

# Western New England College:

A Calling to Fulfill

by

Beaumont A. Herman *President Emeritus*

*Western New England College*



Springfield, Massachusetts

"This institution is uniquely postured ... balancing work and serious liberal education. The addition of distinguished professional schools ... rounds out that combination of practicality and vision. I would expect Western New England College to go into the '80s and through the '80s with a sense of vitality and vigor."

Ernest L. Boyer

President, Carnegie Council for the Advancement of Teaching from an address delivered at Western New England College September 16, 1979.

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## Foreword

The year 1981 marks the 30th year of existence of Western New England College as an independent private institution for higher learning. It is an appropriate point in time to capture the beginnings of the College's existence and trace through the favorable sound growth that has occurred.

The author of this history, Dr. Beaumont A. Herman, brings a unique set of credentials to the job. He was President of the College for 21 of its 30 years; thus, he has a perspective from virtually the first shovel full of dirt on the campus at the corner of Breckwood Boulevard and Wilbraham Road to today's campus with its many traditional New England style buildings. During that time he was associated with and worked with the many individuals-students, faculty, deans, administrators, and trustees-who transformed the school. It does seem appropriate to note here, however, how great the change has been from only an evening school located in the YMCA of downtown Springfield into a full day and evening college that is fully accredited and which now has a graduate Law School program of recognized quality. I will let him tell the story in which he can properly acknowledge the contributions of so many others.

Dr. Herman's familiarity with the growth of the school puts him in a position of being able to record the emotions as well as the facts of the past thirty years. Records have a way of being lost over a period of time, and it is well to take stock now while the papers are still there and the memories are still fresh. Too, it is an opportunity not only to set down what happened but also to explore the why of the action. This is a chance not to be missed.

From a personal standpoint, Dr. Herman's main contribution was to take Western New England College into the mainstream of higher education. This was first recognized in New England and is in the process of attaining national note. His credentials and experience which helped him accomplish this task were gained in such institutions as Harvard, Tufts, and Boston College. Added to this were a vision and a drive to create an institution of lasting and effective learning of which the College and the community would well be proud.

This, then, is the story of Western New England College. Welcome to these pages.

C. Norman Peacor  
*Chairman, Board of Trustees*  
*Western New England College*  
*September 1980*

## Introduction

The development and growth of Western New England College have been described rather exuberantly in some of the institutional releases (after my tenure) as the "Miracle on Wilbraham Road." I like to feel that there were indeed unusual advances, and that I was part of them, but I would also like to illustrate in this short book some of the hard work and even the inescapable drudgery which went into the process, and also, to some extent, the planning and risks which were undertaken by the trustees and officers in an unprecedented enterprise. This I believe I am well qualified to do because of my long tenure in the president's office (possibly a modern record in New England) and because my assignment of necessity brought me into close contact with officials who had personal memories of the events in both 1919 and 1951 and who related them to me.

The account of the period from 1919-1951 is brief. There are two reasons for this. There is a paucity of records; Springfield-Northeastern was not an independent unit and records were not kept systematically either in Springfield or in Boston. Happenings in the Springfield unit were usually submerged in the reporting for the Divisions in general; not even enrollment statistics remain. The second factor is that actually for long periods there was not significant change; a perusal of catalogs as much as twelve or fifteen years apart will show a remarkable similarity and disclose what was essentially a holding action. Different lives were affected, but programs were quite static, particularly after World War II.

The account for the period after 1951 is in much more detail, again for two reasons; more changes took place, and records are available. For this section I may be accused of bias. As Henry Kissinger points out, a participant can prove almost anything through a selective presentation of documents; there is always an element of defense in an explanation of an action in which he shared. Yet this is also one of the positive factors in a personal history; for a participant knows not only the final decision but the considerations and reasoning which led to that decision; only he can disclose them.

I have had access, of course, to primary sources. References in the text are taken from the Springfield Newspapers and from the following documents, all available in the President's Office: official correspondence, Minutes of the Divisional Committee (not complete), Minutes of the Board of Trustees, Minutes of the Executive Committee, President's Reports, and intra-institutional memos.

I feel privileged to write this brief history, and even more privileged to have been part of it. My thanks go to all the members of the College staff and community who have aided in its development and particularly to my wife, Winifred, whose judgment and patience while I was in office were invaluable.

Beaumont A. Herman  
*President Emeritus*  
*Western New England College*

**I. Northeastern University--  
Springfield Division  
1919-1951**





## Springfield-Northeastern



As is the case with many American colleges, Western New England was founded under a different name and has also undergone corporate changes. Its official seal carries the founding date of 1919. In that year the Springfield Division of Northeastern College was established; this became Western New England College in 1951. Northeastern University itself, now the largest privately endowed university in the United States, traces its beginning to the Boston Young Men's Christian Association on Huntington Avenue.

Educational historians are well aware that, with a very few significant exceptions, early American colleges were located in small towns, partly because students were younger than now and parents felt that a semi-rural environment free from the temptations of the city would be more conducive to the development of character. The development of institutions of higher education in urban areas at a later time owes much to the zeal of the Jesuits and the Catholic hierarchy who saw education as the door to upward mobility for many of their working class constituency. Thus Boston College was founded in 1863, Catholic University in 1887, and DePaul in 1898.

Protestant leaders also sought the advantages of college training for their young people: Boston University, after beginnings as a bible institute and theological seminary, was established under its present name in 1869 by the Methodists; Baptists founded Temple University in 1884 and the University of Chicago in 1890, where William Rainey Harper adapted the Chautauqua concept.

In many cities it was the YMCA movement which provided impetus for a growing concern for higher education. It was alert to the fact that many adults who were employed and who had not been able to devote time or money to full-time college education, or whose interests were in practical areas rather than in the liberal arts studies offered by the then conventional colleges, had a genuine interest in opportunities for part-time study which might lead to professional advancement and cultural development. In Boston informal classes were begun at the YMCA in 1896, and the various classes were organized as formal sessions under the name of Northeastern College in 1898 when a School of Law was established. A School of Engineering was founded in 1909, followed by the College of Business and Finance in 1911.



As local chapters of the YMCA in other New England cities developed educational programs, they looked to Boston for a model. At the same time Northeastern College, under the leadership of President Frank Palmer Speare, conceived the idea of branches which would operate under the Boston aegis on the concept of what the *Springfield Union* on September 5, 1920 called the "chain store" principle. Branches of Northeastern were established in Providence, Worcester, Springfield, New Haven, and Bridgeport. Northeastern officially became a university in 1922.

In 1919 the education committee of the Springfield Central YMCA, after some experimentation with informal classes, saw the advantages of being able to offer college credits and signed an agreement with Northeastern, and the Northeastern University-Springfield Division, popularly known as Springfield Northeastern, was established. The original local Advisory Committee consisted of Benjamin A. Franklin, Vice President of Strathmore Paper Company, C. U. Sawhill, Manager of King-Richardson Book Publishers, and Blake A. Hoover, General Secretary of the Central YMCA. The *Springfield Daily News* announced the venture on August 28, 1919 with an article headed "Night College to Open Here." This press notice provides an excellent account of the aims of the new college:

"Springfield is to have an evening college when a division of the Northeastern College of Boston opens in the local Y.M.C.A. September 17. Two schools of collegiate grade will be maintained, a school of commerce and finance and a school of law. The administration offices and recitation rooms will be in the local Y.M.C.A. building and there will be offered during the evening hours, at reasonable rates, courses of study on the highest plane and leading to marked efficiency.

The school of commerce and business, which will lead to a degree of bachelor of commercial science, provides a thorough preparation for business and for certified public accountant examinations. The school of law leads to the degree of bachelor of law and prepares for admission to the bar. The work has been advanced from the disconnected elementary courses to the standard of a college, highly organized and incorporated and conducting several distinct schools under its charter.

Raymond E. Merrill, who has been educational secretary of the local Y.M.C.A. since last February, has taken full charge of planning the courses to be given and has obtained a competent staff of teachers to assist him. He will devote his full time to the college and will be assisted by several part-time teachers. Next year it is hoped to add another full-time teacher. A formal opening of the school is planned for the second week in September and students may register from September 8 to 22 inclusive. Catalogs for both schools may be obtained at the Y.M.C.A.

#### Course in Law

The course of study in the law school will be based on the highest standards and introduced here under the supervision of Frank Palmer Speare, president of the Northeastern College. Associated with him in the law school will be Attys. Harold P. Small, assistant city solicitor, Archer R. Simpson and Horace J. Rice, who will be instructor in contracts and agency. Lectures, discussions, cases and tests will be given systematically.

