisted since the days of Horace Mann.



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A Drama Production





Daisy Chain, Class of 1938



May Pole Dance, Class of 1958

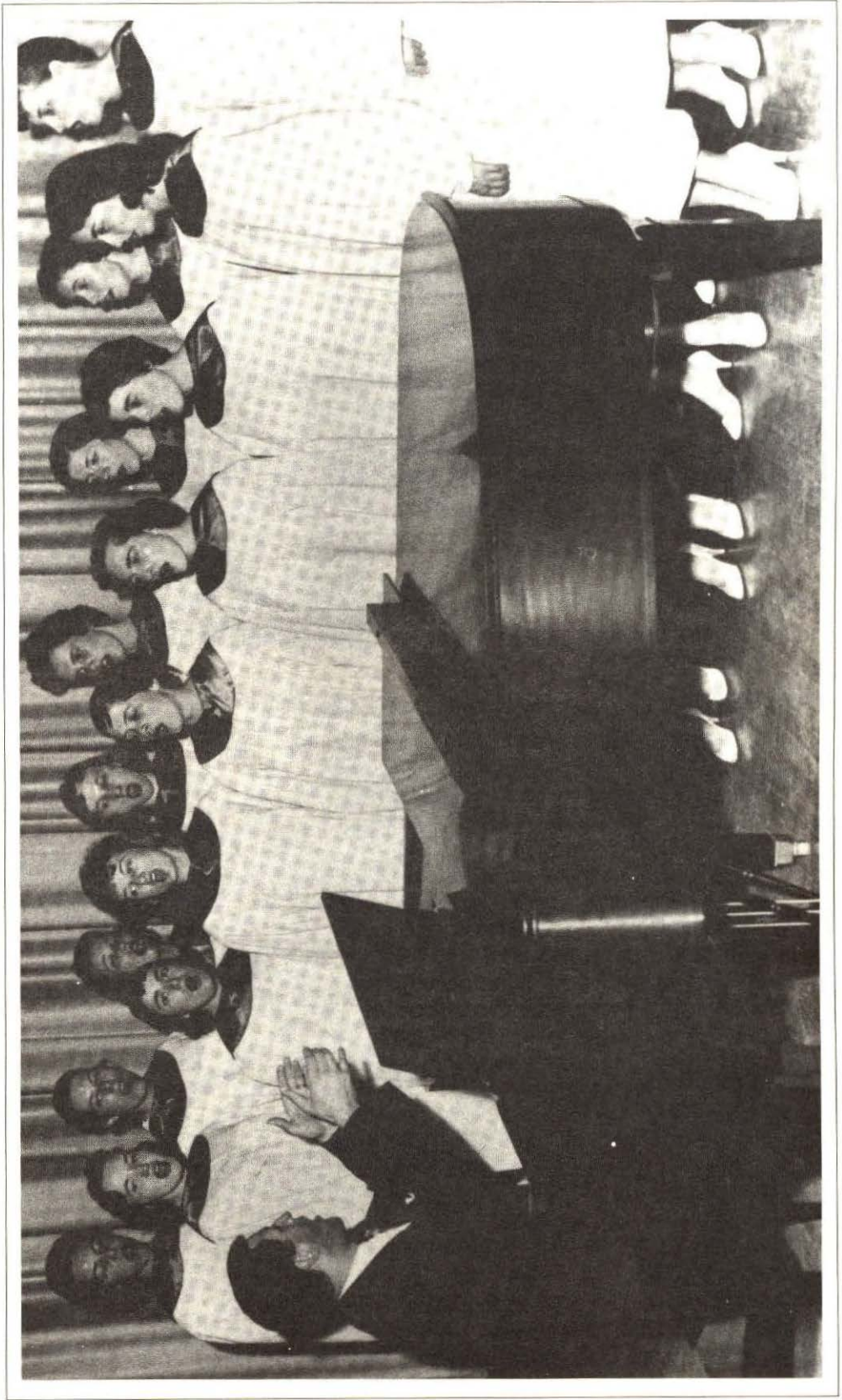


Household Management Students in Crocker Kitchen

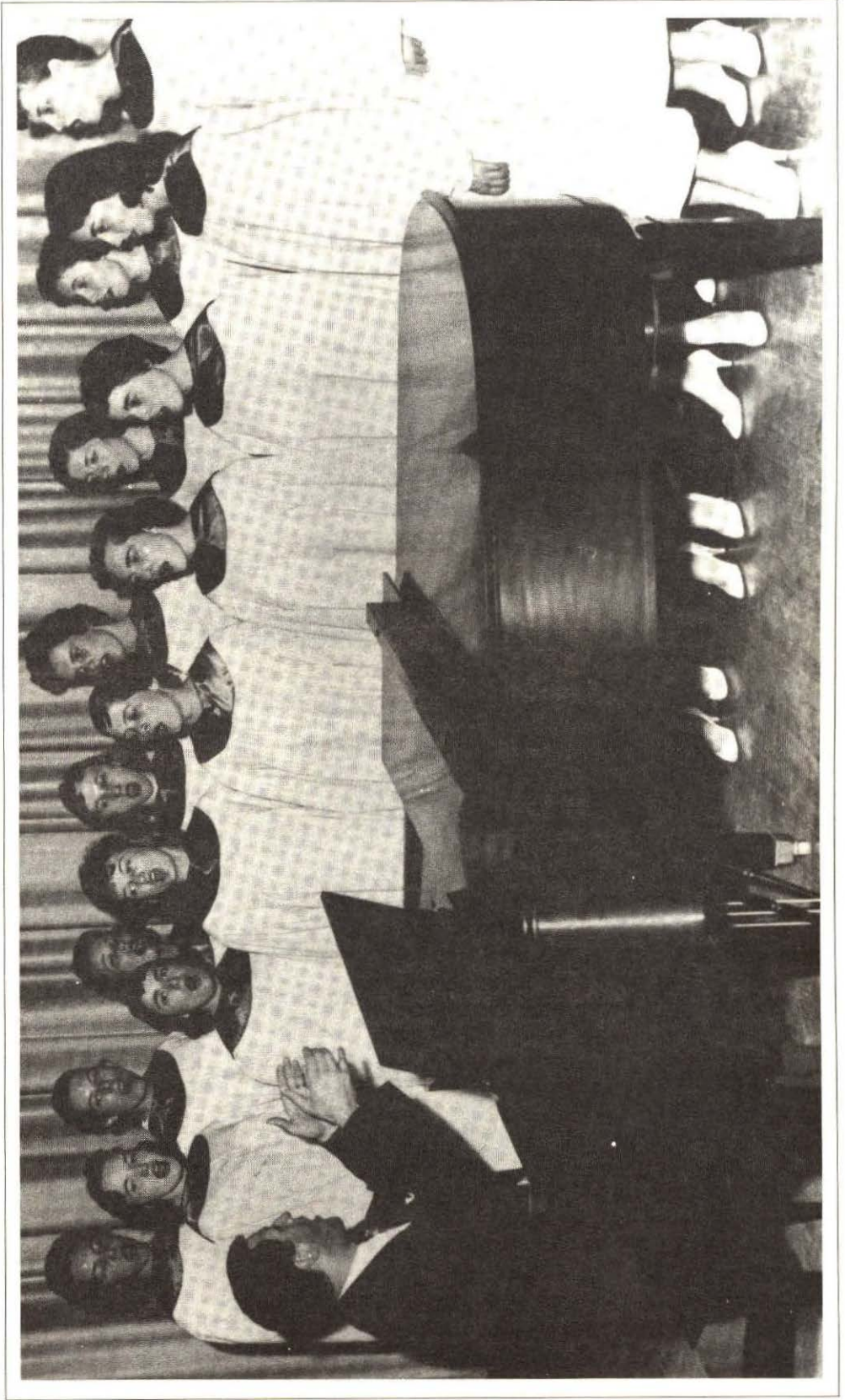


Crocker Dining Hall - 1940's



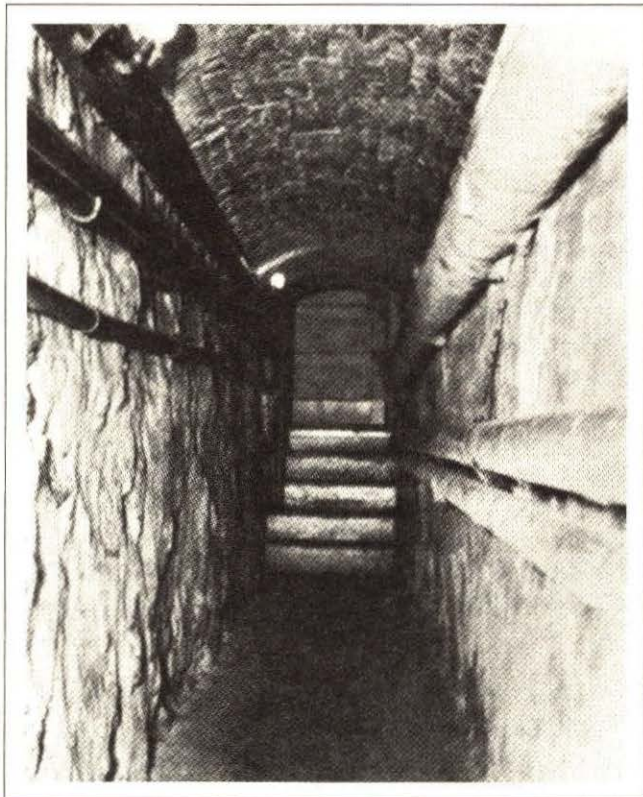


Chorus and Mr. James Savas - 1959



Chorus and Mr. James Savas - 1959





One of the Infamous Tunnels

# CONSOLIDATION OF DEGREE PROGRAMS: 1939-1963

*Constance B. Jordan*

## The Centennial Celebration

The year 1939 was the Centennial anniversary of the founding of the College at Lexington, Massachusetts. During the year extensive planning and organizational meetings were held by the college community, administration, faculty, and students.

An exhibit containing an interesting collection of historical materials dating back to the original beginnings of the college in 1839 was developed by Miss Rocheford of the Elementary Department. It included a published volume of Cyrus Peirce's journal noting details of his daily lesson plans and his supervisory duties for the first year of the school; a daily journal kept by Mary Swift Lamson, a student in the first class of 1840; other student journals done in copper plate handwriting from the early years up to 1860; photographs (daguerreotypes) of students in the classes in Lexington and West Newton; pictures of people associated with the early history; pictures showing college buildings in the middle of the nineteenth century as compared to those of 1939; and examples of dormitory rooms at several intervals in the first hundred years. Three graduation dresses representing the years of 1850, 1878, and 1901 as well as three diplomas; an original hand written example, a small engraved one of 1850 and a larger type from the year of 1871 added to the historical significance of the exhibit.

An illustrated brochure entitled "State Teachers College at Framingham, Massachusetts: The First State Normal School in America founded in 1839" was compiled by Miss Rocheford in cooperation with Miss French of the Home Economics department. This booklet written for the general public of the Commonwealth contained a brief history about the early beginnings of the college and its different geographic locations in the first twenty years. Friends of the college contributed funds to cover the cost of the publication.

The ceremonies for the Centennial week began with Baccalaureate Exercises on Sunday, June 4 in May Hall Auditorium. The principal speaker was the Reverend William Allen Knight, D.D., rector of Plymouth Congregational Church, the well-beloved "dean" of the town of Framingham who had spoken at the college baccalaureate exercises in 1919 the year following the armistice of World War I.

The formal college celebration on Monday, June 5, in the Framingham Town Hall began with an academic procession of honored guests including former President Francis Bagnall, delegates from 27 colleges and universities, and members of the Classes of 1939, 1940, 1941, and 1942. After the invocation the response song was the "Hymn To Framingham" written by President O'Connor for this anniversary. The major speaker, Dr. William Bagley, Professor of Education at Columbia University, made reference to the role that the College had played in a "dramatic episode in the history of education in this country."

At the commencement ceremony on Thursday, June 8, 122 graduates received their Bachelor of Science in Education degrees. The commencement speaker, Dr. William Heard Kilpatrick, Professor Emeritus, Columbia University, focused on the concept of



education for all children. He said that "the ideas of many concerning the need in a democracy for public education of all children and for adequately prepared teachers for the schools developed during the early nineteenth century. This fundamental change in educational thought resulted in the work of Horace Mann and his close associates: the establishment of the first public normal schools for training teachers, the building of better school houses, and the furnishing of better equipment."

On Friday, June 9 the Alumnae Banquet took place in the main ballroom of the Copley Plaza hotel with 850 Alumnae and guests enjoying a wonderful evening. Miss Lou Lombard, head of the Vocational Household Arts Department and Mrs. Ruth Graves Wakefield, Class of 1924, owner of the Whitman Toll House were the co-chairmen of the banquet. Among the impressive group of guests were Mr. Arthur O. Norton, Professor of Harvard and editor of the "Journals of Cyrus Peirce and Mary Swift" Dr. Edward E. Allen, former head of the Perkins Institute for the Blind and Mrs. Portia Washington Pittman, daughter of Booker T. Washington of Tuskegee Institute.

Special recognition was given to Mrs. Eliza Porter, Class of 1864, the oldest graduate present. She also had the distinction of being the only alumna who was present at each of the four quarterly observances of the founding of the School. The Commissioner of Education, Walter F. Downey, shared with the audience a hand-engraved crystal pitcher that had been a retirement present for Mr. George N. Bigelow, principal of the school in 1855-1866. The pitcher was a treasured possession of his daughter Elizabeth, a member of the Class of 1875.

Miss Robinette Ward, one of the training school faculty, sang the lovely *Mater Beata* written by Margaret Cable Brewster (1899) for the seventy-fifth anniversary. The evening closed with singing of the Hundredth Anniversary Hymn written by Miss Grace Chamberlain (1899).

On Saturday afternoon, June 10, the Alumnae gathered in Chalmers Theatre for the presentation of a historical pageant "Framingham, The Pioneer" performed by the Centennial Class of 1939. This pageant was produced under the direction of Miss Dorothy Larned of the college faculty with the text written by a class member, Miss Marie Russo. The purpose was to trace the origin and development of early education trends from eastern to western Europe and to the New World, representing the modification of old ideas and adoption of new ones in the first hundred years of the First Normal School in America.

The pageant was composed of two major parts, *Her Heritage* and *Her History*, which were preceded by a prologue and followed by an epilogue. The prologue saw the introduction of Wisdom and her handmaidens. *Her Heritage* showed, through the media of tableau dancing and choral verse "scenes of beauty" representing contributions of the early and the recent cultures: the Greek, Hebraic, Roman, monastic, medieval, chivalric, Renaissance and American colonial eras.

*Her History* concentrated on the era of the new world. It emphasized the original beginnings of the educational process by the Puritans in New England followed by a strengthening of the educational process to meet the needs of all the people as promoted by Horace Mann. The establishment of a State Normal School in America funded in part by a gift from Edmund Dwight were shown as critical educational developments of the nineteenth century.



The pageant portrayed the state examiners in July of 1839 testing the ability of the first three applicants to the new normal schools when

"In this school there was a spirit born  
Both graduates and students to adorn"

The "Spirit of Framingham" and her handmaidens view the scenes of the vast number of changes that contributed to the development of the school.

The ideals and philosophy of the early years were depicted by the verse choir as they sang

*All races and all creeds have welcome been,  
Good Father Peirce considered it a sin  
To try to cast all natures in one mould  
Rather than individuals to unfold  
And always there has been a conscious aim  
To have a homelike atmosphere obtain;  
For then it is that works progress best,  
And honest efforts with success are blest.*

Then the choir continued to voice the many changes in all areas of the school from the addition of students in the new departments, Household Arts and Vocational Household Arts, to the concept of rendering service not only to the school but also to the community. Diversity of curriculum and methodology were graphically presented in a scene of students leading songs, appropriate for the school children in 1839 as compared with conducting a rhythm band in a 1939 classroom. Another scene emphasized again the service concept by depicting activities related to the war service of World War I.

In the Epilogue Wisdom shows her satisfaction for what she has seen by giving the Spirit of Framingham her mirror and this glass

*"Shall symbol be to Framingham to love  
And treasure her traditions; and above  
All tawdry recompense her name to hold,  
That courage, truth, and honor, as of old,  
May constant keep her calling high,  
and love of learning ever glorify."*

On Saturday evening an Alumnae Glee Club concert arranged by Mr. Fred Archibald, popular music teacher for thirty-nine years, was presented on the terrace on Horace Mann Hall. However due to Mr. Archibald's unexpected death Mr. Edward Gilday, the new music teacher, led the glee club.

On Sunday, June 11, in May Hall the closing Centennial celebration opened with the reading of the One Hundred and Twenty-First Psalm by the Reverend Knight, D.D., followed by President O'Connor giving the responsive reading using the old Bible of "Father" Peirce from which he had read daily to the students in the early years of the school at Lexington and Newton.

Professor William Yandell Elliot, of the Department of Government, Harvard University, in the major address of the morning spoke about the dangerous crisis in the present World political scene and the tensions created by the dynamics of hate. He said "the dynamics of hate is something that occurs only in a vacuum - the absence of love." He portrayed the ideal teacher as one who tries to develop a generation of intelligent,



open-minded, tolerant people who can live together in freedom and harmony. He paid tribute to the college for setting an example of an institution to follow. He also praised the inspired teaching of Framingham graduates in other parts of the country, particularly among the Negroes in the South including their work with Hampton and Tuskegee Institutes.

Many verbal and written congratulatory messages had come from outstanding educational leaders, national professional organizations and various civic leaders on the occasion of the centennial. Illustrated historical articles appeared in newspapers and journals across the country. A most important congratulatory letter came from the President of the United States, Franklin D. Roosevelt, on May 22, 1939.