Graduates of the day high school in good standing will be admitted without examination upon the presentation of their diplomas. Those who have not completed a high school course are allowed credit for the work which they have done and a committee on admission will prescribe whatever additional steps are necessary to meet the requirements. The school will be open to both men and women and the course is of four years duration.

Commercial courses have been offered by the educational department of the Y.M.C.A. for several years, but it was recently decided to expand and improve such courses and consequently preparations have been made for the establishment of the college. The demand for this work is manifest and cooperative plans have been worked out between the Boston and Springfield associations giving the Springfield division of the Northeastern College the benefits of the past achievements and experience of the Boston district.

#### To Confer Degrees

Guy D. Miller, head of the business department of the High School of Commerce, has been appointed dean of the Springfield division. He has had many years of practical experience and is a certified public accountant. Mr. Miller will have associated with him in the first-year work, Horace J. Rice, instructor in commercial law, and William Dunning, instructor in business correspondence.

The requirements for admittance in this school are similar to those for the law school.

The course in accountancy is intended to provide the best possible preparation for examination for certified public accountant, as well as a thorough preparation and training for business. Owing to the broad fundamentals of accounting and business contracts it is necessary for each student to follow a prescribed course during the first two years. In the junior year an option is given between advanced accounting work and that of business administration. The degree of bachelor of commercial science will be conferred upon students who have completed all the work and examinations prescribed during the regular course subject to the special rules regarding attendance."

Classes at Springfield-Northeastern did begin, as announced, in September 1919. As indicated in the news release, matriculation into both the business and law programs was possible upon the basis of a high school diploma. As an actual fact some students were admitted into each program who did not possess the diploma but who made up deficiencies at the university. Degrees could be earned in four years in each School. The catalogs used for the first two years were reprints of the Boston catalogs, with inserts indicating the Springfield operation. Twenty-three students enrolled in the first law class.

Early in 1920 William J. Breeze served temporarily as Director, and later in 1920 John D. Churchill, a graduate of Bowdoin, became Director; he was to serve in this capacity until the Division separated from Northeastern in 1951.

Control of the program was in the hands of the Dean in Boston, while the Director and Assistant Deans managed the local operation. Strict supervision of the Springfield, and other Divisions, was maintained by Boston under the direction of the Regional Office, whose first secretary was Carl D. Smith. Although the local faculty members were engaged by the assistant dean on the



*Left: John D. Churchill  
Director, Springfield-Northeastern 1920-1951  
President, Western New England College 1951-54*

*Below: YMCA Building, Chestnut Street, the  
original home of WNEC*



spot, the Regional Office, through weekly reports, exercised rather rigid control over standards of admission, attendance, grades, examinations, and promotions. Books and supplies were ordered through Boston, and all publicity was cleared centrally. Budgets were approved in Boston, and a Regional Quota, later designated Divisional Quota, was paid by the Division into the central Northeastern treasury; this was apparently based upon enrollment. Correspondence with local banks indicates that eventually the local division was able to build up some funds of its own. Local moneys were held in the name of the Springfield Division and of the educational committee of the local YMCA. This was to become of some significance when the Springfield Division was dissolved in 1951.

Northeastern was in an expansive mood. Its School of Commerce and Finance catalog for 1920-1921 carried the statement, italicized, that "It is a significant fact that more students from the School of Commerce and Finance have passed the Massachusetts examinations for Certified Public Accountants than from all the other accounting schools in the state combined." The College was also happy with the success of its branches and even aspired to a rather grandiose scheme of a network which would embrace not only all New England but beyond. An excellent exposition of this dream appeared in the *Springfield Union* for September 5, 1920:

"New England Zone Established In Enlargement Program of Y.M.C.A.  
To Put Full Collegiate Training and Degrees Within Reach of Those Who  
Must Earn Their Education

It is considered a distinct tribute to Springfield as an educational center that in the inauguration this month of the national education program of Northeastern College in New England, Springfield is to be established as one of the principal divisions of the New England Zone, and that complete instruction will be given to classes which will assemble in the Y.M.C.A. Building in all three of the collegiate divisions of Northeastern College. This includes the Northeastern School of Law, the School of Commerce and Finance, and the School of Engineering, each of which will embrace a four year standard collegiate course with degree giving powers and fitting students entering the business world on the same level and footing as graduates of other colleges in the country.

Although the Springfield Y.M.C.A. educational courses were last year linked with Northeastern College which has developed from the original Boston Y.M.C.A. Educational Institute and a year ago conducted Law School and School of Commerce and Finance classes, this year it will blossom forth with complete courses in all three of the college's northeastern divisions with the same standards, the same textbooks, and with the same system of instruction, supervision and administration, as the parent institution in Boston. Worcester, Bridgeport, New Haven, and Providence will also be distinct divisions while in Lynn and Cambridge will be established divisional branches coordinating with the Boston District, and whose advanced students will be enrolled in Boston classes. Other branches will be established from time to time.

The Northeastern College system as it has been adopted by the International Committee of the Y.M.C.A. eventually will be nationwide in its scope and the establishment of the New England Zone marks the first step

in the national program which eventually will extend the influence from the Atlantic to the Pacific coast. A possibility is also entertained that an international plan will be developed which possibly may finally encircle the globe.

Stated briefly the Northeastern College program means that the employed young men, especially those who have passed the college age without the opportunity to secure a college education or who have realized that they have lost effort after it is too late to undertake a regular college education, can enroll in any one of the Northeastern College Schools and at the end of four years emerge with an education and a degree which will put them on an equal footing with any college graduate. The fact that the graduates of the Boston Y.M.C.A. courses, now the Northeastern College, have averaged in age from 28 to 30 years, is one significant reason why the college has attained such a high degree of success.

Most of the students pursuing their studies evenings have approached their studies with a definite determination to get everything possible out of them. They have been fired with the ideal of success and in turn have inspired the instructors placed in charge of the classes. The Boston Y.M.C.A. Law School, the forerunner of the Northeastern College School of Law, to quote an example, has run neck in neck with the Boston University Law School for years, as having the largest proportion of its graduates pass the Bar Examination in Massachusetts or whatever state they select as their sphere of activity. It has been the same with the School of Commerce and Finance, likewise with the School of Engineering. The practical and determined manner in which the students of these schools apply themselves to the courses has presented conclusive evidence of the educational value of Northeastern College courses.

The plan to extend the sphere of usefulness of Northeastern College first to include the large centers of New England and eventually the entire country was the idea of President Frank Palmer Speare of the college. He took his proposal up with Dr. John R. Mott, secretary of the international committee, who in turn used his influence to such an advantage that the present plan was evolved and put into execution. The idea means that the college has adopted the "chain store" idea in extending the cause of higher education. But instead of "chain stores" they have established "chain schools" or rather colleges, each providing classes for higher education along college if not full university standards.

Its advantages are many and significant. It greatly reduces overhead charges and costs of operation and enables the college to maintain a headquarters staff of highly trained specialists. Standardization of texts, methods and systems of examinations, and other like detail, all contribute to efficiency and economy. It provides in fact, maximum service at minimum cost to the student, organization, and community. What is more, it enables the parent institution in Boston to extend its excellent courses and classes into a large territory reaching students who find it utterly impossible to leave their homes to attend college or university. Likewise it makes it possible to utilize splendidly the perfectly equipped Y.M.C.A. plants located in the leading cities in which educational work of this nature will have a most far-reaching effect, with buildings equipped with dormitories, gymnasiums and moral programs which form the ideal background for the mental development of the students.

The excellent transportation facilities of New England also are an asset in as much as they afford students living within reasonable distances of various division headquarters to take advantage of the courses without interfering with their daily program. The value of this has been proved by the Boston Y.M.C.A. schools which in past years have enrolled students from many communities, even at some distance from Boston.

By dividing New England into different educational divisions Northeastern College does not lessen in the least degree the close-knit character of its organization; although its activities are more widely spread out, the collegiate standards remain the same and the administration remains in the same hands. The college general staff will remain the same with its president, its deans of the various schools, and other officials, but in each division such as Springfield for instance there will be a division head or virtually a divisional vice-president. The local department of the School of Law will have its assistant dean as will the School of Commerce and Finance and the School of Engineering. Each division will have its own corps of instructors and assistants gathered at the discretion and judgment of the divisional governing board, and entirely independent of the central organization. But these instructors will follow in their teachings the general educational plans of Northeastern College; the same classes studying the same subjects convene on the same date in Boston, Worcester, Springfield, New Haven, Bridgeport, and Providence. Visiting supervisors will make frequent trips throughout the zone to supervise classes and keep the instructors in close touch with the head staff of the college. This will serve to promote perfect unity; keep the various divisions in close touch and perfect harmony and tend toward the uniform efficiency of the institution."

The original Advisory Board of the Springfield Division (later to be called the Board of Governors) consisted of Horace J. Rice, Ralph W. Ellis, James L. Doherty, and Gordon W. Gurdon. Members of the original law faculty were Charles R. Clason, Gordon Ireland, Horace J. Rice, Archer R. Simpson, and Rufus H. Tilton; the Commerce and Finance faculty were Guy D. Miller, W. K. Carlton, Joseph Cushing, M. B. Goodman, Harry H. King, and Harry H. Pierce; in the Evening Polytechnic School the instructors were Ernest E. Cleveland, Alexander D. Davis, and Fred W. Hutchinson. The Polytechnic School program led to a diploma which was the equivalent of an associate degree. In 1920 women were first admitted to the Division programs, two years before they were admitted at Boston.

The academic year 1920-1921 appears to be the first in which separate catalogs were published for the School of Law, the School of Commerce and Finance, and the Evening Engineering Institute. The catalogs still carried the history and descriptions of the programs available in Boston. Yearly tuition fee was one hundred dollars, which included a limited YMCA membership. At the first graduating exercises of the Division, in 1922, thirteen seniors (all of whom had entered with some advanced standing) received the degree of Bachelor of Commercial Science. The first law degrees were awarded to seven graduates in 1923; in that same year eighteen men received the B.C.S. degree.

In 1922 the men in charge of the instructional programs in both law and business, still working on a part-time basis of course, were granted the title of Associate Dean. This may not appear to be of great consequence, but it gave them standing in the Boston hierarchy. During this period Everett W. Clark served as Associate Director in Springfield from 1923 to 1925. The name of Stanley O. Smith first appears on the Educational Committee in 1924, just one

year after his graduation in 1923 as president of his class.

As I have indicated above, the catalogs were prepared in Boston and by 1921 they covered the operations in Boston, Worcester, Springfield, and Providence, even to the extent of including directions to the Northeastern buildings in each city and (by 1925) of noting their easy access by "train, trolley, and bus." Programs in both the Law School and the School of Commerce and Finance were prescribed. Sixty semester hours of course credits in class, plus twenty-four hours granted for occupational experience, led to the degree of Bachelor of Commercial Science. In the School of Law the credit count was not strictly by semester hours but the courses were rigidly prescribed and little change occurred over the years.

The law curriculum showed classes as follows:

<b>First Year</b>	<b>Second Year</b>
Torts (36 sessions)	Personal Property & Sales (36)
Contracts (36)	Equity I (36)
Criminal Law (20)	Bills and Notes (24)
Agency (16)	Real Property and its
Legal Ethics (6)	Transfer <i>inter vivos</i> (36)
Case Method of Instruction (10)	
<b>Third Year</b>	<b>Fourth Year</b>
Trusts (32)	Evidence (34)
Property III (36)	Constitutional Law (17)
Wills (24)	Common Law Pleading (16)
Business Associations (36)	Massachusetts Practice (16)
	Bar Exam Review (24)

The catalogs of this period carried specific and rigid regulations as to attendance, grading, tests, and examinations. Little discretion was left to the individual instructors or to the divisional administration; complete reports to the Boston Divisional Office were required.

The University maintained an ambivalent attitude toward the engineering and quasi-engineering programs which it conducted in Boston and which its branches inherited. In its literature it stressed the importance of training in engineering, but in practice, probably because of the lack of laboratory facilities, it held the program at arm's length. Although diploma programs were carried on, no degree was awarded. The earliest catalogs advertised an Evening Polytechnic School, but in 1922 classified the school in Springfield as the Evening Engineering Institute. Whereas the 1922 catalog assured the reader that "the relationship to the University is the same as that of any other school," later editions (starting in 1928) carried the disclaimer that,

"The Springfield Division of Northeastern University is conducted under a cooperative arrangement between the University and the Springfield Young Men's Christian Association; the Springfield Engineering Institute solely by the Association. The local officers of Administration are the same for the Institute and the Springfield Division of the University."

This cautionary statement is an omen of future problems which Northeastern was to have with its divisions and their bearing upon the accreditation and acceptance of the parent institution. It should be remembered that the Boston venture itself was constantly struggling for legitimacy and recognition among

its older and more conventional neighboring institutions. Although the historical sketch in the 1922-1923 catalog states that "The incorporation of Northeastern University of the Boston Young Men's Christian Association in March 1916 marked the culmination of a notable achievement," the catalogs through that of 1921-1922 were issued under the aegis of Northeastern College, with the nomenclature University appearing in 1922. The 1923-1924 catalog carried the note that "In March 1923, the University was granted general degree-granting power by the Massachusetts Legislature," and the issue for 1927-1928 would add that the new University was "the only completely organized university operated under the auspices of any Young Men's Christian Association."

Requirements for the B.C.S. degree in the School of Commerce and Finance during the year 1925-1926 were met by four years of classes. The necessary 72 semester hours could be reached by 48 semester hours of classes, and 24 semester hour credits were granted for occupational experience. Two curricula were available, each quite rigidly prescribed; the program for the major in Business Management had only four hours of optional classes, and that for Professional Accounting had none. Tuition charges were \$110 in both the School of Commerce and Finance and the School of Law. Total enrollment was 342 students, of whom 128 were in Law.

During the same year an Alumni Association was founded in Springfield, with Donald M. Macaulay '24 as the first president. In Boston a Northeastern University Club had been instituted in 1921 and its name was changed in 1925 to the Northeastern University Alumni Association; graduates from all the Divisions of the University were also eligible for membership in this club. In this same year Wendell H. Berry became Associate Director in Springfield, a position he was to hold until 1929.

It is interesting to note that in a discussion on enrollment at a Divisional Committee meeting on April 1, 1926 the minutes record that "Mr. J. D. Churchill of Springfield uses only newspaper advertising and personal letters for promotion. He draws all the students in this way that he can accommodate."

In order to make the degree requirements more comparable to those of conventional full-time colleges, the business programs were extended in 1926-1927 to five years and in 1927-1928 to six years. In the six year period the student earned seventy-two semester hour credits in classes and twenty-four credits by the application of occupational experience credits. This program would now lead to the B.B.A. degree and not to the B.C.S. This action was taken by the Boston Board of Governors and reported to the Divisional Committee on October 21, 1926. Thus a high school graduate could still earn a degree in law by four years of evening study but needed six years to obtain the degree in business.

The need felt by the students for recognition and the practical aspects of competition were factors in the decision to shift away from the B.C.S. degree. Minutes of the Divisional Committee for November 19, 1925 had carried the comment:

"Dean Smith (Carl D. Smith) stated that some of the members of the Boston alumni and also Springfield feel that the School of Commerce and Finance degree is being depreciated because of the granting of the degree of Bachelor of Business Administration by the School of Business Administration. At Boston University the same degree is granted to both day and evening graduates. In the discussion it was stated that the B.B.A.



degree is more popular and is used more largely in the best colleges. The reasons for granting the B.B.A. and B.C.S. degrees in Northeastern University were given. It was felt that possibly the same degree might be granted though the alumni and other interests should be kept entirely separate in the School of Business Administration (day) and the School of Commerce and Finance (evening).

University administrators were aware that part-time evening faculty did not carry as much weight with accrediting agencies as did full-time professionals. At a meeting of the Divisional Committee on October 21, 1926, the following statement was approved:

"In order that misunderstanding regarding the policies and standards of the School of Commerce and Finance during the transition period of the next five years may be reduced to a minimum, the Dean (Dr. Everett Churchill) presents the following statement for the guidance of the administrative staff in Boston and the divisions.

The faculty Committee for the School is desirous of improving the quality of the faculty personnel and is addressing itself to a more careful review of each candidate for appointment. In general, we hold that each man appointed to the staff should hold a degree from a college or university of recognized standing. Only in the most unusual circumstances are we justified in appointing a non-college man to the staff. Insofar as possible only those should be added to the staff who have had actual teaching experience of a satisfactory character. We recognize this test difficult of application particularly in cases of mature business men who may possess all other desirable qualifications. We must guard against the tendency of appointing too many high school teachers to the faculty. These men may be excellent teachers but unless they have pursued graduate work or have taught in a college or university, there is grave danger that the standards for which we are striving may be lowered to conform to secondary school standards. Instructors should be selected who conform to the requirements agreed to recently by the Divisional Committee and set forth in the last rating plan as used in the University of Chicago and supplemented by Dr. Churchill's suggestions."