*My Dear President O'Connor--Among the many celebrations which take place in the United States, few parallel in importance the 100th anniversary of the first normal school. Teachers are important in any country but in a democracy they are the first line of defense. The wide diffusion of knowledge upon which progress in a democracy depends can be accomplished only through a school system staffed by teachers broadly educated. The democratic state that neglects the education of its teachers does so at the risk of its existence.*

*That much remains yet to be done to bring the teachers of this country to the standard of education demanded by modern conditions is generally recognized by educators. But, it is recognized at the same time that the normal schools and the teachers colleges have been a potent factor in lifting the educational standards to their present level.*

*May I congratulate the State of Massachusetts on its pioneer service in establishing the first normal school. May I also congratulate the President and the faculty of the State Teachers College at Framingham on the rich traditions which they enjoy and on the opportunity which is theirs to carry forward the good work.*

*Very sincerely yours,  
Franklin D. Roosevelt*

The United States Commissioner of Education, Mr. J.W. Studebaker, was unable to attend the ceremonies but in his letter spoke of the amazing developments in his country and commented: *no change seems to me more significant than the growth of public schools--But the problem was to get teachers--Massachusetts with its great educational statesman, Horace Mann, met with the situation by establishing a normal school. Other states followed until now (1939) 254 teachers colleges and normal schools are maintained at state expense. These institutions employ more than 10,000 teachers, enroll more than 150,000 students in the regular sessions, graduate more than 30,000 teachers a year, the majority with bachelors degrees, and require more than \$30,000,000 for their maintenance. This, then, is the sturdy tree which has grown from the seed planted by Horace Mann in 1839---May I extend to you---the hope that the one hundredth anniversary of the founding of the first normal school may serve to deepen the zeal of the people of Massachusetts and of the country as a whole for excellence in the education of teachers.*

## President Martin F. O'Connor's Administration

Dr. Martin F. O'Connor, President of the college from 1937 until his retirement in 1961, received his baccalaureate degree from Boston College and his master's degree from Harvard Graduate School of Education. In 1947 he was awarded an honorary Doctor of Education degree, by the Rhode Island College of Education. For three summers he attended the School for Executives of Teachers Colleges sponsored by the American Association of Teachers Colleges.

He was a very sincere and intellectual person whose love of poetry and music was well known and admired by all of the college community, especially the students. In chapel or assembly programs he instilled in all of his "girls" an appreciation of literature that enriched their life forevermore. Former students remember him as the writer of the beautiful song "Hymn To Framingham" which was first sung at the time of the One Hundredth anniversary in 1939 and continues to be heard as a popular College Alma Mater song.

He had a beautiful baritone voice and enjoyed the opportunity of sharing a rendition of some Irish songs with his audience. One of his favorite poetry selections that was frequently quoted in the chapel programs was "Let Me Grow Lovely" by Carl Wilson Baker.

*Let me grow lovely, growing old  
So many things to do;  
And silks need not be new;  
And there is healing in old trees,  
Old streets a glamour hold;  
Why may not I, as well as these  
Grow Lovely, growing old*

He had a unique capacity for knowing each student's name and something about her soon after her arrival on the campus. Needless to say this trait made a lasting impression on a young freshman girl. He was continuously visible on the campus as he made a tour of campus buildings on a daily basis. He was a welcome visitor in the classroom of any faculty member. When the students became upperclassmen and were involved in various campus activities, especially college dances, President O'Connor came to know and remember the names of the boy friends and was known for calling them by name as they came through the receiving line at the junior or senior prom.

He was also warmly admired by the faculty, alumnae and parents. His cordial manner and genuine interest in all people carried over onto the campus as a whole. He had a strong desire to bring distinguished guests to the campus, preferably to participate in a college function that could be shared by all. For example in 1940 Dr. Heinrich Bruening, former Chancellor of Germany, spoke on campus to an overflowing audience on the dangers of war and the need for peace.

An example of the President's outgoing personality was his administrative style. Although he had a private office on the first floor of Dwight Hall, he seldom used it. Instead, he shared an office with his secretary and the door was always open to faculty, staff and students. Many of the faculty whom he recommended for appointment can remember and, in some cases saved, his handwritten letters.



In 1948 the Executive Board of the Massachusetts State Teachers Colleges advocated that the President of each teacher's college appoint an advisory board. The first members of the Framingham Advisory Board were Mr. Raymond J. Callahan, editor of the Framingham News; Mr. Horace Guild, lawyer; Mr. Joseph Perini, President of the Perini Corporation; Mr. Michael Schofield, labor leader; and Mrs. Ruth Graves Wakefield (1924).

President O'Connor had the honor and the duty of being involved in three important college celebrations: 1937 - The One Hundredth Anniversary of the appointment of the First Secretary of the Massachusetts Board of Education, Horace Mann; 1939 - The One Hundredth Anniversary of the opening of the First Public Normal School at Lexington, Massachusetts; and 1953 - The One Hundredth Anniversary of the first State Normal School at the Framingham location.

The One Hundredth Anniversary of the State College at Framingham (1853-1953) was celebrated on October 29, 1953 in Nevins Hall. President O'Connor was the presiding officer and introduced the many state and local guests who brought greetings. The major address "Our Town - 100 Years Ago" was presented by Mr. John C. Merriam of Framingham.

In 1955 Dr. and Mrs. O'Connor were pleased to receive honorary membership in the Alumnae Association. In the same year Dr. O'Connor gave the Alumnae Association a gavel which was made from wood of the well known old Washington Elm of the Harvard Square area of Cambridge.

In December of 1958 the sculptress, Miss Margaret Cassidy, 1944, who had been commissioned by the faculty and staff to make a bust of the President completed the project. Appropriately, this bust is displayed in the Poetry Room of the Whittemore Library. In 1959 an oil painting of the President done by Mr. Otis Philbrick was given to the college by subscription from faculty and alumnae. This portrait hangs in the Archives Room.

Shortly after his retirement in 1961 the Board of Education approved the recommendation of the college community to name the new dormitory-student union building O'Connor Hall. This was the first time that the Board approved the naming of a college building after a living person.

In 1939 and 1940 there was a strong threat from the State administration to close the State Teachers Colleges. Officers of the Student Cooperative Association and other campus leaders actively participated in hearings at the State House and conducted a strong mail campaign. No negative action was taken. The College retained its unique status as an all women's college and after World War II started to experience a steady growth in enrollment.

The months following the Centennial Celebration brought increasing apprehension over the war in Europe. Americans had watched in disbelief while the Nazi troops took Denmark, Norway, Netherlands, Belgium, and drove the British armies out of France in early 1940. The United States moved to take its position as "the arsenal of democracy" and the congress voted to conscript men for the armed services. President Roosevelt was elected for a third term amid deteriorating relations with Japan. In December of 1941 the Japanese attacked Pearl Harbor and President Roosevelt calling December 7 a day



that will "live in infamy", asked for a declaration of war. The attack united Americans and brought the nation into the war with anger and determination.

During the War years the college experienced a 20% drop in total enrollment; for example, from 489 in 1939 to 387 in 1943. Graduates joined all branches of the United States military and results of a college survey indicated that at least 12 alumnae saw overseas service in Europe and the Far East. The college was known for having more of its graduates join the Dietetic Branch of the Army Medical Specialist Corps than any other college east of the Mississippi. Undergraduates and alumnae were also very active volunteers in the Red Cross, Civilian Defense and other community organizations directed toward assisting the war effort.

### **Academic Programs**

The three departments, Elementary, Household Arts and Vocational Household Arts, were well established programs and experienced little change during the war years with one exception. Because the majority of the Food and Nutrition majors in the Household Arts department did not go into the teaching profession upon graduation from college and in many instances did not take positions in Massachusetts, the legislature recommended that the food and nutrition major be dropped from the curriculum. Since the mission of the college was to train teachers for positions in the public schools of Massachusetts the food and nutrition program was not fulfilling that mission as effectively as the other academic programs in the state colleges.

Under the direction and urging of Dr. Foster, Professor of Chemistry and advisor for all food and nutrition majors, a protest campaign was organized. They wrote letters to legislators, personally contacted influential state officials, and called members of the Board of Education. The suggestion to drop the major never became a reality.

### **Home Economics**

In 1949 the name of the Household Arts department was changed to the Home Economics department to reflect the changing focus of the field from a skills orientation to a broader application of theory approach. The rapidly expanding field of knowledge in the biological and social sciences necessitated an expansion of the core curriculum to place more emphasis on social issues and personal relationships.

Student teaching in the Home Economics department had been a two-day-a-week experience in the training school, other Framingham public schools, or in schools in the neighboring communities from Boston in the East, to Worcester in the West. Because this schedule did not meet the prescribed hours for teacher certification and there was little continuity in the teaching experience, a block system of eight-week courses was started in 1953. Several required courses in areas of general education or science along with the Home Management House comprised one eight-week period. The food and nutrition majors had the blocked schedule in the second semester of the junior year while the home economics education majors took the sequence in the first semester of the senior year.

During the student teaching block the girls were on campus on Monday for a methods course and a conference with their supervising teachers. The students had two supervisors for the teaching experience, one for clothing and another for foods. In 1957



there was a change in the supervision procedure to reflect the concept of integration of several different subject matter areas into a unified approach to home economics. Thereafter each student teacher had only one supervisor who critiqued all of the lessons taught by that individual student.

At the same time the Home Management House course underwent a major revision to place more emphasis on the theory of management through work simplification, management procedures, and living cooperatively in a family unit. Three different meal preparation experiences were included in the revision: an experience of being in a family unit of six or more plus a faculty advisor, and finally conducting some type of small research project in management. The foods courses went through some changes in content and in name to keep abreast of technical developments. For example, Advanced Cookery was replaced by Scientific Investigations in Food Preparation. A course in Home and Family Living was an important new offering that was required of all the Home Economics Education majors and highly recommended for Food and Nutrition people. Child Study was constantly being restructured in the 1950's.

Clothing courses also went through the curriculum review process, particularly in the two beginning level courses, to update and expand the subject matter content. In 1952 courses in Elementary Millinery, Home Nursing, and Household Economics were deleted. Some other name changes in Home Economics offering occurred during this period.

### **Vocational Home Economics**

The Vocational Household Arts department had a very similar curriculum to that of the Home Education majors with a few exceptions, particularly in the Home Management House experience (the vocationals had three eight-week sessions and the home economics only one.) Student Teaching was eight full weeks in a vocational homemaking department of a high school - 6 weeks in a large high school and two weeks in a small setting. The trade Experience was dropped in 1946 and Vocational Trade Methods dropped in 1959. Preschool Education was a required course taken at Ruggles Street Settlement House in Boston until 1955. Starting in 1957 the course was taught on the college campus with a laboratory experience in local nursery schools.

### **Elementary Education**

In 1939 the Elementary department had a large number of required courses; of the necessary 129 credits required for graduation 128 credits were required, 118 credits required in 1954 and 116 credits required in 1961. Therefore, there was very limited opportunity for elective courses; in 1939 one choice in the junior year and three in the senior year (8 courses to choose from); in 1954 one course sophomore year, three junior and four in the senior year (20 courses to choose from); in 1961 approximately the same number of elective credits could be taken but there were now 29 elective courses to choose from. As the college grew the curriculum offerings expanded particularly in the liberal arts area.

The elementary students had sixteen weeks of student teaching taken in two eight-week sessions, one in the spring of the junior year and another in the fall of the senior year. These two experiences were taken at two grade levels, one in the lower elementary grades and the other in the upper elementary grades, usually in two different schools.



The Jonathan Maynard school in Framingham Center, a public school in Framingham was designated as the training school for the college. The principal and the teachers carried a faculty appointment at the college as well as an appointment in the town school department. The elementary majors had one of their student teaching experiences in the training school.

The population explosion following World War II created a serious shortage of elementary classrooms and teachers. Therefore, an Intensive Teacher Preparation Program was initiated in the summer of 1955 to address this need for trained teachers to work in the new schools being built to accommodate the "baby boom". The six-week program was aimed at teachers who were returning to the classroom or persons who were trained in another subject matter area and now wanted to teach at the elementary level.

Enrollment in the four summers of 1957 through 1960 was a total of 125 students. The program was held in the Framingham Public Schools with mornings devoted to demonstration lessons and student teaching in a typical summer school program and afternoons focused on methods classes, conferences and lectures by specialists.

The Division of Continuing Education was formally established in 1956 to provide courses for the general public as well as those in teacher preparation education. During the previous two years several specific continuing education courses had been given on a part-time basis. The Division has been one of the most productive and innovative additions to the college academic programs. Dr. Dana Jost, Professor of Biology, was hired on a part-time basis to be the first Director of the program. The mandate from the Board of Education was that the Division should be self sustaining financially. All classes were held in the late afternoon or evening and were taught by faculty members as an extra load at additional pay.

During these years curriculum review and modification was done by the faculty in the individual departments, Elementary and Home Economics (the Vocational Home Economics curriculum was very similar to Home Economics except for student teaching and house practice). There was no college curriculum committee but the registrar sat in on the final deliberations of each department. An interesting note in the on-going review process of the curriculum is the addition of course symbols to the course titles in 1940. The most significant curriculum change in this twenty year period was the increase in general education offerings, either as electives or as required courses, with most of these additions coming after 1950. By the late 50's there was a wide selection of electives in English and History and smaller numbers in the Social Sciences, Biological Sciences and Music.

In 1959 the college was empowered by the Board of Education to grant the A.B. degree. In 1960 the name of the college was changed from the State Teachers College at Framingham to the State College at Framingham.

### **College Honors**

During President O'Connor's administration several honors were awarded to the College. In the fall of 1942, the college was accredited for the first time by the American Association of Colleges for Teacher Education. In 1950, the college received accreditation from the New England Association of Colleges and Secondary Schools. In that same year the American Dietetic Association approved the curriculum of the Food and



Nutrition major as meeting the academic requirements for membership in the professional association; this approval meant that Food and Nutrition graduates were eligible to apply for an approved dietetic internship, a postgraduate clinical practice experience.

In 1952 the American Association of University Professors approved the formation of a local college chapter. This enabled all of the faculty to be eligible for membership in the local chapter as well as the national association.

In 1958 a group of loyal alumnae under the leadership of Mrs. Elizabeth Waite Farnham (now Mrs. Gasset), Class of 1934, petitioned the American Association of University Women for the privilege of Framingham Teachers College graduates' being eligible for membership in the organization. Later that year the college was notified that its name had been placed on the A.A.U.W. list of approved colleges.

The first Alumnae Recognition Day assembly was held on March 29, 1954. The Alumnae Association honored six Alumnae: Antoinette Roof (1886), May Leavis (1894), Grace F. Shepard (1896), Louie G. Ramsdell (1902), Elizabeth Cushing Taylor (1906), and Ruth Graves Wakefield (1924). The Alumnae Awards Ceremony has been continued on a yearly basis. Each year there have been one or two alumnae who were also college faculty members in the group recognized.

In 1956 a prestigious award was received by Dr. Stuart B. Foster, Professor of Chemistry. He was awarded honorary membership in the American Dietetic Association at the annual meeting of the association at New Orleans, Louisiana. This honor is noteworthy because Dr. Foster did not meet the usual criteria for honorary membership, that is, to be a nationally recognized professional who has made a major contribution in the field of medical or a related scientific area of research or clinical practice. But his unusual personal interest in the professional growth of his Framingham girls, many of whom became leaders in the field of dietetics, was recognized as a unique contribution to the profession. A quote from the letter of nomination written by the President of the Massachusetts Dietetics Association reinforced his unusual contribution: "His time and efforts have for the past 35 years been directed to teaching and guiding food and nutrition majors and to supporting the standards and ideals of the American Dietetic Association. This interest and devotion to the field of dietetics has gone far beyond his teaching responsibilities."

## **Faculty**

In 1939 there were thirty-four faculty members listed in the college catalog. Seven or 20%, including the President, were male and 80% women, of whom 40% were alumnae. In 1954, 28% of the forty faculty members were men and 72% women, of whom 27% were alumnae. In 1961 the faculty numbered forty-seven with the male count still at 28%, and 35% of the 34 women were alumnae. Not only was there an increase in the number of men on the faculty during this period but also there was an increase in the number of doctoral degrees held by the faculty, 6% in 1939 as compared with 28% in 1961. The faculty in the Training School who held joint appointments in the College and the Framingham Public Schools numbered twelve in 1939 and increased to seventeen in 1961.

The shift to a predominately male faculty had yet to occur. The increase in the Elementary enrollment and the introduction of the Liberal Arts majors would have a definite



effect on the male/female faculty ratio in the years to come.

## **Enrollment**

Total enrollment in 1939 was 506 students; 187 majoring in Elementary Education, 280 in Household Arts, and 39 in Vocational Household Arts. The student body were women between 17 and 22 years of age attending college on a full-time basis. A few older students represented persons returning to college to complete the requirements for a bachelor's degree. These people had completed a three-year course of study in their first admission to the college before the baccalaureate degree was mandatory. In the fall of 1938, 216 students lived in the dormitories and 287 were commuters, a total of 503 enrolled as of October 1.

In 1960, 632 students were enrolled full-time, 389 elementary, 229 home economics, and 14 vocational home economics majors. A small number of male students were enrolled in the division of Continuing Studies, however, the full-time population was all female. There was a slight increase during the 50's in the number of married students who were older than the usual 18 to 22 year olds. Boarders versus commuters showed little difference from the 1939 figures.

There was also a group of part-time students enrolled in the Division of Continuing Education but these students were not included in the regular student enrollment statistics as the Division was a self-sustaining organization and was not a part of the per capita count for college budget allocations. Enrollment figures for Continuing Education in 1956, were 206, while four years later in 1960 the enrollment had jumped to 535 students for the total year (fall, spring and summer enrollments). In the year 1956 nineteen courses were scheduled but only nine were given. In 1960 twenty four courses were scheduled and twenty two were given.

## **Fees**

The fees for a college education in 1939 included an incidental fee (now referred to as tuition) of \$60 per year for upperclassmen and \$70 per year for freshmen. The Board and Room fee was \$300 per year including free laundry. The student Budget fee was \$5.75 per student. In 1954 the Incidental fee was \$100 per year, Board and Room was \$420 and the Student Budget fee was \$14 per year. By 1961, the Incidental fee was \$200 per year, the Board and Room fee \$480 per year, the Student Budget fee was \$14.75 per year.

In the 1939 catalog the estimate for the cost of all necessary textbooks and supplies (including notebooks, art materials, etc.) was \$25-\$50 per year. In the 1961 catalog the estimate had jumped to \$80 per year. Laboratory fees which cover the cost of any apparatus broken in the chemistry laboratories would rarely amount to more than \$5 per year according to the 1939 statements, while in 1961 the figure of \$10 to \$20 per year is the estimate.

Another interesting comment about costs is the price of the guest meals for a visitor who had a meal in Peirce Hall dining room. In 1939, breakfast was \$.35, lunch, \$.35 and dinner \$.50 or a total of \$1.20 per day. In 1954 the same items were breakfast, \$.50, lunch, \$.60 and dinner, \$.90 or a total of \$2.00 per day. In 1961 the meal charges had not changed since the figures of 1954; still \$2.00 per day. The State per capita cost per



student in 1939 was \$254.00.