In December 1927 a Master of Business Administration program was developed, presumably to be offered in all Divisions. There was considerable discussion as to whether the requirements of an 85% average for all courses completed was too rigid a standard, but this level was finally agreed upon "in principle" and a thesis was required of all degree candidates. This program elicited very few aspirants in Springfield; in fact only one M.B.A. degree (in 1938) was awarded locally.

In the catalog for 1928-1929 there appears for the first time a statement, italicized for emphasis:

"The School is the only degree granting school of Business Administration in New England which conducts work exclusively in the evening and has a separate faculty and administrative organization whose energies are devoted to the efficient training of employed men and women. It offers to men and women who are employed during the day an effective university education in business at convenient evening hours."

This attempt to emphasize quality was continued in later catalogs, and on the title page of the 1929-1930 catalog, after the designation, School of Commerce and Finance, there follow the words "A distinctive Evening School of Business for Employed Men and Women." Meanwhile the Springfield Engineering Institute continued, now described as "A junior college organized to make available preparatory subjects for students who may have deficiencies in secondary school training and then to present the essential courses in the field of industrial and mechanical engineering." Except for one course in English and one in History, all courses in the Institute were practical: drawing (at several levels), mathematics, strength of materials, physics, materials of construction, and electricity.

The various schools of the Division prospered to the extent that enrollment forced the YMCA to start construction of an Annex in 1929 which would accommodate, in addition to other expanding programs of the Association, the growing number of students (over 400 in 1929). In 1929 the name of Robert R. Emerson '23 first appears on the Educational Committee.

By 1930 the Annex was completed and a picture of the new, enlarged YMCA building appears in the catalog for 1930-1931. The annex cost \$500,000 and increased by about one-quarter the amount of space allotted to the Division. The total area devoted to education now approximated 16,000 square feet. The inside cover of the Division catalog now invited gifts to the YMCA to offset the cost of the mortgage, noting that the expansion was "so largely undertaken to provide adequate space and equipment for Northeastern University, Springfield Division..."

For the year 1930-1931 the organization of the engineering courses was changed: the Springfield Engineering Institute was eliminated and the college level courses appeared in an Applied Science Bulletin. The Applied Science program became a major in the School of Commerce and Finance and led to the B.C.S. degree. The former courses which were not on college level were continued as Pre-College Courses in the School of Commerce and Finance; such courses, without semester hour credit, were continued until the nineteen-fifties. This change was somewhat in accord, in a much simpler form, with the organizational re-structuring effected in Boston, where, as stated in the catalog for 1927-1928,

"Northeastern University will operate a new institution known as the Lincoln Institute. The Lincoln Institute will include the work which was formerly offered by the Northeastern Evening Polytechnic School, the Northeastern Evening Preparatory School, and the Department of University Extension."

In the area of governance, the Educational Committee was supplanted in 1930 by the Board of Governors, with Horace J. Rice serving as Chairman. Actual control of policy, however, remained very much in the hands of the University in Boston. After a year without an associate dean, Russell Whitney was named to that position in 1930; he served until 1935.

The School of Law, apparently taking a cue from its sister school, carried on the title page of its catalog the notation "An Evening School with Day School Standards of Instruction," a description which it had given up in 1922. By 1932, also, the prescribed program for the LL.B. was extended from four to five years; admission to the School of Law could still be granted on the basis of a high school diploma. Comments which appear at various times in Divisional

Committee meetings indicate that American Bar Association standards still required no more preparation than this.

In the academic year 1931-1932 the former School of Commerce and Finance became the School of Business in all Northeastern divisions. Programs in all divisions led to the B.B.A. degree, with the exception that in Springfield alone the Applied Science program of the School of Business was continued and still led to the B.C.S. degree. The Science program remained in a state of flux; enrollment was small, with only one student receiving a degree in 1932 and one in 1934. The year 1936 saw the Applied Science program finally converted to the major in Engineering and Business leading in six years to the B.B.A. degree. This major continued throughout the days of Springfield-Northeastern and was adopted in 1951 by Western New England. In the area of personnel, Robert R. Emerson first appeared as Treasurer in 1934. In 1936 Ralph L. Bowen became Associate Director and Bursar, Mr. Whitney having moved to the Divisional Office in Boston.

With the year 1936-1937 the Schools both of Law and of Business at Springfield fell into a fixed pattern. The catalogs of 1936-1937 and of 1950-1951 for Business are marked more by similarities than by differences. Lives of different young men and women, of course, were affected, but the programs were basically the same, the physical facilities did not change, the library collection grew only slightly, and the enrollment grew modestly. The same administration and many faculty remained. Narrowly defined curriculums were maintained in Management, Accounting, and Engineering and Business. Few optional courses were available and then only those which, for reasons of economy, could be opened to students of all the curriculums. A major in Law and Business which used faculty members from both schools was inaugurated in 1931 and continued until 1941.

The Graduate Program in Business which had earlier been begun in Boston did not prosper in Springfield. An opening class appeared here in 1928, with six students, including John Churchill. Enrollment dropped to four in 1933-1934 and to two in 1934-1935. One M.B.A. degree (the only one to be granted in Springfield) was awarded in 1938, and that year the program petered out. It should be remembered that because of depressions and war these were lean years. In 1936, for example, only twenty-two baccalaureate degrees were awarded in Springfield and in both 1944 and 1945 only six persons took degrees. In 1948 this number increased to twenty-three.

In 1938 the Division began sessions of the Springfield Summer School described in the catalog as "A six-week tutorial school during July and early August for secondary school students wishing to clear or review high school subjects prior to return to school in the fall, or to prepare to take entrance examinations for admission to college." As I have indicated earlier, undergraduate enrollment was at a low level and, in addition to providing important remedial opportunity for high school students, the Summer School brought in welcome tuition moneys and also served as a recruiting agent. Students benefited inasmuch as grades earned in the School were accepted by the public schools of Springfield and neighboring communities; many students were in this way able to graduate from their respective secondary schools without losing a year. The Summer School continued until the early days of Western New England.

In 1939 Robert R. Emerson became Chairman of the Board of Governors, a position which he was to hold (later as Chairman of the Board of Trustees)

until 1970. Stanley O. Smith became Vice Chairman, and Earl H. Paine succeeded Mr. Emerson as Treasurer.

It was during this same year that the catalog, which still carried the account of the organizational structure and location of Northeastern in Boston referred to the new location of administrative and instructional facilities as being in the "West Building at 360 Huntington Avenue" on a "six and one-half acre campus," although the School of Law classes were still housed in the YMCA building.

The World War II years had an impact upon the divisions of Northeastern in a somewhat different manner than upon full-time day operations. The demand for accelerated programs, a significant factor among the 18 to 22 year old student body of the day colleges, was not a serious problem for the evening enrollment in the various divisions. The great majority of the students were already working, and many of them in essential defense industries. The decrease in enrollment which occurred in the later years of the war was as much a function of the demands of their jobs upon the evening students as it was the effect of the Selective Service program. The divisions also benefited to some extent from the National Defense Program in which some 120 to 150 students were reported by John Churchill on January 2, 1941 to be enrolled. Registration in classes, however, did decrease; despite the fact that I have been unable to uncover even approximate figures for enrollment from 1942 to 1945 (it must be remembered that the administrative staff was cut to the bone), it is clear that within a four year period from 1943 to 1947 only twenty-nine students received degrees.

I have alluded several times to the fact that Northeastern in Boston was constantly struggling for recognition as a newcomer among a complex of older institutions with national reputations. In December 1940 Northeastern received accreditation from the New England Association of Colleges and Secondary Schools; as the Divisional Committee minutes for January 2, 1941 indicate, "While this does not change the work of the University in any way, it will add prestige." Again, in noting that the fact of accreditation made the university eligible for membership in the American Council on Education and in other educational groups, the minutes for October 9 observe that "These facts show that the University is rapidly obtaining a recognized place in the educational system of the United States." As the parent institution increasingly perceived the advantages of academic and professional respectability, the continued operation of the Divisions was seen as a not unmixed blessing. The limited and part-time programs began to have adverse effects upon the acceptance of the overall institution and to affect its credibility. Even as Springfield-Northeastern was struggling to keep its corporate head above water, with low enrollments having a negative effect, heavy clouds began to overshadow and even jeopardize its continued operation as a result of the efforts of the parent body for accreditation of its Law School.

The threat to the School of Law at Springfield did not come as a complete surprise. As early as October 10, 1940 the Divisional Committee minutes indicate that "Dean Skolfield of the Law School stated that ... he felt that the Divisions would not qualify as accredited schools under the American Bar Association standards." Lest there be any doubt as to the implications for the Divisions, the minutes of November 7 spell out the stand of the University:

"Dr. Churchill (Vice President Everett Churchill) wished to make sure that all the Divisional Directors understood clearly the University policy

with respect to the School of Law in the Divisions. It is the general policy that if the accreditation of the Boston work cannot be secured if the University is conducting divisions of the Law School, then the divisional connection will be discontinued as far as the School of Law is concerned. If the Divisions are to continue their Schools of Law, then they must conform in all respects to the Boston standards..."

As it became painfully evident, through negotiations with the American Bar Association, that the part-time programs in Worcester and Springfield, with their limited facilities, would not be acceptable, Vice President Churchill again spoke of the efforts in Boston to maintain "true university status," and the minutes for March 3, 1941 record that,

"Dr. Churchill stated that he had met with Board of Governors in Worcester.

"Accordingly it would be highly desirable if the divisional boards in Worcester and Springfield would take action in the near future whereby no new students would be admitted to the School of Law in the Divisions. Doubtless such action would have to be taken by Boston by May 1 should it not be initiated by the Divisions."

The issue came to a head by means of a letter from Vice President Churchill to John D. Churchill on April 15, 1942. The letter quoted the action of the American Bar Association:

"That the Acting Advisor be instructed to communicate to Northeastern University School of Law the sense of this Council, that the school appears to be qualified for provisional approval at the present time, but such provisional approval cannot be voted by the Council until the Boston institution is wholly divorced from both the Worcester and the Springfield branches and those branches cease to grant degrees in the name of Northeastern University; that action will promptly be taken by the Council when satisfactory assurances of the accomplishment of this purpose have been given."

Entering students had not been accepted in the School of Law in 1941; of the students who were already enrolled and who had accumulated a substantial number of credits, many accelerated their studies with the result that the largest class (33) in the history of the school graduated in June 1942. Thus legal education no longer was a component of Springfield-Northeastern. Apparently a law school which accepted students directly from high school without at least some exposure to collegiate education could not meet the standards for professional legal education as conceived by the American Bar Association. During its existence, from 1919 to 1942, the School of Law had graduated 288 students.

Operations continued in Springfield on a reduced basis. We do not have enrollment figures for the year 1942-1943, but only nineteen students received degrees in June 1943, and, as I have previously noted, this number fell to six in 1944 and 1945. The position of associate director was abolished and Mr. Bowen continued only in the capacity of bursar; in 1943 he left and the position of bursar was not filled. The other Divisions apparently did not survive the shock of reduced programs and enrollments; the Worcester Division no longer appears in Northeastern catalogs after 1942 nor the Providence Division after 1943. With the attenuated staff at Springfield some normal functions suffered;

I find no enrollment statistics from 1942 to 1945 and no catalogs from 1945 to 1947. In 1945 Mr. Leon D. Chapin, a graduate in the class of 1939, was engaged as part-time bursar, thus beginning a tenure at the institution which extended to 1979; he was not to become full-time bursar until the reorganization in 1951.

The year 1945 breathed new life into the Division, as it did to all collegiate institutions, for with the close of World War II the influx of G.I.'s into the halls of higher education began, aided by funds from the Veterans Administration. The back cover of the 1947-1948 catalog was devoted to information on details of the provisions of Public Law 346 and to details of registration procedure in order to take advantage of the educational benefits. This is the first catalog, incidentally, in which the Boston locations are no longer mentioned. Tuition by now was \$165.00 and the Division was paying \$5,116 in rent to the Springfield Y.M.C.A. for its 16,000 square feet of space. As later arrangements were made, rent was based upon the use of 12% of the total area of the building.

The press of increased enrollment (660 in 1947-1948) made more staff positions necessary. Robert C. Weller became Registrar in 1947 and Mansfield L. Hunt Bursar in 1948. In 1947 also the name of Harley B. Goodrich '27 first appears as Secretary of the Board of Governors; previously no secretary had been identified. The catalog for 1950-1951 was the last one to be used under the aegis of Northeastern. There is no indication of this fact, however, in the catalog, and when the 1951-1952 edition appeared under the name of Western New England College, one would have to look very hard to discover any substantial differences, except, of course, for the re-institution of the School of Law. A new era, however, began.





## II. Western New England College

1951-1980







## 1. Transition: 1951-1955



Although records covering the termination of the Springfield Division of Northeastern University and the birth of the new entity known as Western New England College are not complete, the essential elements are clear. In the development of its own programs in Boston, Northeastern was again discovering, as it had in the instance of the discontinuance of the School of Law in Springfield in 1942, that the requirements of the various accrediting bodies with which it was involved made the Springfield operation somewhat of an embarrassment. The part-time evening program, not

buttressed by a full-scale day operation and permanent faculty, simply was not highly regarded by those who were charged with placing the official stamp of approval by accreditation upon the university as a whole. Even though the Boston operation maintained a large evening program, there was also the rapidly growing day organization staffed by full-time faculty, and a goodly number of full-time faculty members also taught in the evening. At Springfield there were no full-time faculty and no full-time students. University officials both in Boston and in Springfield were aware of the implications of the situation.

Matters came to a head in 1950. On July 3 of that year, Everett A. Churchill, now serving as secretary of the Northeastern University Corporation, wrote an official letter to Charles E. Lee, General Secretary of the Springfield Young Men's Christian Association, conveying the intent of the Trustees of Northeastern that "the work of the Springfield Division of Northeastern University should be terminated as early as possible. "He stated in explanation that this action was necessitated by "the rapid growth and expansion of Northeastern University in Boston and the multiplying problems of accreditation." Presumably in an attempt to ease the blow, he suggested that the YMCA group might "possibly make some connection with another Springfield College and in this way preserve the standards and quality of the work conducted in Springfield."

A meeting of the Governing Board of the Springfield Division was scheduled for October 18. In a memo to the Board members in preparation for the meeting, John D. Churchill, to whom a copy of Everett Churchill's letter had been sent, stated that, although the notion of a termination was not new to him, the notice at this particular time was "unexpected." He commented that

in order to prevent an unfortunate effect of such a notice upon the registration for the work of the fall semester (as had occurred at the time of the termination of the School of Law in 1942), no public recognition of the notice had been made. Churchill suggested that the governing members had four possibilities to consider – 1. stop the educational program completely; 2. to continue a program at a level which would not lead to a degree; 3. to affiliate with some local college; 4. to obtain a charter which would permit a separate collegiate operation.

The Board met on October 18. Members present were: Robert R. Emerson as chairman, Stanley O. Smith as vice-chairman, John D. Churchill, William C. Hill, Charles E. Lee, Earl H. Paine, George W. Rice, Jr., and Horace J. Rice. The group voted no interest in suggestions one and two. They instructed Mr. Horace Rice to discuss with President Limbert of Springfield College the desirability and possibility of some type of affiliation and also instructed John Churchill to investigate the requirements for obtaining a separate charter. Assuming also that termination with Northeastern was inevitable, they recommended to the Board of Directors of the YMCA that it seek a termination contract with Northeastern which would allow students to phase out their education under the Northeastern aegis on a staggered yearly basis.

Both the Governing Board and the authorities in Boston were concerned lest the seven hundred students registered in the Springfield Division become "educational orphans" as a result of the sudden and complete cessation of instructional activities at the YMCA.

The Board was naturally, however, awed by the task of establishing a new college without some type of supporting affiliation. Minutes of their meeting on November 11, 1950 indicate that "Nearly all members of the Board were in favor of an independent institution, but looking to possible consolidation in a University of Springfield at some future time." This sentiment appears again in the January 25, 1951 records:

"We are in favor of a University of Springfield by the banding together of the colleges in Springfield if all of them would go in with us. But to assure ourselves of continuing as an institution, we must go ahead with what has been started; i.e. seek our own charter.

It was moved and voted that we take the necessary steps to procure a separate charter as a degree granting institution (Dr. Hill was opposed.)"

The inclination to some type of merger persisted as is shown by the statement in the minutes for March 6, 1951:

"Chairman Emerson read a letter from Mr. Davenport stating that a committee of three trustees has been appointed by A.I.C. to meet with representatives of Springfield College regarding the University of Springfield. It was the unanimous feeling of those present that we should appoint a committee to meet with representatives of American International College and Springfield College. A motion was made that a committee be appointed to meet with representatives of the other two colleges in Springfield for considering the feasibility of forming the University of Springfield.... No publicity should be given this action."

Apparently the negotiations with the older colleges were not fruitful; possibly it was felt that arrangements, even if desirable, could not be completed



in time for the opening of a new academic year in September. In any event, the merging of the two senior institutions would be more involved than the adoption of the fledgling college. Conferences which John Churchill had with Commissioner of Education John J. Desmond in Boston and officials of the former Worcester Division of Northeastern encouraged him to recommend that the Springfield group apply for a charter as an independent college. Such a move, if successful, would not only protect the students who had already taken courses as Northeastern enrollees but would continue to serve the new students in the area. It would also put to educational use the "approximate quarter million nest egg" as Churchill designated the reserve amount which had been built up by the Springfield Division.