### **Admissions**

The admission criteria showed little change in this twenty year period. The basic criteria for admission were four: 1.) Health, a statement from the family physician and an examination by the college physician; 2.) High School graduation or equivalent; 3.) Completion of 15 units of high school work; 4.) Personal Characteristics, a rating form filled in by the high school principal or other appropriate school official. Scholarship requirements could be met by certification or by examination. As stated in the 1939 catalog, "The privilege of Certification is extended to public and private schools in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certifying grade regularly established by the individual school for college entrance." Admission by certificate alone is granted to candidates who present work of certifying grade in 12 units, six of which were prescribed units: English 3, American History 1, Mathematics 1, and Science 1; the other six may be from a broad list of general high school courses.

For admission by examination, the candidate had to secure credit by examination for twelve units of work. The candidate could take the entrance exams of the college or present credits received in the College Entrance Board Examinations or in the New York Regents Examinations.

### **Physical Facilities**

During the period 1939-1960 there were no new buildings on campus except for the addition of an auditorium and gym to the existing Dwight Hall building. In 1958 two pieces of property, the Kurlin house and the Ryan house, on the west side of State street on either corner of Maynard road were purchased by the Commonwealth for the future development of the college, a Dormitory-Student Union on the North corner and a home management residence on the south corner of Maynard Road. In the following year the Bement House just south of Horace Mann Hall facing on State Street was purchased and utilized for a small student dormitory. This building became the President's House in 1962.

The living accommodations were in four different buildings. Peirce Hall and Horace Mann Hall were three-story buildings of the "most approved" single rooms, 103 in Peirce and 109 in Horace Mann. The large dining room in Peirce Hall was "one of the best adapted rooms of its kind in the state" seating all of the resident students except for those in home management courses. The other two dormitory buildings, Crocker Hall and the Vocational House that functioned specifically for students in the Household Arts and the Vocational Household Arts Departments provided training in institutional management and homemaking. The capacity of these buildings was approximately 50 and 8 respectively.

### **Dormitory Living**

President O'Connor and his family lived in the President's apartment in Horace Mann Hall and took all of their meals in the Peirce Hall dining room. The students became accustomed to greeting the President as he came in to his table. Guests were often in the dining room for dinner especially on Thursday evening which was known as guest night. Dining room dress and etiquette were very carefully defined and regulated. For example, promptness and good order were expected at all times. A dress must be worn



at dinner on Thursday evenings and no ankle socks could be worn at dinner. Hours for the dining room were very specific: on Monday through Friday, breakfast, 7:30; lunch, 12:30; dinner, 5:45; on Saturday, lunch, 12:00 and the other two meals the same as weekdays; on Sunday, breakfast, 8:00; dinner, 1:15; supper, 5:45.

In the 50's the dining room hours had not changed more than five or ten minutes at any one meal. Ankle socks could be worn in the dining room except Wednesday evening and all day Sunday when stockings must be worn. Slacks could not be worn Friday evening and all day Saturday and holidays.

In 1961 the dress code had been modified further: informal clothing was appropriate for certain occasions, jeans could be used for room cleaning or cook-outs but nowhere else, shirts and blouses had to be tucked in, gym blouses and sneakers were not appropriate informal clothing, and smocks could be worn only where an apron was acceptable. Suitable footwear and kneehose could be combined with slacks and a blouse or bermuda shorts and a blouse, however, heels called for full length stockings.

Informal dress was not allowed anywhere in Dwight Hall except for the student room. In May Hall, Wells Hall, and the Library informal dress was allowed after classes ended at 5:15 p.m. In all classes and exams suitable class dress and footwear were required with the exception of the foods laboratory where regulation uniforms were worn. Regulations for curlers and bobbypins and the like stated that these were not allowed in the dining room, dormitory living room, library, classes, appointments or conferences.

Dormitory hours in 1939 allowed an upperclass student to go out one weekday evening until 11:00 p.m. During the evening study period each student had to be in her own room from 7:30 until 9:30. From 9:30 to 10:00 she prepared for bed and at 10 p.m. all lights had to be off. Privileges on the weekend extended until 12:00 p.m. on one night and 9:00 on Sunday. Dormitory hours in 1961 were extended to allow all students at least one late night on week days: freshmen one week night until 11:05, sophmores one until 11:05 and two until 10:05, and upperclassmen until 11:05 any weeknight. On Friday and Saturday evenings, any student could be out until 12:05 and on Sunday the curfew was 10:05 p.m. All students had to sign in and sign out of the resident halls.

In the early forties the Commuters' Lunch Room in the basement of May Hall was open from 12:20 to 12:40 Monday through Friday from October 1 to June 1. Hours for the Business office were 8:30 to 5:00 on weekdays. In addition specific hours for the offices of the Dean of Women and the Home Economics Department were identified in the Student Handbook.

## **Student Regulations**

Smoking in any building on the campus was strictly forbidden as mandated by the State Department of Education. In 1939 the Executive Council of the Student Cooperative Association made the recommendation that students might smoke in eating places in Framingham with the exception of Noyes Diner on Worcester Road. This recommendation was approved by the President. However, students when representing Framingham as a group were not allowed to smoke on the streets of Framingham. Strict disciplinary action would be taken against anyone transgressing these rules. Suspension or expulsion could be imposed.



In the 50's smoking was allowed in the "Commuters' lunchroom annex" a dining room for faculty at noon which was a clothing laboratory during the regular class hours. In 1954 the smoking policy had changed to allow smoking in a designated student room on the ground floor of Dwight Hall which was open from 8:00 a.m. to 10:00 p.m. No smoking was allowed on any other part of the campus including the dormitories.

In 1961 there was a more liberal approach to the smoking policy as smoking was allowed on the steps on the North and South sides of Dwight Hall, on the North steps of May Hall and the back porch of Crocker Hall as well as the smoking room in Dwight Hall.

Alcoholic beverages were not allowed on the campus at any time during this era. A student could not have liquor in the dormitory or in an off-campus house, have liquor in her possession, or behave in unladylike fashion. Any one of these actions could result in immediate suspension and the President might recommend to the Board of Education immediate expulsion.

In keeping with the practice since Father Peirce, a Chapel service that was inspirational and free of any denominational prejudice was held three mornings a week at 9:00 a.m. in May Hall Auditorium with attendance required of all students. There was an assigned seating section for each division of the four classes which resulted in the recording of daily attendance. A special committee monitored the attendance record at chapel and assembly. The president or a guest speaker conducted the services on two of the mornings and a senior was responsible for the service on the third morning. Each senior had to choose the topic and write her speech under the direction of the speech teacher, Miss Louise Kingman. This was one of the most difficult assignments of a student's career and one long remembered.

Chapel services conducted by President O'Connor stimulated fond and inspirational memories for the alumnae of his era. He introduced his girls to a broad range of literature and music in those morning talks, spoken eloquently in his deep and beautiful voice. Attendance was also required at the weekly assembly programs that were held on Monday afternoons at 2:30 p.m. in the auditorium. Each club had the opportunity to sponsor one or more assembly programs per year. Many interesting speakers or activities were presented.

In 1954 the chapel program had decreased to two mornings a week. Attendance was still required at chapel and assembly. If a student missed 20% of the programs a warning was issued, if they had three warnings an Unsatisfactory grade was given.

## **Student Activities**

The Student Cooperative Association was the student governing body functioning under the guidance of elected faculty members to provide service to the students and the college. Each student automatically became a member of the association upon admission to the college and was obliged to conform to its regulations. The association published the Student Handbook, a copy of which was given to each incoming freshman during the orientation period the first week of the college year. The handbook contained all kinds of information pertinent to campus life and served as a reference manual for all of the important regulations for appropriate campus behavior.

As stated in the Handbook the Creed of the Student Cooperative Association lists five beliefs.

*We believe:*

- 1. in Framingham State Teachers College and its motto "Live to the Truth";*
- 2. in the Spirit of loyalty to teachers, classmates, and friends; in a spirit of cooperation and sportsmanship in the classroom, on the athletic field, and in all other activities;*
- 3. in courtesy at all times, considerate of the rights and privileges of others in true and generous comradeship and mutual helpfulness that insure the well-being and advancement of the individual and the group;*
- 4. in a high standard of scholarship, intellectual integrity, and thoroughness in all our undertakings; in making diligent search through our contacts with other people and books after the best that life has to offer;*
- 5. that an honest and consistent devotion to these ideals will so develop us as to give us "the Good Life" and sustain and build traditions for our college.*

The Student Cooperative Association had several major committees including the Class and Club Council, the Judicial Board and the Quiet and Order committee. The Class and Club Council was made up of a representative of the class officers for each of the four classes and representatives of each of the student clubs. The purpose of the council was to promote cooperation and harmony among the campus organizations. They were also responsible for the scheduling of campus events (the social calendar) and for conducting student elections.

The Judiciary Board was the monitoring agency for determining disciplinary action for infractions or violations of the rules and regulations concerned with social behavior on the campus. The board was made up of four students, two seniors, one junior, one sophomore, and a faculty advisor. They were responsible for specifying the disciplinary action and monitoring the action. In cases of a serious nature the board would make a recommendation to the President for his final approval.

The Quiet and Order committee had representatives from each of the classes and functioned as the body responsible for making and enforcing regulations relating to all students living in the dormitories or in village homes. The name of this committee was changed to the Interdormitory Council in 1955.

The purpose of the Dining Room council was to promote "homeliness" and refinement in the dining room. They were in charge of the guest night dinner when all of the girls had to wear a dress and heels. On three evenings a week they were responsible for assigning seats in the dining room, a custom which enabled freshmen to become acquainted with the upperclassmen.

A Board of Limitations was established to control the amount of individual participation in campus activities. A point system was devised that assisted individuals and the board in the wise selection of activities. The maximum number of points allowed for one person per year was 14. Points ranged from 2 to 14 for a specific activity; for



example, student cooperative association president was 14 points and managing editor of the Dial was 11 points. A student could not hold more than one major office or two minor ones.

The clubs included a wide variety of organizations: the A'Kempis club, the Fine Arts club, the Home Economics club, the Young Women's Christian Association, the Athletic Association, the Music clubs, the Dial Yearbook, the Gatepost-the college newspaper, the dormitory and commuter Forums, the Bookstore Mart, the Quiet and Order committee, the Chemistry Council (home economics students only), and the Library Council.

The A'Kempis club which belonged to the New England Province of College Catholic Clubs had many special activities during the year; two communion breakfasts, fall and spring, a formal dance off-campus at Christmas time, a Mother-daughter tea, and distribution of Christmas baskets to the needy.

The Young Women's Christian Association started the college year with poetry hour particularly for the freshmen on the first Sunday of the year followed by a freshman hike in October. Their social event was a semiformal dance. A sunrise service and outdoor breakfast was an important part of the spring activities.

Hillel later known as Menorah was a similar religious organization started in 1959 to meet the social and cultural needs of the Jewish girls. It was sponsored by the Bay State Lodge of B'Nai Brith and the Women's Chapter of B'Nai Brith of Framingham. This club held an annual Israeli Dance Festival and participated along with the other two religious clubs in the annual Inter-Faith Forum. The forum focused on sharing with each other an interpretation of the religious beliefs of each organization. The format of this event varied from year to year, such as a seminar, a debate or a formal lecture presentation.

The Fine Arts club produced an annual three act play as well as being active in the integration of all areas of the arts: verse choirs, radio broadcasts, short plays, backstage workshops, and puppet shows. In the Centennial year of 1939 a Centennial Costume Ball in honor of the 100th Anniversary of the college replaced the annual play. The principal faculty advisor was Miss Kingman until she left the college in 1946. After a number of short-term advisors Miss Horrigan of the English department (later the Speech department) became the permanent advisor in 1957. The club changed its name to the Hilltop Players in 1949 to emphasize its role as the Dramatic Society of the college.

In the following year, 1950, the Hilltop Players joined Alpha Psi Omega, the National Dramatic Society for Colleges. In 1959 individual membership in the fraternity was recognized at the annual Awards ceremony. In 1961 the fraternity changed its name to Alpha Psi Omega and Hilltop became the Chi Rho chapter and eligible girls could be initiated into the fraternity if they so desired.

Upon the completion of Dwight Auditorium in the fall of 1955 the Hilltop Players had a very active year purchasing new scenery and producing their first play "The Curious Savage" in the new facility. Other scenery and stage equipment was gradually collected by the club. Another major function undertaken by Hilltop in the fall semester of 1960 was a drama festival consisting of a short play competition among the three upperclasses. Under the guidance of the club president and the faculty advisor, each class selected a



play director who had to be a member of Hilltop. Although weekly meetings were held with the directors, the president and faculty advisor did not see the productions until the dress rehearsal. Three persons made up the panel of judges, two were faculty members chosen by the directors and the third was a drama specialist from the professional community. The numerals of the winning class were inscribed on a trophy. The club was also invited to perform for groups outside of the college on a number of occasions.

The Home Economics Club, which started at Framingham in 1924, was the second student college home economics club in the state. It was affiliated as a student member of the American Home Economics Association and the Massachusetts Home Economics Association which means that the graduating seniors were eligible for membership in the national and state associations upon graduation. The introduction ceremony was conducted at the annual banquet of the club near the end of the college year. Each year the club president-elect was sent as a student delegate to the annual convention of the AHEA as well as the state meetings. The local club members were also active participants in the regional organization of college home economics clubs in the Northeast section of the country.

The Student National Education Association was affiliated as a student member with the National Education Association and with the Massachusetts Educational Association. Each fall just prior to the opening of the college the club president attended a workshop for incoming college club officers. One of their ongoing annual activities was a very successful Christmas party for the needy children in Framingham.

The Athletic Association has a long history of activities at the college. The Harvard-Yale weekend held in the fall at the same time as the famous college football weekend for which it is named was the highlight of the year. The three-day weekend encompassed many activities starting with the Friday night rallies and the Mock Man Dance. According to the Gatepost of October 26, 1940 "this was the one dance of the year necessitating no blind dates. One needs ingenuity." The name of the weekend was later changed to Frateco weekend to correspond to the name of the College. The Black Knights and the Gold Stars replaced the Harvard and Yale symbols and a talent show replaced the Mock Man dance on Friday evening.

Saturday was a day of continuous sports events starting in the morning with a game of the best of the Harvard and Yale field hockey players followed by a similar battle between the Harvard and Yale alumnae. Games of basketball between the same two rivals were the highlight of the afternoon. The climax of the week-end was the banquet in Peirce Hall where faculty, students and alumnae joined in songs, toasts and speeches. Captains for the next year's teams were elected during the banquet. The evening ended with a local theatre party.

Faculty-Student Field Day was another yearly event in the fall when there was fierce competition between students and faculty in relay races of all types and a baseball or volleyball game. Many other activities were sponsored by the association dependent upon the interests of the students and the availability of the facilities. These included horseback riding, golf, swimming and bowling.

Since 1951 the organization has been host to a very popular cook-out held on the women's athletic field during the registration period at the beginning of the college year. During the same year the association began to send a field hockey team to the All-College



## Field Hockey Play Days.

Another happy occasion that stands out in the memories of students and faculty was the annual stunt night usually held in late February or early March. Not only was there anticipated excitement over the battle of the classes to see who would be the winner but everyone eagerly looked forward to the faculty production. A faculty presentation of "Snow White and The Seven Dwarfs" with Miss Chase of the Chemistry department as Snow White and President O'Connor as Prince Charming and a hilarious selection of faculty as the dwarfs will never be forgotten by the students enrolled in college in 1939. The annual Awards banquet of the association was started in 1959 and was one of the most popular closing activities of the college year.

The Musical Club had several components; the Chapel Choir, the Glee Club and the Orchestra. The Choir performed at every chapel service and was a small select group of 20 singers. The choir performed off-campus on a number of occasions for civic or professional groups or in television performances in the 1950's. The Glee Club was heard annually in the Christmas candlelight service and concert as well as a Christmas radio broadcast. In the spring they gave either a concert or an operetta alternating on a yearly basis. The operettas were very professional products involving elaborate costumes, scenery and full orchestra accompaniment. Gilbert and Sullivan operettas were the most popular choice. The orchestra was disbanded in the late 40's and reactivated by Mr. James Savas, the new Musical Club advisor, in 1954.

The Musical Club sponsored several assembly programs yearly bringing members of the Boston Symphony Orchestra to the campus. In the spring the Glee Club continued to sing with the Boston Pops Orchestra at Framingham Pops night in Symphony Hall, a tradition started in 1934 at the invitation of the Boston Symphony Orchestra. This was a very popular occasion for students, parents and alumnae. During the year the club usually gave a combined concert with the glee club of a local men's college, either Holy Cross College or Worcester Polytechnic Institute.

The Chemistry Council monitored the honor system that was in force during quizzes and exams given by the chemistry department. This honor system stated that all students taking these tests were on their honor not to ask for or copy anyone else's work. If a student or a faculty member saw any infraction of the system they were honor bound to report the incident to the President of the Chemistry Council. During the 1940's this honor system was also adopted by the Biology department. The name was changed to the Chemistry and Biology Council.

In 1951 students asked for the honor system to be extended to all academic courses in the college. After a period of lengthy discussion and revision by faculty and students the constitution was adopted by the college community and fully implemented in 1955. The name was officially changed to the Honor Council, and the Student Cooperative Association assumed responsibility for administering the program.

Each freshman or transfer student had to sign a statement that she had to read the Honor Constitution and would abide by its provisions. The constitution defined dishonesty: "as giving or receiving aid, comparing answers or attempting to do so during an examination, test or quiz. In all assigned work, such as a theme, term paper, or book report it shall be dishonest to hand in another's work as one's own. In those cases where sources are consulted, proper acknowledgment must be given."



The forward of the Constitution gave a very clear and concise statement of the ideals of the Honor Council:

Live To The Truth

*We, the students of the State College at Framingham, desire to prove we can meet the test of this our challenging motto. We believe that the main purpose of education is to develop character. Since honesty and a sense of responsibility are traits of good character, we seek to further their growth by establishing an Honor System and Honor Council. This system aims to develop the principles of honorable conduct and to increase intellectual integrity in all academic work. It is our belief that pride in the establishment of honesty in our professional relationships will also increase our consciousness of the rights of others and will thus develop improved social behavior within our college community. With these goals in view we pledge ourselves to the support of the Constitution of the Honor System.*

An Honor's List was also started in 1955. The list was published twice a year, at the end of the first and second semesters. The list was set up by divisions (Elementary, Home Economics, and Vocational Home Economics) and by classes. The three groups of honors were based on the quality point average for that semester: First honors 4.0, Second honors 3.8-3.9, and Third honors 3.5-3.7 Q.P.A. Honors were also listed on a student's permanent record.