The fact that this sum was made available to the new institution is indicative of the good will existing among those involved in its birth. Members of the Governing Board, of course, represented both the YMCA and the proposed collegiate institution, and it appeared that inasmuch as the funds available had been earned by the operation of Springfield-Northeastern, they should be turned over to the new enterprise. In any event the legality of their reverting to the Metropolitan YMCA was questionable. The Board voted on March 8, 1951 that,

"Mr. Lee ... will arrange that a vote be taken by the Board of Directors and the members of the Metropolitan YMCA transferring funds now standing in the name of 'Northeastern University, a Branch of the Springfield YMCA' to the new corporation upon incorporation and receipt of its charter. Mr. H. J. Rice will be requested to draw this vote."

The actual amount which had been accumulated by the Springfield Division and which now became available to the new institution was \$253,171.

With the decision now made that a new college be inaugurated, John Churchill recommended to his Board that the termination of the Springfield Division "should now be arranged promptly and cordially;" and from the Boston side Northeastern's Vice President Everett A. Churchill wrote in a letter on June 28 to attorney Gerald J. Callahan, who had been engaged to obtain a charter for the new college, "Some of us regret very much that our Board of Trustees felt it necessary to discontinue what to me has been a very fine and friendly relationship for many years."

John Churchill worked with Attorneys Callahan and Charles Clason in doing the research and in preparing the materials which were presented to the Board of Collegiate Authority in a petition to charter the new institution under the name of Western New England College.

"The minutes for the Board of Governors meeting of February 1 indicate that a committee consisting of Messrs. Lee, Hoover, and Rice had weighed the names Pynchon College, Western New England College, Connecticut Valley College, College of Western Massachusetts, and Hampden College and that "The committee recommended Connecticut Valley College as its first choice, Western New England College as its second choice." Mr. Irving Jacobs then suggested Bay State College as a possible name. The minutes finally show that:

"A ballot of the members on a name resulted in a tie between Connecticut Valley College and Western New England College-four each. A second ballot was taken, with the majority favoring Western New England College."

It is of some interest that Dr. W. H. Mandrey, President of New England College which had been founded in Henniker, New Hampshire in 1947, wrote to John Churchill on June 13, 1951 protesting that the use of the name Western New England might lead to confusion and to the possible detriment to both institutions.

Churchill's reply was cordial but unyielding.

The charter was granted on July 17, 1951 and the firm of Simpson, Clason, Callahan & Guistina was paid \$3,254.47 for work and expenses. By the conditions of the charter the new college was authorized "to grant and confer the degree of Bachelor of Business Administration, with specification in the fields of Accounting, Management, and Engineering and Business, and the degree of Bachelor of Laws, together with honorary degrees such as are usually conferred by colleges in the Commonwealth of Massachusetts."

This was obviously a very restrictive charter, as became clear a few years later, when compared with other Massachusetts colleges. American International College, for example, which was chartered before the Board of Collegiate Authority came into being, is empowered "to grant such honors, degrees and diplomas as are conferred by any University, College or Seminary of Learning in this Commonwealth." The degree-granting powers, however, were sufficient to continue the programs already offered by Springfield Division; and indeed the very limited resources of the new institution scarcely justified further programs.

Although at the Governing Board meeting on November 17, 1950, "Mr. Macaulay very strongly urged that we have a law school established at the earliest opportunity," the actual reinstatement of the law program which had been terminated by Northeastern in 1942 seems to have resulted from the urging of Commissioner Desmond whose assistance and advice had proved extremely helpful (and who would again be of assistance when an expansion of programs was requested in 1956.) John Churchill in his memo of November 17, 1950 acknowledged the encouragement of Dr. Desmond to resume the training in law; Desmond stated, "that there is no one in all of western Massachusetts offering the like study."

The first meeting of the new Board of Trustees was held on March 19, 1951. Present were Robert R. Emerson, Stanley O. Smith, Roe S. Clark, William C. Hill, Blake A. Hoover, Irving C. Jacobs, Charles E. Lee, Donald M. Macaulay, George W. Rice, Horace J. Rice, John D. Churchill, Earl H. Paine, Harley B. Goodrich, George E. Williamson, and George W. Lamb. These men had all served on the Governing Board of Springfield-Northeastern. The Board of Collegiate Authority had been impressed by their dedication and by their willingness to serve on the new board, thus insuring continuity in the educational enterprise in Springfield. That continuity was remarkable: Robert Emerson was to continue as chairman until 1970 and as trustee until his death in 1977; Earl Paine was to continue as treasurer until 1964 and as trustee emeritus until his death in 1977; Harley Goodrich served as secretary until he died in 1974; and Irving Jacobs still serves as trustee, having been chairman of that board from 1970 to 1975.

Continuity was also assured in the area of programs. The School of Business was organized under the leadership of Guy D. Miller as Dean; Miller had been head of the former School of Business, with title of Assistant Dean, since 1919. Although serving only on a part-time basis, he gave many extra hours to the task. He had an excellent knowledge of current practices in business education and possessed an uncanny ability to locate and engage effective part-time

faculty. Charles R. Clason, a local attorney who had taught in the Springfield Division School of Law until its termination in 1942, now returned as part-time instructor and subsequently Dean of the School of Law. He soon built up a competent faculty of practicing lawyers who also had an interest in teaching. The professional full-time staff consisted of John D. Churchill as President, Leon D. Chapin, hired as Bursar at \$5000 annually, and Elmer H. Allan, engaged as Dean of Students and Director of Admissions, also at \$5000.

It will readily be seen that in granting even the restricted charter which it did the Board of Collegiate Authority was actually acting upon the faith it had in the integrity and seriousness of the members of the Board of Trustees in their pledge to continue, and even improve upon, the program carried on by Springfield-Northeastern. Here was a college with a full-time professional staff of three, with no campus, no full-time faculty, and no full-time students. The operation was housed in quarters "rented" from the YMCA. The entire rented area comprised 17,000 square feet; laboratories were almost non-existent; the library, with holdings of about two thousand books, was housed in a room 58 feet by 16 feet and had only a part-time student serving as librarian. Because of the fact that the YMCA was itself organized as a non-profit corporation, it could not legally charge rent; it was therefore agreed that the new college would pay a part of the maintenance and operating costs of the building based upon its proportionate share of the total area. Original charges were \$7239. These charges increased yearly as the total costs grew.

The matter of the status of students who had been enrolled in the Springfield Division was the subject of much discussion and of considerable correspondence between Springfield and Boston. Northeastern authorities felt a moral responsibility toward students who had enrolled in good faith expecting to be able to earn a degree as a result of their part-time study; yet it was anxious about its standards and its reputation, for it was partly this concern which had led to the discontinuance of its Springfield operation. Western New England had a like solicitude for the students who had started their education only to find that Northeastern was withdrawing from the area; this was the chief reason for the establishment of a new college. And now the college needed the students in order to survive. The students were torn between the desire to continue a Northeastern education which carried the advantages of accreditation – even if they were treated as step-children - and the opportunity and challenge to be pioneers in a new enterprise which would service them better but which carried the stigma of being unaccredited. What many students wanted was the opportunity to continue their education at the new Western New England but to receive their degree from Northeastern in Boston.

The final decision was that students who wished to obtain their degree from Northeastern would be allowed to do so provided that they carried a "normal" load of classes three evenings a week and without interruption. This would mean that those who would be seniors would receive their degrees in 1952 and that no degrees could be earned in this manner after 1956. This was outlined in a letter from Vice President Everett Churchill in Boston to John Churchill on September 4, 1951. He further stipulated that "any student who is going to petition to receive the Northeastern degree must do so before the opening of school this fall." This deadline was later extended to November 15.

The majority of enrolled students opted to register under the aegis of Western New England; and, of course, all new students had no other choice. The limitations on time and the requirement of a "full program" set by Northeastern

discouraged many from attempting to continue in that institution. And, although the Boston authorities attempted to meet their obligations to their erstwhile students, the mood was to encourage them not to continue with Northeastern. Dean Albert E. Everett of the School of Business in Boston stated in his memo of October 1, 1951, "The University would commend to students, formerly of Springfield Division, the transfer of their credits to Western New England College as a basis of qualifying to take their degrees from that institution."