A special Study Program (later called the Honors program) was initiated for the benefit of the more capable student in 1955. Eligibility for this special study program was a minimum quality point average of 3.8 for the entire sophomore year or the last semester of the sophomore year and the first of the junior year, excluding student teaching and house practice grades. The program could be carried on for four semesters or less under the direction of a faculty advisor whose discipline was related to the student's academic major. The honors project had to be approved by the Honors Committee and the final report had to be presented orally to the Honors Committee as well as a written report submitted to the college library.

The Commuter's Club was formed to foster a feeling of camaraderie and friendliness to all of the commuting students, who represented at least 50% of the total student body. During the year they sponsored a Christmas dinner at a local restaurant on the night of the Glee Club Christmas concert, a dance and a cook-out.

A student branch of The Association for Childhood Education was organized in 1951. They have had many professional and social activities during the course of the year including a Christmas party for needy children.

The college has sponsored two publications over these years: the Dial which is the college yearbook published yearly by the senior class and the Gatepost, the college newspaper published monthly during the school year.



## Traditional Activities

Freshmen initiation followed by freshmen court one week later was a fun experience for the seniors and accepted as a necessary part of college life by the freshmen. Initiation tasks or costumes such as the freshmen beany were mandatory for a week or more. Freshmen court was the time for the seniors to determine appropriate disciplinary action for their delinquent freshmen sisters.

The sophmores prepared most of the year for the May Day celebration which traditionally was given by their class. They wrote the script and made the costumes for the pageant and the May Day dresses which were varying shades of the May Day colors (lavender and pink were the colors in 1939). The ceremonies started with the May Day Chapel service opening with a procession of the sophmore class wearing the lovely dresses of the day followed by the May Queen and her attendents. The Spirit of Spring, a junior and the Spirit of Framingham, a senior, accompanied the Queen into Chalmers Theatre. At this time the former May Queens return to the campus to take part in the ceremonies. Each May Queen took an oath to return each year to the May Day pageant, if circumstances permit. The President opened the program which was followed by the crowning of the queen and the singing of the sophmore's welcome song. A reception for all of the May Queens concluded the morning activities.

The afternoon program was a pageant produced by the class members using a theme decided upon by the committee. Each year the pageant had interesting supris es as the day unfolded. In the later years the day was celebrated on a Friday instead of a Monday and happily ended with a dance that evening.

Christmas week was another popular tradition encompassing the total week. Monday was the day for a special assembly program focusing on the Christmas theme. On Tuesday the Student National Education Association club gave their yearly Christmas party for the needy children of Framingham. Wednesday was the occasion for the formal Christmas dinner in the Peirce Hall dining room for the dormitory students and a festive Christmas dinner for the commuters at a local restaurant or inn in Framingham. When these parties were finished everyone went to the annual Christmas candlelight service and Glee Club concert. The seniors traditionally went carolling on Thursday evening accompanied by the male faculty members. The singing started in the dormitories then out into the neighborhood to local faculty homes, the Home for the Aged and neighborhood friends of the college.

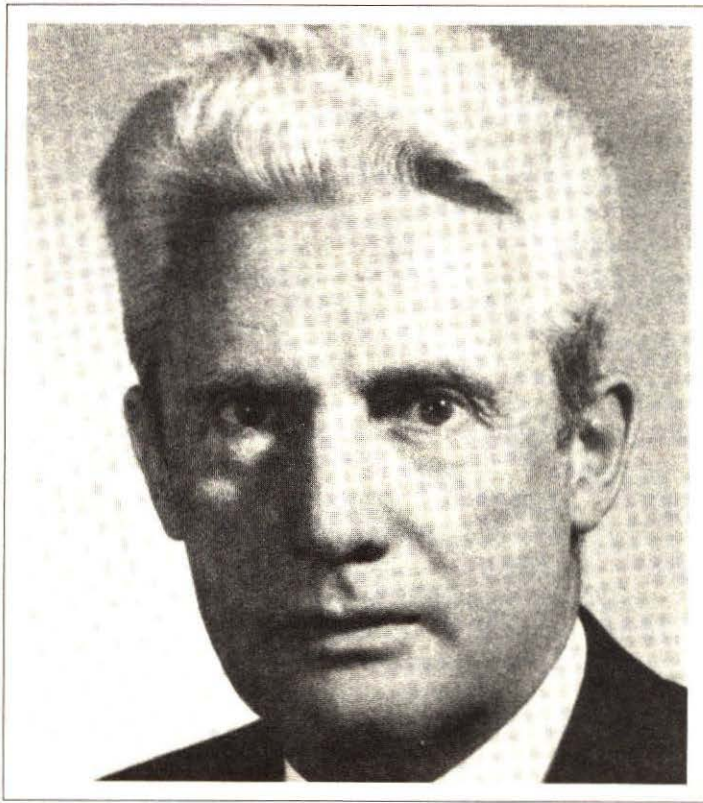
An Arbor Day activity sponsored by the senior class was held each year in early May continuing a tradition from the 19th Century. In 1940, the program opened with a formal procession of the College Choir singing an appropriate hymn, followed by the seniors in their academic robes and then the underclassmen walking to the site of the tree planting. The ceremony started with a scripture reading and choral response followed by a formal address by a chosen senior then closing with another choir selection and the planting of the tree. In this year two small redbud trees were planted; one on either side of the Whittemore Gate.

Class Day, a delightful celebration started by Mr. Whittemore in 1909 was an all-day activity held on the campus the day before Graduation. Early that morning the seniors could be found picking the daisies for the daisy chain in the fields near the college, finishing the scenery or the costumes for the pageant or working on the refreshments

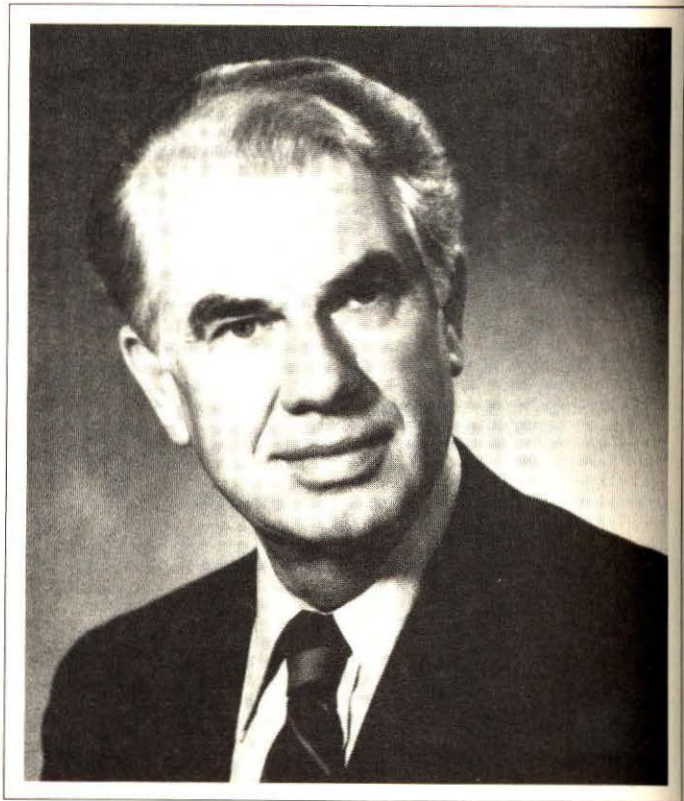
for the buffet. The formal program opened in the afternoon with the planting of the ivy and the acceptance of the spade by the President-elect of the incoming senior class. After the ivy exercises the drama presentation was given in Chalmers Theatre. Crocker Grove was a lovely setting for the buffet supper attended by the seniors and their parents. As dusk approached the girls formed the traditional daisy chain on the lawn of Horace Mann Hall much to the delight of family and friends. A Glee Club concert with solos by the Glee Club seniors was followed by the friendship circle of the senior class singing their class hymn. An informal dance in the living room of Horace Mann was the fitting climax to a memorable day.

There were many customs, and the school's motto to remind students and faculty of their continuity with the past. The pageant of 1939 traced the progress of the first one hundred years and helped to set a course for accomplishments still to come. And now on the threshold of a new decade, the college was poised for physical growth and a diversification of its curriculum and student body.

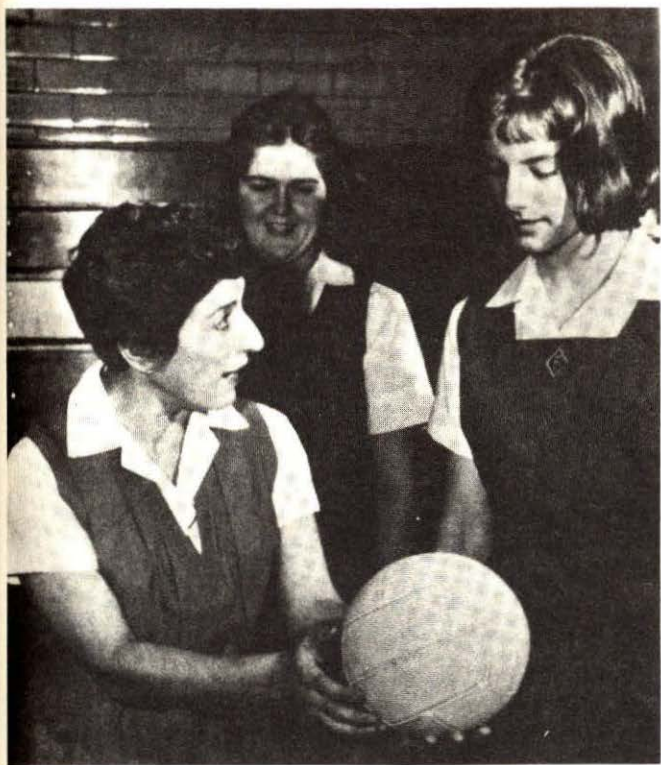




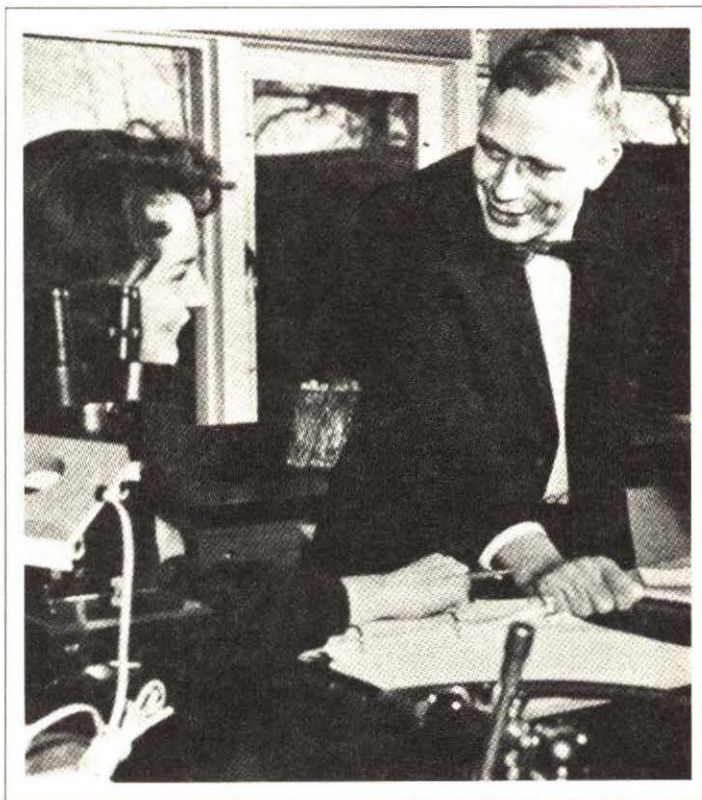
Dr. Martin F. O'Connor, President 1936-1961  
State Teachers College at Framingham



Dr. D. Justin McCarthy, President 1961-1985  
Framingham State College



Physical Education Class with Miss Marie Salvucci - 1963

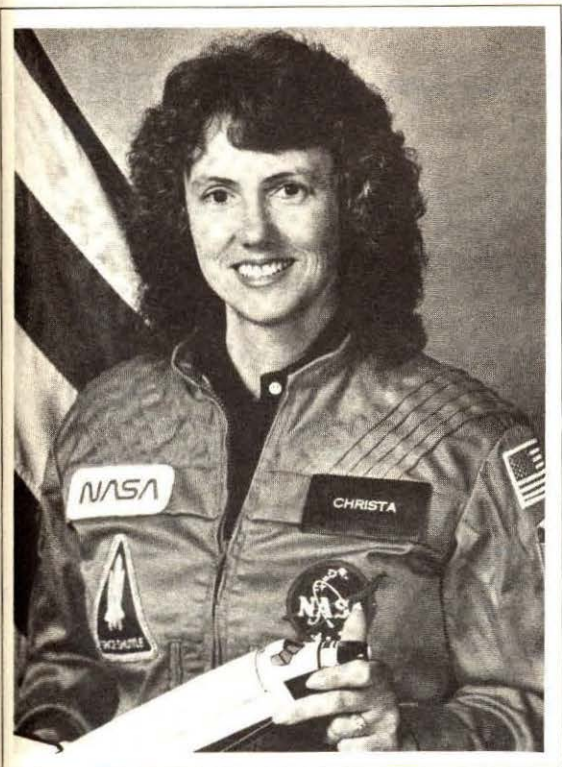


Biology Lab with Dr. Dana Jost - 1963





First Class of Men Students - 1964



Mrs. Christa Corrigan McAuliffe, Class of 1970  
Astronaut, First Teacher in Space



Practice Teaching



# DIVERSIFICATION IN CURRICULUM AND STUDENT BODY 1961-1985

*D. Justin McCarthy*

## Highlights

Framingham began a new era in its development on March 1, 1961. On that date Dr. Martin F. O'Connor, after an illustrious career spanning twenty-five years as President, retired and was succeeded by Dr. D. Justin McCarthy. President McCarthy came to the College with marked admiration for the work of President O'Connor and with expressed sentiments of respect for the past accomplishments at the historic institution and for the spirit of cohesiveness and community pride which prevailed on campus. The strong roots and foundation proved to be key factors in the flourishing of Framingham in the years to come. For the next twenty-four years Dr. McCarthy would serve as President, years in which the College would see remarkable and dramatic growth, development and diversification with the continuance of the quality which had been its hallmark since its beginnings.

The Framingham State College of 1961 served seven hundred students preparing for teaching. It was an all women's College. It had developed a splendid reputation in the preparation of teachers for elementary grades which had been its mission since its opening July 3, 1839 and in preparing teachers of Home Economics, which mission it had undertaken in 1898. This latter role had been established at Framingham when the Mary Hemenway School of Household Arts became part of the College through a bequest in the will of Mrs. Augustus Hemenway, philanthropist and original founder of the school. Upon graduation all students were awarded the degree of Bachelor of Science in Education. The College also offered a part-time continuing education program for those who wished to study for professional development, for the completion of the Bachelor's degree, or for taking courses at Framingham for students who could earn credit toward the degree of Master of Education at an institution authorized to grant the degree.

The opening of the door to academic broadening and diversification had recently been accomplished by the Massachusetts Legislature. In a provision of major significance to the College and their future students in 1959, the Massachusetts State Board of Education had sought the authorization to offer programs leading to degrees other than in Education. The request was approved by the Legislature on September 14, 1959, and in 1960 the former teachers colleges were officially named state colleges. Then the name "State College at Framingham" more accurately described the institution which now could look forward to providing a broader scope of courses to the post World War II applicants seeking admittance to a state college. Similar steps had been taken in states throughout the nation in response to the increasing call for public higher education in a diversity of fields for the ever-increasing number of students seeking public higher education. On the national scene also, steps were taken by the American Association of Colleges for Teacher Education and the Association of Teacher Education Institutions to restructure their organization, creating in 1961 the Association of State Colleges and Universities, reflecting more truly the comprehensive nature and mission of the institutions. Framingham, in its growth and development, has maintained its ties with this organization.



## **Period Prior to 125th Anniversary (1961-1964)**

### **Programs**

Recognizing the opportunity to begin to meet the broader challenges ahead, and recognizing too the resources already existing to meet these challenges, committees at the College moved toward the planning and establishment of newly-authorized programs. Framingham had already developed its courses toward the Master of Education degree which had to be awarded at other colleges through part-time study. Now a proposal was prepared built on and developed from the component offered on campus. This proposal was approved by the Board of Education in May, 1961 and Framingham was authorized to grant the degree. Henceforth students could complete all requirements on campus and be awarded the Master of Education degree at Framingham.

Work began also on the planning of undergraduate programs leading to degrees in addition to the Bachelor of Science in Education. Through further development and broadening of strong programs already existing, proposals were drawn up for the degree of Bachelor of Arts in English and in history. These were authorized in September, 1962, and marked the beginning of a host of new degree programs to serve an increasingly diverse student body in years to come. Approval was granted for proposals in biology and medical technology in 1964, the year when Framingham was to celebrate its 125th anniversary. During this period of time other significant program changes were instituted. The combination of the Vocational Household Arts Department with the Home Economics Department itself in 1963 provided new opportunities for those students who had an interest in becoming teachers of Vocational Household Arts in Vocational High Schools or departments in comprehensive high schools. With the support of the capable department head, Mrs. Agnes Hornby O'Neill, such students now became part of the regular Home Economics program, following its established requirements for two years and then, in the junior year, taking Vocational Home Economics Education as one of the departmental majors.

During this period also a Division of Liberal Arts was established under the direction Dr. Elmer Salenius, head of the English Department. As new majors were introduced and others planned, a strong component of liberal arts and general education became an integral part of each new program.

### **Physical Expansion**

During the period from 1961 to 1964, that memorable anniversary year, other significant developments occurred. The campus building program was experiencing the growth that would be necessary for the accommodation of an increasing student body - an enrollment which for the first time came to exceed 1,000. The first of the new buildings, opened in September 1961, was a dormitory-student union which would accommodate 200 resident students and provide for food service and activities for the student body. This much-needed building, appropriately enough, was named Martin F. O'Connor Hall after the retiring president. The announcement of the naming had come at an All-College Assembly on March 1, when newly-elected President Dr. D. Justin McCarthy said, "I couldn't think of a better way to begin my presidency at this College than to make such an announcement in behalf of such a revered person." At the assembly a resolution was presented from the Massachusetts Board of Education expressing esteem and appreciation to Dr. O'Connor for his dedication to education during his 25 years



as president of the College. Dr. O'Connor, accompanied by Mrs. O'Connor gave a moving message of thanks for what he called "a remarkable action."

In its service originally the building, in addition to being a dormitory, housed dining facilities, new alumnae quarters, chaplains' offices and the College infirmary. Later it became essentially a dormitory only as a large new Student Union-College Center was eventually built. Martin F. O'Connor Hall came to be a familiar landmark and much-appreciated building on the Framingham Campus.

Hemenway Home Economics and Science building opened in 1962, a much-needed and welcomed addition. With its construction, Wells Hall was razed as the new facility provided the classroom, laboratories, and many other accommodations which had long been sought and planned at the College. Food and Clothing laboratories were provided along with biology, chemistry and physics labs. Among other facilities included were a child development laboratory, testing room, art rooms, library, mathematics resources, seminar rooms, lecture hall and faculty lounge.

Other steps in the physical development of the campus during this time included the construction of a major new parking lot to provide spaces for vehicles that in earlier days had found sufficient room in Dwight Circle and its adjoining hill, the conversion of the Bement House to the President's House upon the completion of the new Martin F. O'Connor dormitory, and the construction of a new power plant which would be necessary to meet the needs of further planned expansion.

## **Personnel**

Major changes in personnel took place at the beginning of the 1961-62 academic year as some key personnel retired or resigned and new appointments were made. Miss Dorothy Larned, Dean for the past eighteen years after prior service on the faculty, retired. Dr. Leonard Savignano, Head of Elementary Education, resigned to accept the Westfield State College presidency. Miss Muriel Buckley, Acting Head of Home Economics, decided to return to her faculty post. Three key positions, therefore, were to be filled. Fortunately Miss Carolla Haglund, a highly respected and able faculty member, agreed to accept the post of Dean. Dr. Gail Cosgrove, a member of the Boston State College faculty with broad administrative and teaching experience, came to Framingham as Head of Elementary Education. He also assumed the post of Director of the part-time Graduate and Continuing Education program. This part-time position had been previously filled under the capable direction of Dr. Dana Jost, who wished to devote full time to his teaching duties in biology. Dr. Constance Jordan, a Framingham alumna with a splendid record of accomplishment and experience, returned to her Alma Mater as Head of the Home Economics Department. As the College continued its expansion plans, these individuals proved to be sources of strength in upholding and furthering the work of their predecessors.

As Framingham looked forward to its 125th anniversary in 1964, planning continued on providing new personnel, new programs and new facilities to be needed in accommodating the predicted large number of applicants represented in the growing post-World War II population.

During this time some new appointments were made in the area of admissions and academic administration. Dr. Vincent Mara was named Director of Admissions. Dr. Mara, while serving on the faculty, had previously assisted Dr. John Bowler in this area



with Dr. Bowler carrying the responsibilities of both Registrar and Director of Admissions. Now Dr. Bowler could devote his administrative time to the ever-increasing demands of the Registrar's Office, and the Admissions Office in its growth could have a full-time director. Dr. Gail Cosgrove was appointed Academic Dean to assume the responsibilities associated with a rapidly expanding curriculum and corresponding increase in faculty. Dr. Cosgrove had formerly served as Head of the Elementary Department and Director of Graduate and Continuing Education.

## Special Events

Among the many special events taking place during the early period of Dr. McCarthy's presidency was his inauguration, the dedications of Martin F. O'Connor Hall and of Mary Hemenway Hall and the activities of the 125th celebration of the College.

Framingham State College was prepared to welcome its new president. D. Justin McCarthy was graduated from Bridgewater State College and earned his doctorate at Harvard University. Early in his career he served as a public school teacher and administrator. Later, he was Dean at the University of Maine at Farmington and a faculty member at the University of Massachusetts, Amherst. Just prior to his appointment to the presidency of Framingham State College, he was Director of State Colleges for the Commonwealth of Massachusetts. He had unusually broad experience in the field of accreditation of colleges and universities.

The inauguration of Dr. McCarthy as the eleventh head of the College took place on May 17, 1961 in Dwight Hall with over 150 College presidents and other delegates from educational institutions and learned societies in attendance. State and local officials participated and speakers from the College included Advisory Committee Chairman, Raymond F. Callahan, Alumnae President Mrs. Helen Flood; Student Olive Macdonald; former President Martin F. O'Connor and President McCarthy. The invocation was given by Rev. D. Vincent McCarthy, President McCarthy's brother, and guests included his wife, Mrs. Rosemary McCarthy, Dr. McCarthy's mother, and members of his family.

The inaugural speaker was Dr. Francis Keppel, Dean of the Graduate School of Education at Harvard University, who had presented President McCarthy his doctoral degree. The new president was officially inducted into office by Mrs. Alice Pederson, Chairman of the State Board of Education. In responding President McCarthy expressed his sense of privilege to have been selected to head such a highly regarded institution and pledged to uphold its standards in leading it to further accomplishments, expansion and broadening in the years ahead. He said, "As we grow in size and enrollment, in programs and in service, the question is raised as to the insuring of quality in the face of change. Now as never before every possible effort is needed for preserving strength and quality as our College expands to meet unprecedented enrollment demands.--- Expansion for expansion's sake is bootless, just as is change for the sake of change. Quality cannot be sacrificed at any cost." The new president stressed the role of the faculty in maintaining and enhancing college standards, stating, "Regardless of the size or programs of any institution of learning, its quality, its moral fibre, its intellectual vigor are in the final analysis determined by its faculty. It is impossible to overrate the need for a first rate faculty." In pledging his own commitment to the increasing members of students to be served in years ahead, the President also called upon Massachusetts to provide top quality higher educational opportunity for all worthy young people seeking it in the future. A highlight of the program was the presentation of a special message from President



John F. Kennedy congratulating Dr. McCarthy on his past accomplishments and wishing him well in his new post. Following the Dwight Hall inaugural ceremonies a reception was held in Peirce Hall where participants in the day's activities had an opportunity to socialize informally with Dr. McCarthy and his family.

The dedication of O'Connor Hall as a formal event took place on May 1, 1962. The naming of the building had been announced by President McCarthy in March of 1961, and occupancy had begun in September of that year, but on this occasion dignitaries and college personnel came together for official ceremonies. Speakers included Mr. Raymond J. Callahan, Chairman of the College Advisory Board; Miss Mary Melley, student-who would later return as a faculty member; Mrs. Helen Flood, President of the Alumnae Association; Mr. Joseph Salerno, Chairman of the Massachusetts State Board of Education; President McCarthy and Dr. O'Connor, whose remarks were greeted with special warmth and enthusiasm. Well-deserved tributes were paid by all and those present had a much appreciated opportunity to meet and reminisce with Dr. and Mrs. O'Connor and members of their family. As later events developed the occasion carried treasured memories, as Dr. O'Connor passed away in the summer of 1963. His memory was once again perpetuated in 1964 when Mrs. O'Connor presented a portrait of Dr. O'Connor, unveiled by their daughters Mrs. Barbara Acton and Mrs. Ursula Patterson, a Framingham graduate. This portrait is hung in Martin F. O'Connor Hall.

Another significant ceremony took place on May 2, 1963 when the new Home Economics-Science Building, May Hemenway Hall, was officially dedicated. This occasion constituted a moving tribute to the philanthropist who had made it possible for the original Household Arts program to come to Framingham. Speakers on this occasion included Dr. Own Kiernan, Commissioner of Education; Mr. Raymond J. Callahan, Chairman of the College Advisory Board; Mrs. Helen Flood, President of the Alumnae Association; Patricia Curran, student; and President McCarthy. The invocation was offered by Rev. Augustus L. Hemenway, great-grandson of Mary Hemenway. The main address was presented by Dr. Margaret L. Ross, Director of the School of Home Economics at Simmons College and a 1934 graduate of Framingham. Special pleasure was provided for attendees in meeting a number of Mary Hemenway's descendants who had been brought together by Home Economics faculty member, Miss Marion Macdonald.

### **125th Anniversary**

As the College looked to its 125th Anniversary, a host of activities and events took place, culminating in the long-anticipated celebration week of May 18-23, 1964. Displays were featured throughout the College depicting each 25 year period in Framingham's history. Throughout the week students gave presentations and led discussions on the many displays presented both in campus buildings and in outdoor settings. Events planned under the chairmanship of Miss Margaret Walker of the faculty included a Glee Club Concert under the direction of Mr. James Savas, a pageant presented by the Alumnae Association, distribution of a new publication covering the past twenty-five years at Framingham to supplement the previous one-hundred year history, a special anniversary convocation and a wide array of other activities. The main speaker at the Anniversary convocation was Dr. Abraham Sachar, the first president of Brandeis University. Other platform guests included alumnae, state and local dignitaries, Dr. Francis Guindon of the Massachusetts Division of State Colleges, and President McCarthy. Dr. Sachar spoke on the topic "What's Right With the World." In his remarks Dr. Sachar reminded the audience that the convocation came at a time "when the world seems harsh and



it is not easy to be optimistic." Yet he also pointed out opportunities which could lie ahead, saying "As I evaluate the contemporary scene, I say in candor there is no more thrilling time in history in which to be alive."

Concluding the events of the week was the dinner-dance attended by friends of the college and state and local officials. This special event, organized by Mrs. Edith McGoldrick as general chairman and Mrs. Rosemary McCarthy as honorary chairman, was a fitting and long-to-be remembered closing to an historic series of celebrations at Framingham State College.

### **Post 125th Decade (1964-1974)**

With the 125th anniversary now another milestone in Framingham history, the College moved ahead with plans for further growth and provision of educational opportunities for a larger and more diverse pool of students. The decade ahead proved to be a productive and eventful one.

A major step taken at this time was the enrollment of men in the student body. For some years the part-time division of Graduate and Continuing Education had opened its doors to men, but their admittance into the full-time day program represented a marked departure from past policy. Already Framingham had become a state college rather than a teachers college. New programs in English, history, biology and medical technology had been established and many more were envisioned to meet the needs of all qualified applicants, both female and male. Initially the proposal to admit males was received with mixed enthusiasm by students. Some were less than enthusiastic when the idea was originally proposed while others wondered why this had not happened before. Once the first group - all thirteen of them - had become students, however, general acceptance was accorded them and in subsequent years the step proved to be a good one, particularly in view of the increasing number of majors which would be established during the next decade as the College continued to broaden its horizons and increase its offerings. Originally Mr. James Savas and Mr. George Sansone served as Deans of Men in addition to their faculty responsibilities. As the number of men increased and as new appointments were made in the Office of Student Services, Mr. Edward DeSaulnier became Dean of Men.

### **Programs**

During this period majors were approved and offered in chemistry, early childhood, French, mathematics, earth science, psychology, Spanish, geography, art, philosophy, food science, economics, sociology, liberal studies and computer science. A computer center was established, an asset to the total College. Each of these majors received approval on campus only after having been thoroughly reviewed by appropriate committees, in keeping with Framingham's solid emphasis on the principle of participation in the decision-making process as an integral part of the college governance.

While new programs were being added constant evaluation of the whole curriculum continued. Following a two-year study carried on by a special Ad Hoc Committee which provided many opportunities for campus-wide discussion, a totally new curriculum structure became effective in 1972. The new plan was built on a four course program with 32 courses being required for graduation. Through its grouping of courses the plan provided for required study of 12 courses in general education. It provided for 20 further courses in a major department calling for study in the major, required related courses,



professional courses and subject matter minors. The plan provided opportunity for in-depth study and for the acquisition of a solid liberal education.

A study of Massachusetts State Colleges commissioned by the Board of Higher Education's Advisory Council named Framingham as "the outstanding example among the State Colleges." In describing the development of the new curriculum, the study continued,

*...the process has involved students, faculty and administrators in a series of college-wide committees; the resulting curriculum is creative and unconventional without being radical. It represents a recasting of the entire four-year program in a new pattern which is simple, easy to understand and administer, and which contains a strong sense of professional purpose with a maximum opportunity for flexibility and individualization of program. In the development of this effort, Framingham has demonstrated strong democratic organization and leadership, openness to change and a high level of institutional vitality.*

Throughout this period the program of Graduate and Continuing Education continued to flourish. Programs offered both during the academic year and during the summer had continued to enroll large numbers of students. The 1964 Fall session enrolled 800 students, and by the Fall of 1974 that figure had more than tripled. In addition to the Master of Education Program previously authorized, the College received approval for the Master of Arts and Master of Science degree. A new full-time day program was initiated for students pursuing the Master of Science degree in Food and Nutrition. Also during this period the non-traditional External Degree program was inaugurated, with successful candidates receiving the Bachelor of Arts degree in Liberal Studies. Dr. Joseph Palladino was named full-time Dean of Graduate and Continuing Studies in 1967. With the need for additional personnel occasioned by the growth and complexity of Graduate and Continuing Education and Special Programs, Dr. Constance Jordan in 1972 became Dean of Graduate Studies.

### **Physical Expansion**

As new academic majors were established and enrollments increased sharply, the program of physical facilities expansion continued.

In 1968, Dorothy Larned Residence Hall, named for the former Dean of Women, opened as a six-story building accommodating 345 students. The opening of Henry Whittemore Library, named for the former College president from 1898-1917, came in 1969. The new building combined facilities for library, classrooms, laboratories, offices and Media Communications Center. In 1973 two more residence halls were completed. Corinne Hall Towers dormitory, named for a former Home Economics professor, accommodated 450 students. James D. Linsley Hall, housing 180 students, was named after the late professor of history. The year 1973 also saw the opening of the Stuart Foster Home Management House, named after the former professor of chemistry and leader in the field of dietetics.

During this period, with the need for more land a clear priority, a major



acquisition was the property at the foot of State Street on Maple Street, providing 27 acres of land for new outdoor athletic facilities, 15 acres being ceded to the College for 20 years by the Metropolitan District Commission with the remainder obtained by direct purchase. Six neighborhood homes were acquired for building and parking needs. An enlarged parking lot was constructed at the foot of Maynard Road and subsequently enlarged again with further parking provided for on newly-acquired land on Adams Road at the corner of Maynard.

The former Seventh Day Adventist Church with adjoining land was purchased to serve as an Ecumenical Center and to provide parking to help alleviate a perennial campus problem.

During this period also the Alumni Association purchased the stately Willis home to serve as quarters for the increasingly active Association, flourishing so well under the services of its Alumni Officers and Board and those of Director of Alumni Affairs, Mrs. Marilyn Foley.

### Special Events

The dedication of the Dorothy Larned Residence Hall was held on May 18, 1969. The naming of this building represented a well deserved tribute to the former Dean who had brought such a strong and positive impact to students in her service as faculty member and administrator from 1929-1961, the year of her retirement. Speakers included Mr. Raymond J. Callahan, Chairman of the College Advisory Board; Miss June Londergren, student; Mrs. Mary Capman, President of the Alumni Association; President McCarthy; the Reverend J.J. Bishop, Miss Larned's rector in Epiphany Episcopal Church in Winchester, and other state and local dignitaries. Remarks and thanks were presented by Miss Larned, whose wit and fond reminiscences about her days "on the Hill" constituted the high point of the ceremonies.

December 2, 1973 marked another milestone in the history of Framingham State College when four new buildings were dedicated. There were the Corinne Hall Towers Dormitory, Stuart Foster Home Management Hall, James Linsley Residence Hall, and the Henry Whittemore Library. Speakers included those from the College and from the Alumni Association who had a feeling of particular interest in the person for whom each building was named. The Alumni Association's publication *The Echo*, in reporting the event, presented excerpts from the various speakers remarks. President McCarthy said, "To me it is particularly important to realize today that we are honoring individuals who meant so much to the College. Valuable and different types of contributions were made by Henry Whittemore, Stuart Foster, and Corinne Hall during their long years of impressive and inspiring service, and by James Linsley during his brief but never-to-be forgotten time at the College." Mrs. Ruth Wakefield of the College Advisory Board and a former student of Corinne Hall recalled, "She always had the door open when you needed her." Faculty member Rita Loos, associate of the late James Linsley in the history department said, "He loved his work, his students, and his campus, and gave as fully as he could. We all learned from him by living and working with him." Library Director Stanley McDonald, said of the former College president, "His concern and respect for students have become the cornerstone of education at this College." Dr. Constance Jordan, Graduate Dean and former student of Dr. Stuart Foster referred to him as "Mr. Chips of Framingham State College" and continued, "My former bio-chemistry professor has contributed greatly to the American Dietetic Association. I always think of



Dr. Foster as Mr. A.D.A.” Both Corinne Hall and Dr. Foster were present for the ceremonies. A reception was later held in the Library where friends and participants had the opportunity to meet with them and with relatives of James Linsley and Henry Whittemore.

### **External Influences**

On the state level a major change was instituted in the overall governance of the State Colleges. This came in 1965 as a result of the “Willis-Harrington Bill”, which created a Board of Trustees of State Colleges separate from the Board of Public School Education. Created also was a Board of Higher Education to coordinate all of public higher education. This bill was in keeping with the broader mission of the State Colleges, offering in addition to their teaching majors, a large number of other programs in diverse fields. This marked the beginning of new autonomy for the colleges as they continued to fulfill their roles as truly comprehensive institutions. By legislative act in 1968 the official name of the College became Framingham State College rather than State College at Framingham which had been designated in 1960. This change, applying to Framingham and the other state colleges, received relatively little notice but was one more indication of recognition being accorded to institutional individuality.

On the national level, as colleges in the sixties saw astonishing growth and as many moved to provide broader access, it incredibly was only after turmoil and violence that entrance to some institutions was gained by minorities including blacks. It was only as a result of the Civil Rights Movement that blacks were finally admitted to such institutions as the University of Mississippi and the University of Alabama, and that the historic Civil Rights Acts of 1964 and 1965 were promulgated. Blacks had been welcomed at Framingham from the beginning and one of its famous graduates was Olivia Davidson, wife of Booker T. Washington.

The sixties too were times of tragic violence which had profound effect not only on students but upon the whole nation as well. The assassination of President John F. Kennedy on November 22, 1963, had left campuses in what one Framingham student described as a state of “incomprehensible shock.” Again shock upon shock came in the Spring of 1968 with the assassination of Martin Luther King and Robert Kennedy. The turmoil of the sixties saw too the escalation of the Vietnam War and the increased activities of the New Student Leftist Movement. Berkley and Columbia were only two of the major institutions besieged by violence and disruption, while Kent State, much less prominent and less well-known, was propelled into a position of unrelenting focus in May, 1970. The shooting deaths of four students during the quelling of a demonstration caused reverberations on campuses through the country, many of them characterized by violence and disruption. As at many other campuses, students at Framingham were appalled by the Kent State event, and by the invasion of Cambodia which had occurred just a few days earlier. It is to their credit that the Framingham students handled matters responsibly. In the closing days of the week following Kent State, the College remained open, with forums, vigils, assemblies and other activities being carried on and with some regular classes continuing. After the trauma of this period, the College did resume its regular program with the academic year being completed as planned and with graduation held as scheduled.