At the Springfield location efforts were made to induce the students to elect to side with the new institution. In a memo to former Northeastern students on August 14, 1951, Dean Elmer Allen reminded them that by a slight adjustment of the number of minutes per week in class the new institution would award three semester hours credit for each course rather than the former two and one-half hours arrangement and that any students who might register before June 1956 would have their previous courses evaluated on the new basis. This was an encouragement for students to transfer their credits from Boston to the new college and it also, theoretically at least, made potential transfers from WNEC to other colleges easier. President Churchill also issued bulletins to students urging the benefits of associating with the new enterprise.

Actually John Churchill was quite astonished to discover that a considerable number of students, perhaps the majority, desired the Northeastern degree. In a letter to Vice President Everett Churchill on August 31, 1951 he stated, "I was surprised to hear that there were any particular number thinking like this because I knew it had been your desire from the beginning that we get complete severance as soon as possible ... and that it would save both institutions a great deal of difficulty to avoid anything that would savor of two-in-one after the time of actual severance came." He must have been even more surprised when Everett Churchill's reply on September 4 indicated, "Your senior class, I understand, as a body wishes to secure the degree (from Northeastern) and are having representatives come to Boston on September 18 to discuss the matter with us." In the same letter he expressed the official view at Boston that although the university would honor its commitments to the Springfield student, "We hope, of course, that those who wish our degree may be kept at a minimum. In fact, it would please us if there were none who wished to secure the Northeastern degree."

Whatever the sentiments of the two Churchills, the great majority of those taking the degree in 1952 elected the advantages of an accredited degree; fifty-one took the Northeastern degree, and eighteen brave souls became the first degree recipients from Western New England. In 1953 the preponderance was the same: forty-seven from Northeastern and thirteen from WNEC. By the next year the difficulties of maintaining the pace set by Boston, and the developing pride in the new institution, swung the tide. In 1954 only thirteen received Boston degrees as compared with thirty-eight awarded by WNEC. For all practical purposes the separation was now complete, although one senior received a Northeastern degree in 1956 and one in 1957.

Regardless of the sentiments of the Boston authorities relative to disassociating themselves from the Springfield operation, the officials of the new enterprise found it to their advantage to capitalize on Northeastern traditions and procedures. The three degree programs instituted in the School of Business were practically identical to those which had previously been carried on, and the program in the newly organized School of Law was closely based upon that



in effect in Boston, with admission standards raised to require at least two years of college training.

All members of the former Governing Board agreed to continue as Trustees of the new College and were divided into three classes with the terms of the members of one class expiring each year to allow for overlap and continuity. The part-time faculty continued practically unchanged, and the student body remained about the same; 634 students enrolled for the academic year 1951-1952.

In order to more nearly equate the work of the College with that of conventional institutions, the semester hour credit for courses (except in the School of Law) was increased from Northeastern's 2-1/2 to a standard three hours, and the total credits required for the B.B.A. were increased to 125. Theoretically this made transfers to other colleges easier. As a practical matter transfers were not too easy for two reasons. First, the new institution still lacked accreditation, which itself became a barrier to recognition by many institutions; second, the total number of semester hours included twelve hours credit for "occupational experience" which most colleges were reluctant to accept. It should be noted that this credit of twelve hours in itself was a considerable improvement over the thirty hours of occupational experience which had been allowed under Northeastern.

Certainly because the University believed in the value of practical experience, and possibly because of a desire to hold down the length of an evening curriculum already necessarily long because of its part-time nature, Northeastern had given extensive consideration to the working experience of its students. The Northeastern catalogs carried the statement:



*The fledgling college continued to operate at the Chestnut Street location.*

"The School considers that knowledge, skills and experience acquired in a business position are equivalent to work carried on in a laboratory. Credit for business or occupational experience to the extent of 12 semester hours is allowed at the rate of six semester hours during each of the last two years the student is in attendance. All members of the two upper-classes who expect to become candidates for a degree are required to file a detailed occupational experience form, which is used as the basis for determining occupational experience credit."

The statement appeared verbatim in the early catalogs for WNEC except for the reduction from 30 to 12 hours credit.

Tuition for a normal full program (18 hours) in the School of Business was \$198, with an individual course rate of \$11 a semester hour; in the School of Law the rates were \$252 and \$14. It took a minimum of six years to earn the business degree and five years for the law *degree*; most students, of course, took more than the minimum time because of domestic situations or problems at work. Students enrolling at the School of Law were required to have had at least two years of undergraduate college work; this requirement was increased to three years in 1955, (which was more stringent than required by the state Board of Bar Examiners at that time), and to a bachelor's degree in 1960.

Despite the frequent instances of outstanding teaching on the part of part-time faculty members in evening colleges, many of the more conservative and conventional colleges continued to look with some skepticism on the efforts of institutions involved in the education of employed persons through part-time study. One reason advanced for this attitude was the undue attention paid to the accumulation of credits as an evidence of an education rather than a mastery of an academic field or attainment of a point of view.

In a similar vein, faculty were paid on an hourly or unit basis rather than by a professional salary. The schedule of payments and the procedural organization at the newly founded WNEC were adopted directly from its parent institution. Instructors were paid on a nightly basis; in 1952 the average was \$14.00. In addition, instructors were paid \$1.00 per student for each final examination, fifty cents per student for each mid-term exam (these were required) and each scheduled test, and twenty-five cents for every unscheduled test. There was some foundation for the suspicion that an occasional instructor increased his earnings by scheduling an unusual number of tests.

Attendance was strictly monitored, and students were allowed a stated number of both excused and unexcused absences. One duty of the Dean of Students was to peruse the absence reports. With the complexities and changes in work schedules and the vagaries of domestic problems, this became quite a chore; many a student was also summoned from class because of an imminent delivery by an expectant wife.

Both the strict dependence upon the counting of credits for advancement and the close adherence to the old Northeastern format become clear in a comparison of programs taken from the 1949-1950 Northeastern Catalog and the 1953-1954 Western New England Catalog:

**Requirements for B.B.A. Degree in Accounting**

<b>Course Number</b>	<b>Subjects</b>	<b>WNEC</b>	<b>N.U.</b>
		<b>Credits</b>	<b>Credits</b>
		<b>Semester Hours</b>	<b>Semester Hours</b>
A 1-2	Introductory Accounting	6	5
A 3-4	Intermediate Accounting	6	5
A 7-8	Accounting Problems	6	5
A 9-10	Cost Accounting	6	5
A 11	Auditing	3	2 ½
A 13-14	Income Tax Procedure	6	5
A 15	Constructive Accounting	3	2 ½
A 17-18	Advanced Accounting Problems	6	5
Ec 1-2	Business Economics	6	5
Ec 3-4	Financial Organization	6	5
Ec 7-8	Business Statistics and Forecasting	6	5
E 1-2	Business English	6	5
E 3-4	Advanced English	6	5
E 5	Public Speaking	3	2 ½
E 6	Business Reports and Conferences	3	2 ½
E 7, 8	Business Readings; or T 3-4, Thesis	5	5
L 1-2	Legal Aspects of Business	6	5
M 1-2	Business and Industrial Management	6	5
M 7-8	Credits and Collections	6	5
M 9-10	Industrial Management Problems and Policies	6	5
	Occupational Experience	12	30
	Electives (subject to administrative approval)	6	5
	<b>Total Semester Hours Required for Degree</b>	<b>125</b>	<b>125</b>

### Requirements for B.B.A. Degree in Management

Course Number	Subjects	WNEC	N.U.
		Credits	Credits
		Semester Hours	Semester Hours
A 5-6	Accounting Aids to Management	6	5
D 1-2	Marketing	6	5
D 3	Principles of Selling	3	2 ½
D 4	Sales Management	3	2 ½
D 5	Principles of Advertising	3	2 ½
D 6	Advertising Campaigns	3	2 ½
E 1-2	Business English	6	5
E 3-4	Advanced English	6	5
E 5	Public Speaking	3	2 ½
E 6	Business Reports and Conferences	3	2 ½
E 7, 8	Business Readings; or, T 3-4, Thesis	5	5
Ec 1-2	Business Economics	6	5
Ec 3-4	Financial Organization	6	5
Ec 7-8	Business Statistics and Forecasting	6	5
L 1-2	Legal Aspects of Business	6	5
M 1-2	Business and Industrial Management	6	5
M 7-8	Credits and Collections	6	5
M 9-10	Industrial Management Problems and Policies	6	5
M 11-12	Government Controls in Business	6	5
M 17-18	Business Planning and Research	6	5
M 19-20	Business Administration Seminar	6	5
	Occupational Experience	12	30
	Electives (to be chosen from the subjects below)	6	5
	Total Semester Hours Required for Degree	125	125
<b>Elective Subjects</b>			
A 3-4	Intermediate Accounting	6	5
Ec 9	Economic Development of U. S.	3	2 ½
M 5	Psychology for Business and Industry	3	2 ½