In retrospect it is clear that the close working relationships for which Framingham had always been known had a major impact at the time. Also the long-established policy



of student participation in tri-partite committees proved to be of considerable value. Particularly helpful was the All College Governance Committee. This committee made up of 5 faculty, 5 students, and 5 administrators and moderated by the College President, was constituted as a body to consider major issues affecting the total college. The Committee deliberations and actions brought a positive influence to the campus at this time. Years later the State Colleges of Massachusetts would all establish All College Committees (A.C.C.) but the initial impetus had come from Framingham in its All College Governance Committee. (ACGC).

## Personnel

With the continued growth and complexity of the College, the large number of faculty and students, and the expanded program of courses and campus activities, changes and new appointments were also made in administrative personnel during this period. Dr. Gail Cosgrove was named to the new post of Executive Vice President, Dr. Vincent Mara became Academic Dean, Dr. John Bowler became Director of Administrative Services and Dr. Arthur Chaves was named Director of Planning and Research. Dr. Dennis Golden was appointed to the post of Dean of Students of the now fully co-educational college with Dean Carolla Haglund continuing with her administrative responsibilities as Dean of Women to an ever-increasing number of women students. Another addition of interest was that of Mr. Stephen Ryder, initially as a physical education instructor and later as Director of Athletics working with Dr. Ann Mackey, Chairman of the Physical Education Department as the athletic program and men's athletics continued to grow.

Other significant personnel changes during this period included the appointment of Mr. Dudley Marsh to the position of Director of Administrative Services upon the retirement of Dr. John Bowler. Toward the close of this period also Dean of Women Carolla Haglund decided to return to the faculty in 1974 as Associate Professor of History and Coordinator of International Education Programs. In 1974 also Dr. Thomas Bellavance came as the first Undergraduate Dean for Framingham, a College now with 160 faculty members in contrast to the 45 at the beginning of Dr. McCarthy's presidency.

Off-campus affiliations increased sharply as students in a wide variety of majors found internships and professional experiences provided as integral components of their programs by an increasing number of industries, businesses and private and public organizations. An organizational change took place in off-campus professional experiences for teaching candidates, with the establishment of Teacher Education Centers in a number of towns and cities. This replaced the former training school program which had served the College well for so long, but provided college students the opportunity to work only with pupils from Framingham in their early teaching experience. For each center a Coordinator was named to work with the College and with the pupils of different backgrounds found in varying types of communities and schools. As described in the College Catalog "Framingham State College has established a series of teacher education centers to serve the needs of its students in off-campus professional experiences (Field Study, practicum and student teaching.) Organizationally this is a College and public school partnership which integrates theory and practice, the off-campus and on-campus aspects of the teacher-education program."



## Period from 1974-1985

### Programs

During this period evaluations of curriculum programs were made, the general education requirement was restructured and new majors in Media Communications and Nursing were introduced together with new minors and concentrations in a number of programs. A Media Center was established, serving as a valuable resource to the whole College community

A two year study was conducted from 1978-80 by the College Curriculum Committee, resulting in a general education proposal subsequently adopted and making changes in the General Education requirement. Under the new plan both writing and mathematics courses were required and provisions were made to insure more adequately for students an appropriate regard for the humanities, social sciences, mathematics and the related disciplines.

During 1982-84, successful program reviews were conducted at Framingham in chemistry, food science, physics, earth science, mathematics, computer science, biology, medical technology, geography and food and nutrition. This process was planned to continue until all programs had been reviewed as part of a program of statewide reviews.

With the continuous program of curriculum development, Framingham, in contrast to its two original majors in Elementary Education and Home Economics, offered twenty-seven majors by 1984 with considerably more programs including minors or concentrations. It is of interest to note that the Education Department itself offered two majors - Early Childhood Education and Elementary Education. The Home Economics Department offered three majors - Clothing and Textiles, Consumer and Family Studies and Food and Nutrition - these programs including also a variety of minors and concentrations.

A picture of program offerings at this time is presented below. Offerings are grouped under the categories of Humanities; Social Sciences; Natural Sciences; Mathematics and Computer Science; and Applied Studies. Graduate programs are also presented.

### Group I - The Humanities

#### Art

Art	Art Teaching	Interior Design
Art History	Ceramics	Painting
Art Studio	Graphic Design	Printmaking
Art		Sculpture

#### English

American Studies	English Teaching	Professional Writing
English	Journalism	Writing

#### Modern Languages

French	Spanish	
French Teaching	Spanish Teaching	

**Music**

Music

**Philosophy**

Philosophy

**Speech**

Speech

**Group II - Social Sciences****Economics**

Business

Finance

Quantitative Economics

Economics

Microeconomics, Applied

**Geography**

Business Location

Geography

Planning

Environmental

Geography Teaching

Management

(in cooperation with another state college)

**History**

American History

European History

History Teaching

American Studies

History

**Politics**

Politics

Public Administration

Suburban Studies

**Psychology**

Human Services

Management Science

Psychology

**Sociology**

Sociology

Anthropology

Deviance and Social

Aging and Health

Community Life

Control

Theory and Methods

**Group III-Natural Sciences, Mathematics and Computer Science****Biology**

Biology

Biomedical Science

Wildlife Biology

Biology Teaching

Environmental Biology

**Chemistry and Food Science**

Chemistry

Food Science for Industrial

Therapeutic and

Food Science

and Governmental

Clinical Dietetics

Employment

**Computer Science**

Computer Science

**Mathematics**

Computer Mathematics

Mathematics Teaching

Statistics

Mathematics

**Physics**

Earth Science

Geology

Physics

Earth Science Teaching



### Group IV-Applied Studies

#### Education

Early Childhood Education	Learning Disabilities	Reading
Elementary Education		

#### Home Economics

Business Communications	Consumer and Family Studies	Food and Nutrition
Clothing Design	CUP Program-Dietetics	Foodservice Systems Management
Clothing and Textiles	Dietetics	Home Economics Teaching
Community Nutrition	Fashion Merchandising	Human Services

#### Media Communications

Corporate Media Communications	Media Communications	Media Production
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#### Nursing

For Registered Nurses from Framingham Union Hospital, Cushing Hospital of Framingham

#### Physical Education

Health Education	Physical Education
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### Graduate Degree Programs

Degree	Concentration	Sponsoring Department
Master of Arts in Administration	Business	Economics
	Education	Education
	Food Service	Chemistry
	Health Care	Biology
	Museum	Art
	Public Administration	Politics
Master of Arts in Counseling	Community Counseling	Psychology
	Gerontological Counseling	Psychology
	Alcohol Abuse Counseling	Psychology
Master of Education	Elementary Education	Education
	Generic Special Education	Education
	Reading and Language Arts	Education
	Home Economics	Home Economics
Master of Science	Food and Nutrition	Home Economics and Chemistry

\*Also External Degree Program granting Bachelor of Arts in Liberal Studies through Division of Graduate and Continuing Education.

While the above offerings reflected marked accomplishment, the seeking of approval for new programs such as Business Administration continued to be a major thrust at the College.

Accompanying the marked increase in curricular offerings was a corresponding increase in internships, creating one more positive factor in increasing linkages with the business and industrial complex, high technology, public service, health and other

organizations so important to the fullest development of the College. The strengthening of those linkages was further attained by the College's Continuing Education programs in providing research and utilizing faculty from such organizations and making available the services of such typical campus facilities as the Library, the Computer Center and the Media Center.

With the expansion of curricular programs on campus came a corresponding increase in co-curricular activities and organizations. The Department of Student Services, in conjunction with an ever-increasing number of student clubs and organizations, continued successfully its coordination of a full program of social, cultural and recreational activities. Of particular interest was the growth of the athletic programs for women and men, resulting in a broad array of intramural sports and seventeen competitive inter-collegiate programs.

In addition to new majors, minors and concentrations developed in this period the College gave special attention to seeking to assist students in a changing population whose needs and interests might be atypical of a traditional student body.

For some time the Division of Continuing Education had offered a program designed to serve students, generally older than most enrollees, seeking to earn a Bachelor's degree through part-time study. This program, under the direction of L. William Irwin, had been most successful, but now came the call to provide for more and more older students enrolling on a full-time basis as members of the regular undergraduate body of 3,200 students.

One of the particularly significant services initiated during this era was the program of Adults Returning to College (A.R.C.). This was begun in 1982 by Dr. Beverly Weiss, Professor of Psychology. It was established in response to the College's recognition of the need to serve the growing population of older students. Under the program students 25 years or older were fully integrated into college classes and yet had special services, including their own orientation program, their own meeting room in the College Center, and their own newsletter. In support of the program the College awarded a Professional Development grant to Dr. Weiss and reduced her teaching responsibilities so as to allow her more time to devote to the program. In 1983 a special non-credit course was introduced to aid A.R.C. students in the re-entry process. This service has proved to have had a major positive impact on facilitating the return of older students to campus.

The program Alternatives for Individual Development continued in its goal to be of special assistance to candidates for admission coming from economic, cultural, or educational backgrounds which could put them at a competitive disadvantage in their pursuit of a college education and degree. Under the program the College continued to offer to them individual academic planning, special counseling and tutoring and appropriate course loads. Of particular note has been the requirement that students in the program fulfill the same academic standards met by all other students at the College. Instituted under the direction of Dr. Joseph Lopes, the program through the services of Assistant Director Jean Woodbury and staff, has indeed done much to provide enrolled students with the academic enrichment and motivation to help them in maintaining their retention at the College and graduate successfully.

As a service to regularly admitted students, the College Skills Center, established in 1978, continued to provide one-on-one academic counseling and instruction. Students



served in the program were essentially newly-admitted students with identified academic deficiencies in verbal, mathematical or study skills. The center has provided valuable experience not only for new freshmen, but has served as a tutorial resource and registry for upper classmen as well, bringing together tutors and those seeking tutoring for work in all college courses. With visits to the Center increasing five-fold in as many years, the Center has flourished under the overall direction of Dr. Stefanie Sullivan, Staff Associate for Academic Affairs, and under the tutorial and advising services of her staff of directors and of faculty members and student tutors assisting in the program.

With the increasing diversity of population on campus in this period, the program Black Awareness Week was instituted to educate the campus community on black history and on issues of interest and concern especially to black members of the College community. Black student leaders, working with Dr. Joseph Lopes, Director of Personnel and Affirmative Action and faculty representatives, brought to campus outstanding speakers, particularly from the black community and organized activities on black history and culture throughout the week. This program has developed into an annual event to the advantage of the whole campus community.

The Center for Suburban Studies was established in 1978 to function with suburban communities in South Middlesex as a forum for discussion and action on suburban issues and as a coordinating center for the development and implementation of public service projects. The Center was founded in conjunction with interested citizens and officials from area communities. Based in the College's Department of Politics, and cosponsoring activities with such typical groups as the South Middlesex Area Chamber of Commerce and the Small Business Administration the Center, under the direction of Dr. Elaine Storella, continued to bring together representation from the South Middlesex area's industrial, educational, civic and human services area toward research on and resolution of suburban issues.

The establishment of the Danforth Museum of Art had its beginnings with preliminary discussions of campus-community groups including the College, interested citizens, Town of Framingham selectmen, and state officials including the Statewide Board of Trustees of State Colleges. An initial grant from the Board of Trustees gave impetus to the project. Action by town officials gave the museum a home by making available a section of the former Farley Middle School after presentation at town meeting of the project by Mr. Paul Marks, leading town citizen, and President D. Justin McCarthy of the State College. Hundreds of citizens from area communities joined Mr. Marks and his committees in supporting the project. In 1974 Mrs. Hedy Landman was named director to make plans for the museum and to head its operation when underway. Mr. Marks became first President of the museum and immediately saw the beginning of remarkable growth and development. Emphasizing 19th and 20th century art, operating a successful museum school and providing internships to Framingham State College students studying Museum Administration Danforth soon became firmly established and highly respected. When Mrs. Landman subsequently left she was replaced by Mrs. Joy Gordon, who continued the high level of leadership and success in acquiring high quality collections in securing grants for program support, and in helping achieve growing membership. The director also continued to be on the faculty of Framingham State College as a member of the Art Department.

Cultural programs offered to the greater Framingham community were further extended through exhibitions at the College's on-campus Mazmanian Gallery; faculty



presentations at the College Lyceum program; performances by the newly-affiliated residence orchestra, the New England Philharmonic which supplemented the well-known and highly regarded program regularly presented by Professor James Savas and college musical groups; dramatic productions; and hosts of speakers and entertainers provided through the College's Special Events and Cultural Committees.

### **Framingham State College Foundation**

In 1981 the College initiated a strong effort to establish a Framingham State College Foundation which would make available to the College funds other than those currently used. Budgeting appropriations had varied in adequacy from year to year, reflecting state fiscal situations and policies. The same had been true with grant funds, this posing particular problems when federal financial aid programs were undergoing retrenchment even when the number of student applicants was increasing steadily. Alumni, college and other scholarship and loan programs were of considerable help, but not sufficient to meet needs. A College foundation would be one more vehicle of help. With campus support and with particular assistance from Board of Trustee Chairman Edward Clasby and the Honorable James M. Sweeney, the Framingham State College Foundation, Inc., was approved as a legal entity on December 9, 1981. The approval authorized the foundation to solicit funds "for the development, promotion, and benefit of the College and its students." With the College having developed positive working relationships with the business/industrial complex and particularly with high technology as College programs and services expanded, there was opportunity to benefit from this relationship through Foundation contributions. In addition to gifts of funds, equipment, securities and matching contributions for employees from corporations the Foundation looked forward to individual gifts, bequests and wills, and fundraising activities. One of the first gifts was a most generous and substantial bequest from the estate of the late Dr. Alice Glover, former Chairman of the Physics and Biology departments. In keeping with her wishes a scholarship was established to encourage students seeking admission to and continuance in Science and Nature Study at Framingham State College. The program has attracted some excellent students and, where eligibility has been maintained, has helped them through to graduation. Contributions continued to be sought from diverse sources and, through a sound investment program, the Framingham State College Foundation has become a strong asset to the College.

### **Physical Expansion**

Expansion and renovation in the physical plant of the College continued in response to needs for academic facilities, faculty offices, quarters for student activities and requirements to accommodate the increasing programs of the College.

A major addition was the construction of Hemenway Annex, an addition one and one-half times the size of the original Hemenway Hall. Fulfilling a crucial need on campus and completed in 1974 at a cost of \$4.8 million this structure provided much-needed classroom space, offices, laboratories and modern scientific facilities. Accommodations were included for the departments of biology, chemistry, geography, home economics, mathematics, physics and psychology. A feature of special note was the 70 seat planetarium. Additional facilities included two amphitheaters, greenhouse, and sterilizing and animal rooms.



After years of planning and anticipation, the long-awaited College Center was completed in 1976. A spacious five-level building, this new structure brought to campus a center with the potential for providing more social activity and more common use areas for resident and commuting students alike. Among facilities provided were student government offices, publications offices, college radio station WDJM and similar student enterprises. Provided too were the Office for Student Personnel Administrators and for placement, counseling, financial aid and campus ministry. Dining commons and private dining rooms for special functions contributed welcome accommodations. Provided too were a special Forum room, an art gallery, lounge areas, a game room, post office and other similar facilities. This addition to the campus all-in-all offered welcome facilities for the use of the whole college community, students, faculty, administrators, staff, alumni - as well as off-campus groups and organizations.

A project of particular significance was the complete renovation of May Hall in 1983. Through creative planning on the part of Dr. Arthur Chaves and faculty working with him spacious and modern academic facilities were provided within the walls of a truly venerable building. In addition to modernized office and classroom space, largely for the humanities, the renovation provided an additional floor of 80,000 square feet at the upper level of the building to accommodate a spacious art studio. This two-million dollar renovation preserved an historical architectural gem while at the same time providing much-needed up-to-date facilities on campus.

Still desperately needed was an indoor physical education facility. Although study money of \$25,000 had been received, funds for planning and construction constituted a continuing crucial need on campus.

## **Personnel**

During this era numerous appointments and changes were made in key personnel as the College continued to grow in number and complexity and as a number of key administrators at Framingham were offered opportunities at other institutions.

Dr. Vincent Mara, Academic Dean who chaired the Ad Hoc Curriculum Committee, was named President of Fitchburg State College. Dr. Thomas Bellavance was named Academic Dean, and Dr. Charles Ehl was appointed Undergraduate Dean.

When the Board of Trustees restructured administrative patterns at all of the State Colleges, new vice-presidencies were created. Framingham was already fortunate in having Dr. Gail Cosgrove in the previously established position of Executive Vice President. Now other administrators became vice presidents in their fields — Dr. Dennis Golden in Student Affairs, Dr. Arthur Chaves in Administration and Finance, and Dr. Thomas Bellavance in Academic Affairs. Subsequently Dr. Bellavance was appointed President of Salisbury College in Maryland and Dr. Golden was named Vice President for Student Affairs at Duquesne University in Pennsylvania. Also Dr. Charles Ehl was named Dean at New Hampshire College. The positions were filled by Dr. Robert Grant as Vice President for Academic Affairs, Ms. Wendy Noyes as Vice President for Student Affairs, and Dr. Stefanie Sullivan as Staff Associate for Academic Affairs.

Various other appointments were made in keeping with the growth in numbers of students and faculty, the increasingly broader scope of off-campus affiliations and the necessity for more services to accommodate new needs. Appointments were made in



many areas, some of these being Academic Services, Personnel and Affirmative Action, Finance, Admissions, Placement, Counseling, Financial Aid, Student Activities and Cultural Programs, Management and Information Systems, Public Relations, Computer Center, Library, Media Communications Center and in other service areas established to meet needs of on-campus and off-campus constituencies. During this period also Dean of Graduate Studies Dr. Elaine Storella decided to become Coordinator of International Education Programs upon the retirement of able coordinator Carolla Haglund. Dr. Storella also directed the Center for Suburban Studies on campus.

A retirement of broad impact on campus was that of Dr. Gail Cosgrove. After long and valued service as Department Head, Dean, and Executive Vice President, Dr. Cosgrove upon his retirement in 1981 became a member of the Board of Trustees at Salem State College. Dr. Arthur Chaves was named Executive Vice President. At this time Mr. John Horrigan came to the College as Vice President for Administration and Finance. Later, when Academic Vice President Dr. Robert Grant decided in 1984 to return to his professorship, Dr. Charles Zapsalis became Acting Vice President for Academic Affairs.

Continuing changes were evolving in faculty organization. Faculty participation in committees had historically been an integral part of college governance and this continued as structures changed. Under initial collective bargaining on state college campuses each college had its own bargaining agreement so that at Framingham the existing Faculty Council was replaced by a new collective bargaining unit for the campus faculty. Subsequently collective bargaining agreements for the state colleges provided for common contracts. Rather than having individual agreements, now a contract was made with faculty and librarians at all of the state colleges with such matters as duties, responsibilities and benefits being common to all state colleges. Under collective bargaining, new and more formal procedures became existent at all the state colleges in keeping with contractual provisions. Affiliation for the collective bargaining agreement was established with the Massachusetts Teachers Association, the Framingham faculty and librarians unit being named the Framingham State College Professional Association (FSPCA). Similarly a collective bargaining agreement was reached for most administrators and other personnel in state colleges. With the exception of a small number of officers including state college presidents and vice presidents, other administrators became members of the Association of Professional Administrators, affiliated with the Massachusetts Teachers Association.

Adaptation to the new structures evolved well as experience was gained with contracts. As President McCarthy wrote in 1984. "The advent of collective bargaining, while creating new formalities in relationships, has also provided new opportunities for productive participation and advancement on campus." Since the beginning of collective bargaining, presidents of the Framingham State College Professional Association have been Dr. Joseph Previte, Dr. Walter Czarneck, Dr. Mary Murphy, Dr. Virginia Senders and Professor Josephine Reiter. Presidents of Framingham's Association for Professional Administrators have been Dr. Philip Dooher, Mr. William Irwin, Mr. Paul Ferguson, and Mr. Walter Koroski.

During the period through 1984 and after, an unresolved issue of salary equality continued under review. In 1983 the United States District Court of Massachusetts had presented a ruling on a long-standing Equal Opportunity Case. The finding, subject to appeal, was that in the year after 1973 the salaries of female faculty members had been



disproportionately low. The case was ultimately decided in favor of the female faculty members and appropriate salary adjustments were made.

## **Special Events**

### **Induction of the Board of Trustees - February 28, 1981**

This special event came following legislation which had totally reorganized all of public higher education. Under this 1981 legislation Framingham and the other State Colleges were placed under the overall governance of a statewide Board of Regents of Higher Education, and on individual campuses under Board of Trustees for each institution. The original Campus Advisory Board had been of much assistance but had not had governing authority. That had been vested in the Board of Education. Since 1965 governance power had come under the jurisdiction of the Board of Trustees of State Colleges. The work of the Board had had a strong positive impact, with services of each Chief Executive officer - Director Francis Guindon, Provost Lawrence Dennis, Provost Donald Walters and Chancellor James Hammond. The Board, however, oversaw the operation of all state colleges, and was limited in its ability to deal directly with the needs of individual campuses. With the increasing growth and complexity of the state's institutions of higher education, individual Boards of Trustees would now be able to give their full attention to campus matters and serve as an important link with the Regents, the legislature, the business and industrial complex and the citizens of Massachusetts.

Framingham State College was honored that this ceremony involving the state's twenty-seven institutions of higher learning was held on its campus. Speakers included Governor Edward King; Framingham President D. Justin McCarthy; James Martin, Chairman of the new Board of Regents; Sister Janet Eisner and Norman Zalkin, members of the Board of Regents; and Dr. John Duff, Chairman of Public College Presidents. All showed enthusiasm for the new reorganization plan. Following the speaking program, the trustees were sworn in and had their pictures taken with the College President, the Chairman of the Board of Regents and the Governor. Sworn in for the Framingham Board of Trustees, a Board which subsequently came to be of inestimable value to the College, were the following: T. Dustin Alward; Reverend Raymond Callahan; Mr. Edward Clasby; Ms. Michelle Cunha; Mrs. Marilyn Foley; Mr. Charles Patterson; Mrs. Leola Wilson Stewart and Mr. J. Bradey Stroup. Later, when additional members were authorized, Attorney Victor Galvani, Mr. Harold Masterman and Student Robert Richards became members of the first Board.

### **Dedication of the D. Justin McCarthy College Center - October 19, 1985**

Framingham State College conferred a special honor on D. Justin McCarthy on October 19, 1985 when the College Center was dedicated in his name. In a precedent-setting ceremony, greetings were presented by a roster consisting of ten presidents of campus organizations: Honorable James M. Sweeney, President, Framingham State College Foundation; Dr. Paul Weller, Incoming President, Framingham State College; Mr. Craig Colwell, President, Class of 1985; Professor Josephine Reiter, President, Framingham State College Professional Association; Mr. Walter Koroski, President, Association of Professional Administrators; Miss Kathy Fay, President, Alumni Association; Ms. Cindy Santomassimo, President, Student Government Association; Mr. Roger Marrocco, President, Board of Governors of College Center; Mrs. Judith Sullivan Roy, President, Class of 1970; Ms. Dorothy Ferriter, Class of 1978. Along with their tributes the speakers,



introduced by Executive Vice President Arthur Chaves, presented gifts, citations, plaques together with their thanks to their former President. Of particular note was a bust of Dr. McCarthy presented by the Class of 1978 to be placed in the D. Justin McCarthy Center. The Center also had had a portrait of Dr. and Mrs. McCarthy presented by the Class of 1945. In a second ceremony following the dedication of the building, further tribute was paid by Dr. Joh Duff, Chancellor of the Board of Regents; Ms. Michelle Cunha, Chairman of the Board of Trustees; Mr. Edward Clasby, past Chairman of the Board of Trustees, and state and local dignitaries. In responding, Dr. McCarthy expressed a sense of having received "an overwhelming honor," saying "I almost feel it's someone else who is being talked about." Dr. McCarthy was especially praised for his concern for all segments of the College community, for his sensitivity to their needs and for his leadership in uniting them for the good of Framingham State College.

Dr. McCarthy's appreciation was heightened by the fact that moving tributes had also been paid him at graduation ceremonies in May of 1985 and at summer graduation in August, 1985. Dr. William Castelli, speaker in May, in recalling the remarkable changes and growth at Framingham State College during the past quarter of a century, cited President McCarthy as the "shepherd of the transformation". In August ceremonies, Dr. Philip Dooher, Acting President of the College, conferred upon Dr. McCarthy in behalf of the Board of Trustees, the honorary degree of Doctor of Laws. Dr. Dooher, who had agreed to serve as Acting President during the search for a new President, won the praise and admiration of Dr. McCarthy not only for his work during the interim period but for his outstanding contributions since the beginning of his career at Framingham State College.

### **Special Honors Conferred by the College**

Over a long span of years the Alumnae and subsequently the Alumni Associations have taken pride in the accomplishments of members in a wide array of fields throughout the globe. They have been exemplars of Framinghams motto "Live to the Truth." Many such graduates have received acclaim and reknown. Some have made remarkable contributions without being recipients of official accolades. Historically the Association has presented formal recognition awards to outstanding graduates, pointing out always that others not being officially recognized have contributed much and have brought credit to themselves and the College.

Some of those graduating since 1961, the beginning year of Dr. McCarthy's presidency are included in the impressive numbers who have received official recognition. Others of this era, too, without formal citation, have indeed contributed much and have truly brought credit to themselves and to the college. Those graduating since 1961 and receiving official recognition awards from the College are here presented.

**Beatrice Morris Biello** for her career as a teacher, mother and outstanding service in a wide array of humanitarian projects.

**Dr. Lillian Buckley** for her work as a University Professor and special contributions in Remedial Reading and Learning Disabilities. (Dr. Buckley became President of the Alumni Association and also a member of the Board of Trustees at Framingham.)

**Dr. Mary Melley Cotter** for her achievements as College teacher of food and nutrition. (Dr. Cotter also served as Alumni President and as faculty member at Framingham.) (Deceased)



**Dr. Joyce Morrissey Donohue** for her work in teaching, as an environmental health scientist, and for her contributions in food and nutrition and biochemistry. (Dr. Morrissey also became a faculty member at Framingham.)

**Colonel Martha Cronin** for her outstanding service as a U.S. Army Dietitian and Nutritionist.

**Dr. Bonnie Auerr Hilton** for her university teaching and work as a management consultant.

**Dr. Priscilla Pitt Jones** for her success as a college teacher and specialist in Early Childhood Education.

**Christine Litchfield** for her accomplishments as an elementary school teacher and as an organizer and director of musical groups.

**Arlene Mindus** for her accomplishments as a teacher and as an author.

**Dr. Michael Quinn** for his work in Food Science and Food Chemistry.

**Dr. Dolores Smith** for her accomplishments as a teacher and for her prominence among women in education.

**Dr. Dorothy Vacca** for her successes as a counseling psychologist and as an author.

**Dr. Roberta Ward Walsh** for her widely acclaimed success as a consumer affairs specialist.

**Noreen Crowley Waters** for her special achievements as a nutrition specialist.

The Alumni Association is privileged beyond measure to count among its honored graduates. S. Christa Corrigan McAuliffe, the "first teacher in space" who lost her life as a member of the Challenger Crew, and for whom the S. Christa Corrigan McAuliffe Center for Education and Teaching Excellence has been established at Framingham State College.

It is of interest to note that another alumna of previous times, the Class of 1945, was the special recipient of honors from her fellow graduates and from the Alumni Association - Mrs. Rosemary McCarthy, wife of the College President. At Alumni exercises in June, 1985, Mrs. McCarthy was presented by the Alumni Association its Distinguished Service Award in "recognition of your dedication and unique contribution to the Framingham State College Community." At Alumni exercises in June, 1975 she was presented a citation by her classmates, with the wording: "*To your unique role as the First Lady of your Alma Mater you bring graciousness, warmth and a constant spirit of cheerfulness. With a loyalty to your College, you extend selflessly your understanding and support toward our College president in the diverse demands of his leadership post on College Hill. You serve as an inspiring influence to your own family and to the larger family of the College. With pride and appreciation we salute you, your classmates in the Framingham State College Alumni Association.*"

Many renowned speakers and dignitaries have appeared at Framingham State College and have earned wide admiration and acclaim. Some, however, have merited special mention. These are the ones who have been named to receive honorary degrees from Framingham since the College, in 1969, received authority to grant such degrees. The College itself has been privileged in being able to honor such individuals and to present their names as follows:

Hon. Francis W. Sargent, Governor of the Commonwealth of Massachusetts  
 B.F. Skinner, Harvard psychologist  
 Pau. M. Szep, Editorial cartoonist  
 David T.W. McCord, Harvard Alumni director, poet and writer  
 Jean Paul Mayer, Chairman, Department of Nutrition, Harvard, (later President of Tufts University)  
 Arthur Fiedler, Conductor, Boston Pops Orchestra  
 Hon. Robert F. Drinan, Representative in Congress  
 Ms. Midge Costanza, Former Assistant to U.S. President Jimmy Carter  
 Richard Alden Howard, Professor and Director of Arnold Arboretum, Harvard  
 Hon. Paul Tsongas, U.S. Senator in Congress  
 Ms. Elma Lewis, Leader in the Performing Arts  
 Mr. Stephen Mugar, Business leader and philanthropist  
 Attorney Arthur Miller, Professor, Harvard Law School and Television Commentator  
 E. Virginia Williams, Teacher and Humanitarian  
 William Davis Taylor, Former newspaper editor  
 Ernest F. Boyer, President Carnegie Foundation for the Advancement of Teaching  
 Marjorie Shufeldt East, Home Economist, Teacher, Writer  
 Hon. David Nelson, United States District Judge  
 Ms. Norma Farber, Musician, Poet, Author (Posthumously)  
 William P. Castelli, Physician, Director of Framingham Heart Study  
 Ella Washington Griffin, Framingham Alumna (1928, 1939) Former U.S. Director of Adult Education in UNESCO.

In addition to the above, in a ceremony on August 9, 1985, Dr. D. Justin McCarthy was awarded the honorary degree of Doctor of Laws.

### **In Retrospect - Dr. D. Justin McCarthy**

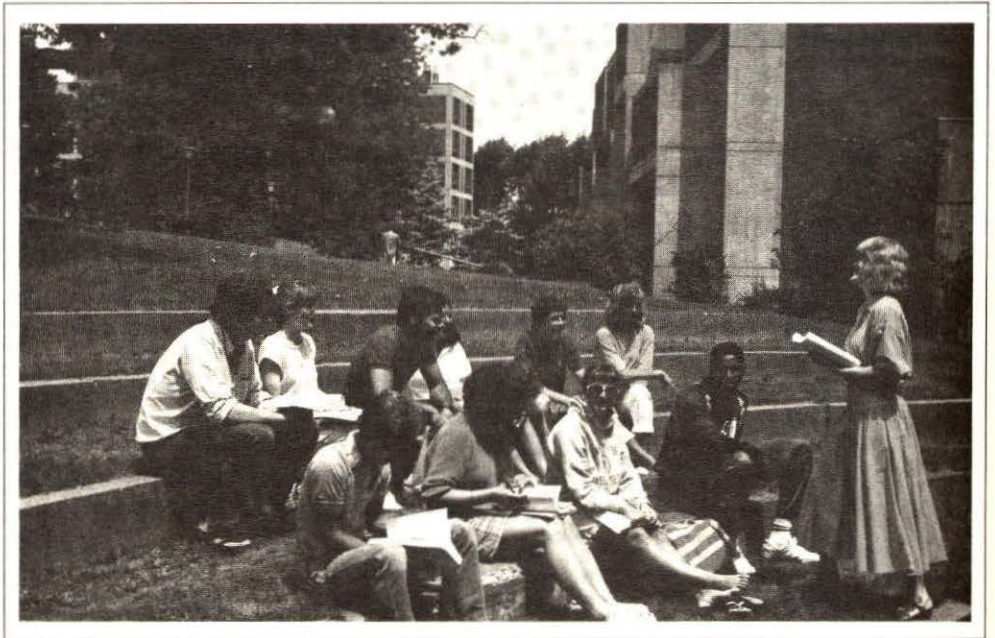
*I truly have had a privilege rare for college presidents. To serve for twenty-four years at such a renowned college is something most presidents can never dream of, and it is hard for me to recognize the reality of it all. I hope I am right in feeling that with our remarkable growth and expansion, I have been able to help maintain and enhance the quality of the College and the richness of its traditions. I hope too that we at the College have come to succeed in our quest to provide "University Learning in a College Environment" for the students we have served.*

*The College has been good to me, and, importantly, to my family. Mrs. McCarthy has been a magnificent help to me here at her Alma Mater, and in turn the college has shown its appreciation in meaningful ways. Our sons and daughter - Daniel, John, Vincent and Rosemary - have had a superb environment in which to grow up, from their very first days on campus.*

*Everyone in the college community and in the greater Framingham community has helped make our stay here a rewarding one. I hope that Framingham has become a better college because of our presence here.*

*I am confident that a productive and fulfilling future will be Framingham's in the years ahead.*

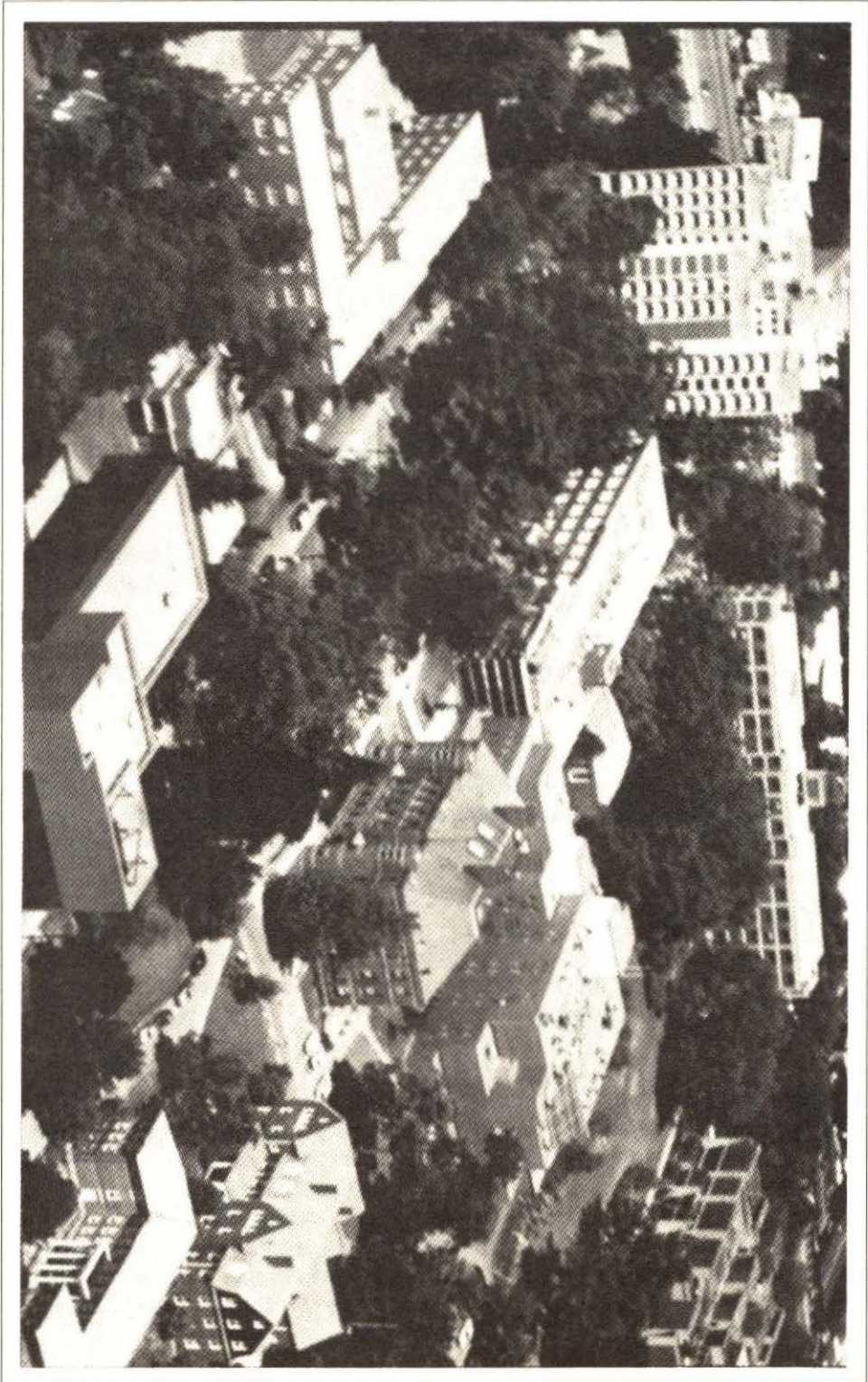




Class in Chalmers Theater



Informal Group



Aerial View of Campus - 1980's



## STUDENTS: THE 1980'S AND BEYOND

*Paul F. Weller*

The students of the Class of 1945 dedicated a plaque to all future Framingham State College students, with the carved inscription "Lend me the stone strength of the past and I will lend you the wings of the future."

The students attending the College during the 1980's have profoundly benefited from the history, traditions, strengths, and quality of the almost 150 years of academic progress and excellence of the College, and, yet, the recent students also mirror the future of our College and campuses throughout the Nation, as well as the anticipated needs of our society.

During the past several years the Framingham State campus has reflected the increasing diversity of our community and of our society. Different ideas, experiences, and programs have developed and expanded. The number of minority students on campus has increased significantly, as have their many contributions to the College and its life. The number of students who are 25 years of age or older has increased substantially during the 1980's. Their positive effects on the classroom and the academic programs are especially apparent to, and appreciated by, the faculty. The number of international students and programs has also expanded considerably, providing an improving awareness of the necessity for global education and an understanding of the critical interrelationships between and among nations and peoples.

These more recent changes in the student body anticipate the needs of the local communities surrounding Framingham State College, of the Commonwealth of Massachusetts, and of our Country as we move into the 21st Century. The necessity of an education which includes an understanding of a diversity of ideas, individuals, and countries, and their many critical interrelationships, will be of increasing importance during the next two decades.

The students, faculty, and staff of the College have recognized these changing educational and societal needs during the last several years and have developed new programs and organizations to meet the needs. A few examples of these program changes illustrate their characteristics and importance.

**Culture in Effect.** A new student organization, formed through minority student leadership, sponsors many important campus events and activities including Black History Month, jazz programs, plays such as "For Colored Girls Who Have Considered Suicide/When The Rainbow is Enuf", and featured speakers such as Maya Angelou and Andrew Young.

**Adults Returning to College.** The ARC organization and program for students older than the traditional ages of 18 to 24 was established and developed during the 1980's. This very active and important program provides advice and assistance to older students along with opportunities for interaction with student peers and faculty colleagues.

**International Programs.** Framingham State College students have had increasing access to international ideas and peoples. The Schweitzer International Resource Center was established; several international representatives from India, Australia, China, and



other countries have visited the campus; a distinguished Professor from Jiao Tong University in Shanghai, China was Scholar-in-Residence on campus during the 1988-89 academic year; and the College began offering programs abroad in Costa Rica, Brazil, Mexico, and Italy in cooperation with the International Education Program, Inc. and the United States State Department.

**Special Programs.** Students and faculty of the College have creatively and effectively established several Centers and Institutes to serve special program needs and strengths within the College and its local communities. The Center for Understanding Aging and The Institute of Aging and Human Development serve the needs of many retired and older citizens of the area. The Center for Health Sciences has been instrumental in attracting significant research funding and has sponsored several very successful meetings and events. The John Stalker Institute of Food and Nutrition was established by the Home Economics Department of the College in cooperation with the Massachusetts Department of Education's Bureau of School Nutrition Services to ensure that school meal programs are of the highest quality.

**Academic Programs.** Students of the College have had increasingly diverse academic programs available for their study and participation. A new Business Administration program was developed and implemented, the General Education program of the College has undergone significant review and reconsideration, and new student Advising, Academic Development, and Orientation programs have been planned. Students and faculty developed the very successful Arts and Humanities Program which brings many outstanding individuals and groups to campus and provides important interactions and contacts with the local communities and their residents.

Academic Program Reviews conducted by expert Reviewers from outstanding college and universities throughout the Nation have been uniformly excellent, reflecting the quality of the Departments, their programs, faculty, and students. One quotation from one of these Program Reviewers illustrates the outstanding quality of the programs, faculty, and students at Framingham State College.

*I can say that seldom have I met a more alert, impressive, and enthusiastic group of students. They liked their teachers, their courses, and the general environment at Framingham State College. If I could express my response to the contact I had with these students in one or two words, they would be refreshed and invigorating. Talking with them did much to renew and strengthen my faith in the value of a liberal education.*

**Teacher Education.** As was true 150 years ago when Framingham State College was founded as the first publicly supported teacher education school, student interest in the field of education, and in becoming a teacher, is again strong. Faculty and students of the College are responding to the current, as well as the anticipated, needs of the Commonwealth by reviewing the professional education curriculum and requirements and by designing changes and alternatives to meet societal needs during the coming decades.

The College has established the very successful Christa Corrigan McAuliffe Center for Education and Teaching Excellence to continue and fulfill the dreams and ideals of Teacher-Astronaut Christa Corrigan McAuliffe, a 1970 graduate of Framingham State



College. The mission of the McAuliffe Center is to serve students of all kinds, of all ages, but its very special goal is to restore the respect, recognition, and rewards so justly deserved by Teachers and the Profession of Teaching.

A quote of Christa's captures the critical quality of the "stone strength of the past" of Framingham State College and its even greater critical importance of the future, "I Touch the Future. . . I Teach!"

**FRAMINGHAM STATE COLLEGE**  
**A Sampling of Significant Events: 1839 to 1989**

**First Twenty-five (1839-1864)**

- July 3, 1839 *Normal School opens in Lexington with Rev. Cyrus Peirce as principal.*
- 1840 *First Class of 25 young women are graduated, includes Mary Swift Lamson, teacher to Laura Bridgman and a founder of the YWCA in Boston (1867); and Rebecca Pennell Dean, first woman professor in the US (Antioch, 1853).*
- 1842 *Rev. Samuel J. May becomes principal and conducts first survey of schools hiring Normal graduates.*
- 1844 *Normal School moves to West Newton and Cyrus Peirce returns as principal.*
- 1845 *Designated **State** Normal School.*
- 1849 *Eben Stearns accepts appointment as principal.*
- 1850 *First printed diplomas are issued. Lucretia Crocker, first woman supervisor of the Boston Public Schools (1876-86) is graduated.*
- 1853 *Normal School moves to present site on Bare Hill in Framingham. Motto "Live to Truth" inscribed in black and gold lettering in the new building. Anna C. Brackett, first woman named as principal of a normal school (1861) is graduated.*
- 1855 *George Bigelow is named principal.*
- 1864 *The Quarter Centennial Celebration of the Founding of the Normal Schools is held at the School in Framingham.*

**The Second Twenty-five Years (1864-1889)**

- 1886 *Miss Annie Johnson is named principal, the first woman to serve as head of a Massachusetts Normal School.*
- 1867 *Model School is re-established, the only one in the State, and Maria Eaton, first professor of Chemistry at Wellesley College (1877) is graduated.*
- 1869 *First expansion of campus with the construction of a boarding hall on a newly-acquired parcel of land. Advanced course for high school teachers and principals authorized.*



- 1875 *Ellen Hyde, class of 1862, named principal, longest serving of the 19th century (1875-98). Elizabeth Hyde is graduated and goes to Hampton Institute in Virginia where she serves Black students for more than 30 years.*
- 1876 *Mementos of the First Normal School sent to the Centennial Exposition at Philadelphia.*
- 1879 *Abby May is appointed Official Visitor to Framingham for the Board of Education, the first woman visitor in the State.*
- 1881 *Olivia Davidson, co-founder with Booker T. Washington (and later his wife) of Tuskegee Institute in Alabama, is graduated.*
- 1886 *Crocker Hall is built and named in honor of Lucretia Crocker.*
- 1888 *Miss Hyde and the students have electricity installed in the dormitory at their own expense.*
- 1889 *May Hall (named for Abby May) is completed in time for the Semi-centennial Celebration. A history of the School is prepared and delivered by Electa Lincoln Walton, class of 1843 and the first woman to act as principal during the illness of Mr. Peirce (1849).*

### **Third Twenty-five Years (1889-1914)**

- 1890 *Water from the South Framingham Water Company introduced to all the buildings, ending chronic water shortage problems.*
- 1893 *High School diploma required for admission to Normal School. Culmination of long effort by Johnson and Hyde.*
- 1894 *First Christmas recess observed.*
- 1896 *The Framingham Glee Club is organized and begins long career. All the children of the Framingham Center Village area are assigned to the Normal Practice School. Portia, daughter of Booker T. Washington, lives with Mary C. Moore (class of 1872 and teacher) and attends the Normal Practice School. Power plant constructed.*
- 1898 *Boston School of Household Arts becomes part of Framingham Normal School. Henry Whittemore is named as principal. The Advanced four-year program is closed.*
- 1899 *Kindergarten established (continues until 1912). Senior Dance held with "young gentlemen from town". First Household Arts students are graduated.*
- 1901 *Tunnels constructed between Crocker and May for electrical wires and drainage pipes. Sidewalks laid along State Street.*

- 1902 *Wells Hall constructed (razed 1962).*
- 1908 *The Quill, forerunner of the Dial Yearbook is published.*
- 1909 *Senior Class Day initiated.*
- 1912 *Threat to abolish the Elementary Program opposed successfully by Ellen Hyde (Principal Emerita) and the Alumnae Association.*
- 1914 *The old dormitory, Normal Hall, burns and construction begins on a new dormitory to be named for Cyrus Peirce.*

#### **Fourth Twenty-five Years (1914-1939)**

- 1915 *Nine elementary grades of the Practice School move to the new Johathan Maynard Building near the Common. The first **Dial** is published.*
- 1916 *YWCA group formed on campus.*
- 1917 *James Chalmers is appointed principal. Horace Mann Hall dedicated. Thomas A'Kempis Club organized.*
- 1920 *Horace Mann Hall completed. Practice School becomes Training School.*
- 1922 *The first Bachelor of Science in Education degrees are awarded. Library collection organized under the Dewey decimal system by a professional librarian.*
- 1924 *Home Economics Club founded.*
- 1926 *First official Dean of Women, Edith A. Savage, appointed. She originated Dean's Fund which is still available.*
- 1930 *Francis A. Bagnall is appointed principal.*
- 1932 *The Normal School name is changed to State Teachers College at Framingham. Bagnall's title is changed to President. First issue of the **Gatepost**.*
- 1934 *First May Day celebration.*
- 1935 *Ground broken for Dwight Hall (completed 1937).*
- 1936 *Martin F. O'Connor is appointed president.*
- 1936 *New seal, incorporating the old, is designed for the College.*
- 1938 *First senior investiture ceremony. Hurricane severely damages Crocker and May Halls. May rebuilt without turrets. Brick facing added to Crocker.*



### **Fifth Twenty-five Years (1939-1964)**

- 1939 *Threat to close some of the Normal Schools even as the Centennial is being celebrated. First all-campus, four-year class graduated with a Bachelor of Science in Education. Framingham State College hymn composed by Martin O'Connor for the Centennial.*
- 1942 *College accredited by American Association of Colleges for Teacher Education.*
- 1947 *Professional ranks designated for State College teachers.*
- 1949 *Household Arts changed to Home Economics. Fine Arts Club becomes Hilltop Players.*
- 1955 *Gym and auditorium added to Dwight. Publication of the Honors list initiated.*
- 1956 *Division of Continuing Education established with Dana Jost as Director.*
- 1958 *Purchase of land on west side of State Street for student union and Home Management residence.*
- 1959 *College empowered to grant Bachelor of Arts and Bachelor of Science degrees. Bement House adjacent to Horace Mann Hall purchased for dormitory. Hillel group formed.*
- 1960 *School officially receives title of State College at Framingham.*
- 1961 *D. Justin McCarthy is appointed president. Authorization to grant the Master of Education degree given.*
- 1962 *Dedication of O'Connor Hall. Beginning of new degree programs in English and History. Bement House made President's House.*
- 1963 *Completion of Mary Hemenway Home Economics and Science Building.*
- 1964 *Men students are enrolled for the first time. The 125th Anniversary is celebrated.*

### **Sixth Twenty-five Years (1964-1989)**

- 1965 *Nexus forerunner of the Onyx is published.*
- 1968 *Dorothy Larned Residence Hall completed. Master of Science in Education approved.*
- 1969 *Henry Whittemore Library completed. Master of Arts approved.*
- 1970 *Christa Corrigan McAuliffe, first teacher in space, is graduated.*

- 1972 *New curriculum adopted.*
- 1973 *New buildings for the campus: Corinne Hall Towers, Linsley Hall, Foster Hall and Hemenway Annex.*
- 1974 *Danforth Museum of Art established.*
- 1974 *Faculty Union, the Framingham State College Professional Association formed.*
- 1976 *D. Justin McCarthy College Center completed.*
- 1983 *Renovation of May Hall.*
- 1985 *Paul F. Weller appointed President.*
- 1989 *Framingham State College celebrates its 150th birthday with a series of special events ending on July 3, 1989.*

Compiled by Beverly J. Weiss



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## ABOUT THE AUTHORS

### Constance Brine Jordan

Dr. Constance Brine Jordan was graduated from the State Teachers College at Framingham in 1941. She received a Master of Public Health degree from Harvard University, and a Doctor of Philosophy from Cornell University. She returned to Framingham State College as Chair of the Home Economics Department in 1956, where she was instrumental in establishing the Child Development Laboratory. She served as Dean of Graduate Studies from 1972 to 1978. Dr. Jordan has been recognized for her scientific and educational contributions by citation in *American Men of Science* and in *Who's Who in American Education*.

Since her retirement, Dr. Jordan has continued to serve as Site Visitor for the American Dietetic Association, and she is the Chair of the Advisory Committee for Framingham Union Hospital School of Nursing. She is also listed with the Speakers Bureau for the New England Elder Hostel Programs, and serves as Chair of the Executive and Legislative Board of Leonard Morse Hospital Aid. In 1987, Dr. Jordan was awarded an Honorary Doctor of Science degree from Framingham State College.

### Rita E. Loos

Dr. Rita E. Loos holds a Bachelor of Science degree from Buffalo State College, Master's degrees from Canisius College and a doctorate from St. John's University. She is Professor of American History, and has been on the faculty of Framingham State College since 1967. In addition to serving on numerous committees, coordinating the Organization of American Historians' Workshop on Active Learning and the Teaching of History, she has lectured to several groups on the topics: Constitution and American Women, and Lydia Pinkham: Who Was She?

A number of articles by Dr. Loos have been published by Salem Press of California. These include: "Elizabeth Blackwell", "Emma Willard", "Aesclepiades of Bythinia", "Celsus", and a critical review of Jean Genet's work "Miracle of the Rose". She is presently preparing an article on the 1949 Nobel Laureate, Egon Moniz.

### D. Justin McCarthy

Dr. D. Justin McCarthy was graduated from Bridgewater State College and earned his doctorate at Harvard University. He was the Director of the State Colleges for the Commonwealth of Massachusetts prior to his appointment to the presidency of Framingham State College.

Dr. McCarthy served as President of the College from 1961 until 1985. It was a period of major expansion for the student body, academic programs and the physical plant. The student body increased from 700 women to more than 3000 women and men; the academic programs shifted from an exclusive focus on teacher education to a full range of liberal arts courses; and Whittemore Library, Hemenway Annex, Towers, Larned, Linsley, Foster, and the College Center were constructed. The Ecumenical Chapel and the Alumni House were also acquired. In 1985, the College Center was named in



Dr. McCarthy's honor, continuing a long-standing tradition and preserving the memory of his contributions during a significant era in the life of the College.

Since his retirement, Dr. McCarthy has continued his affiliation with the American Association of Colleges and Universities and is still active in accreditation work.

### **P. Bradley Nutting**

Dr. P. Bradley Nutting was graduated Phi Beta Kappa from Earlham College in 1966. He received the Master of Arts (1968) and Doctor of Philosophy (1972) degrees in American History from the University of North Carolina at Chapel Hill. He has been at Framingham State College since 1975 and is currently Professor of History. To help the College celebrate its Sesquicentennial, Dr. Nutting frequently has assumed the guise of the Honorable Horace Mann, presenting his historic views and recommendations on education.

Dr. Nutting's papers on local history have included "Worcester Learns to Play: Public Entertainment and its Development" for the American Cultural Association, April 1979, and "Entertainment and Social Values in Antebellum Worcester" for the Society for Historians of the Early Republic. His articles "The Man Who Made Roller Skating Fun" and "The Education of Laura Bridgman" were published in *Yankee Magazine* in 1984 and 1987 respectively.

### **Beverly J. Weiss**

Dr. Beverly J. Weiss was graduated from the Ohio State University, earned a Master's degree at Columbia and a doctorate at Boston University in developmental psychology. She came to Framingham State College in 1973, and is Professor of Psychology. She served as Fellow to the Academic Vice President 1987-88, and is a member of the Sesquicentennial Committee.

Dr. Weiss was a Mellon Fellow at the Wellesley College Center for Research on Women during 1980-81, and began her research on the history of Framingham State College at that time. She has given several presentations on Women Pioneers in Education, including a paper at the National Women's Studies Association in Seattle in 1985, and a Lyceum lecture at Framingham State College in 1987. She has spoken frequently to campus and alumnae/alumni groups, sometimes in the character and costume of Electa Lincoln Walton of the class of 1843, and wrote the script for the Sesquicentennial Pageant, "Live To Truth: Portraits of Five Women."

### **Paul F. Weller**

Paul F. Weller joined Framingham State College as its twelfth President in August, 1985. Dr. Weller received a Bachelor of Science degree in Chemistry with honors and distinction from the University of Illinois and the Doctor of Philosophy degree in inorganic chemistry from Cornell University in 1962. After four years as a research chemist at the IBM T.J. Watson Research Center, Dr. Weller embarked on a career of teaching and administration in the field of higher education. Prior to his appointment as the President of Framingham State College, he served as the Vice President for Academic Affairs at the California State Polytechnic University at Pomona, and as Provost since 1984.



Under Dr. Weller's leadership, Framingham State College has increased and strengthened the cultural and artistic programs on campus. In particular, the Arts and Humanities Program has brought a series of outstanding speakers to the campus, enriching student experiences and drawing members of local communities to share these resources as well. Under his direction and with his support programs are being developed to serve an increasingly diverse student body, including international exchanges of students and faculty. His lively interest and enthusiastic participation in the Sesquicentennial events ensures a befitting celebration of the 150 years of service to the Commonwealth, and an auspicious beginning of the next chapter in the history of Framingham State College.