**Requirements for the B.B.A. Degree in Engineering and Business**

Course Number	Subjects	WNEC	N.U.
		Credits	Credits
		Semester Hours	Semester Hours
A 5-6	Accounting Aids to Management	6	5
Ch. 1-2	Chemistry	6	5
Dr. 1-2	Engineering Drawing	6	5
Dr. 3-4	Advanced Engineering Drawing	6	5
Dr. 5-6	Design	6	5
Ec. 1-2	Business Economics	6	5
Ec. 7-8	Business Statistics and Forecasting	6	5
E. 1-2	Business English	6	5
E. 6	Business Reports and Conferences	3	2 ½
E. 7-8	Business Readings (A thesis may be presented)	5	5
M. 9-10	Management Problems and Policies	6	5
Math. 1	College Algebra	4	3
Math. 2	Plane Trigonometry	2	2
Math. 3	Analytic Geometry	2	2
Math. 4	Calculus	4	3
Ph. 1-2	Physics	6	5
Ph. 3-4	Mechanics	6	5
Ph. 5-6	Strength of Materials	6	5
Ph. 7-8	Electricity	6	5
Ph. 9-10	Heat Engineering	6	5
	Occupational Experience	12	30
		116	117 ½
	Hours of Electives	9	7 ½

These were the only undergraduate programs offered under either Northeastern or Western New England College authority. The scant opportunity for choice of subjects will be immediately apparent. Also obvious is the appearance of certain subjects in all three programs; from a practical point of view this made possible operational economies because it limited the number of small classes. It should be noted, too, that the change from five semester hours credit to six hours for a full course made possible the reduction of credit for Occupational Experience from 30 hours to what seemed to be a more respectable twelve hours.

A study of the records of the period from 1951 to 1954 shows the administrative, staff and the trustees involved in all the legal and procedural problems essential to the starting of a new enterprise. In accordance with the new charter, and the By-Laws drawn up pursuant to its objectives, the treasurer was authorized on March 19, 1951 to open bank accounts and to procure a seal for the College. A budget was constructed (including \$3000 for purchases of books for the very limited library), and on March 20, 1952 the trustees voted to enroll in the Teachers Insurance and Annuity Association in order to provide a pension plan for the full-time employees.

At the first Annual Meeting of the Trustees, on June 3, 1952, the By-Laws were amended to allow the election of corporators who would not hold the status of trustee, thus providing for a larger public and business representation

on the governing board. Also at this meeting a budget of \$129,634 was adopted for the 1952-1953 academic year and it was voted to sign a five-year agreement with the YMCA to pay a "fair share of overhead expenses" to that organization. The "fair share" was \$7500.

At all times the problem of the very existence and continuation of the new college was being considered. Now that the venture had taken form and had provided the extension of the education of those who had begun under Northeastern, should it be continued?

The new enterprise was independent of its Boston parent, but what was to be its standing vis-a-vis the other two Springfield colleges? A specter, which was to appear several times later, raised its head now. Should all the institutions of higher education in the city merge into a University of Springfield? A committee of trustees was appointed on March 11, 1953 to consult with like committees which were already in existence at Springfield College and American International. William C. Hill was a member of this committee. Long-time principal of the prestigious Central High School, graduate of Brown and holder of honorary degrees from Mount Holyoke and Amherst, and former president of the New England Association of Colleges and Secondary Schools, he represented a strongly conservative element. He had had no objection to the Springfield Division of Northeastern while it operated under the aegis of Boston, but he questioned the wisdom of a third independent collegiate institution in Springfield, particularly one with such limited financial resources. The minutes of the March 11 meeting indicate that "Dr. Hill urged that the over-all picture of higher education for Springfield be considered, rather than the continuance of any institution or entity." The committee reported on June 6, 1953 that no merger could be agreed upon by the representatives of the three colleges but that "There will be an effort on the part of the three institutions to cooperate with one another in curricula." Some of the trustees were not happy with this report; George W. Lamb resigned and, when an opportunity presented itself a little later, as we shall see, Dr. Hill did likewise. F. Nelson Bridgham, president of Strathmore Paper Company, which, along with Gilbert and Barker Manufacturing Company was one of the first two companies to pay the tuition of employees who attended classes at the new college, was elected to fill the vacancy on the Board of Trustees.

At the Annual Meeting on June 8, 1954 a long list of incorporators was appointed, many of whom were to give lengthy and dedicated service to the College: Ralph A. Armstrong, Daniel B. Brunton, Carl O. Chauncey, Sidney R. Cook, Richard T. Lovett, Harold Mosedale, Jr., Benjamin D. Novak, Carl H. Nystrom, Harlan A. Sears, and Laurence R. Wallace. Mr. Chauncey was also elected trustee. At this time also the first Executive Committee of the trustees was appointed; in addition to the chairman, Mr. Emerson, this consisted of Messrs. Chauncey, Lee, Paine, Rice, and Smith. In view of events to happen almost immediately, this was a significant decision.

Just as the new college was stabilizing itself, it suffered a severe blow. While on a vacation in the woods of his native state of Maine, President John D. Churchill died on August 14, 1954, at the age of 60. It is difficult to assess the contribution of Mr. Churchill. He had administered the Springfield Division for thirty-one years under the sometimes exasperating direction from Boston; he had imaginatively and courageously led in the formation of the new college; and he had endeared himself to hundreds of students. Although I did not have the privilege of knowing John Churchill, I have worked with many -- trustees,

associates, and students-who did. All speak of his warmth, his charm, and his concern for people.

Faced with the necessity of opening the first semester of the new academic year, the executive committee appointed Stanley O. Smith as Acting President. As a member, and president, of the first class to graduate from the Springfield Division in 1922, as a teacher and later principal of the High School of Commerce, and as a trustee (formerly member of the Board of Governors), Dr. Smith, who had recently retired, was an ideal choice. He was tremendously proud of his alma mater and he also had an affection for students. With the assistance of Leon D. Chapin as Bursar and the support of the two deans, Guy D. Miller and Charles R. Clason, Dr. Smith guided the college through the year 1954-1955 and also chaired the Search Committee charged to seek out and recommend a new president. This committee consisted of Messrs. Clark, Hill, Jacobs, Macaulay, and Emerson. Dr. Hill chose this, however, as a good time to resign from the Board of Trustees and thus from the committee.

The College continued to consolidate its position in the community. Enrollment remained at just below the 600 level; arrangements were made to rent a nearby parking lot to assist students; improvements were made in classroom lighting and furnishings; and, more significantly, a committee was appointed on February 16, 1955 to investigate the matter of acquiring a site for the construction of a building which the College could call its own. The atmosphere was positive and on the upbeat. As Mr. Emerson wrote in a memorandum to the faculty on August 30, 1954, ". . . the Board of Trustees takes this opportunity to assure you of its firm intention to uphold Dr. Churchill's high standards and ideals, serving the community and growing with the years. With the support of our loyal faculty, alumni, and student body, we will erect the most fitting memorial to Dr. Churchill - a thriving Western New England College of which we will be proud."



*Stanley O. Smith '22  
Acting President 1954-55*

## 2. Striving for Legitimacy



The Search Committee of the trustees was busy during the winter and spring of 1954-1955. Most of the candidates-and I use the term loosely because most of the men interviewed were, like myself, not active candidates but persons already in administrative positions and not seeking a change-were public school superintendents. The reasons for this were that the committee was seeking administrative experience and that most executives already in college work hesitated to align themselves with a new and as yet unrecognized institution. There

was also one state commissioner of education and one executive secretary of a collegiate association. I was approached by Gordon Smith, son of Dr. Smith, whom in my capacity as superintendent of schools I had known as representative of a book publishing firm. I had never heard of Western New England College, and when he showed me a copy of a college news bulletin, the initials reminded me of a radio station. The opening had little interest for me.

At Gordon's urging, however, my wife and I visited with Dr. Smith on March 16, 1955. We were impressed by his sincerity and his aspirations for his college. but did not express active interest. On March 31, in response to a call from Dr. Smith, I again came to Springfield for an interview with the entire search committee. I was impressed with the seriousness of the members, their obvious dedication to the college, and their sense of camaraderie. On April 28 Dr. Smith telephoned me that I was the unanimous choice of the committee. I asked for time to decide, and on May 2 I drove to Springfield to speak personally with Mr. Emerson. Before I left I gave him my acceptance.

What motivated my acceptance? I had a very pleasant situation as superintendent of schools in the town of Northbridge. My salary there, together with perquisites such as minimal rent and many services provided by the town's dominant industry, was greater than I would be receiving at the college. I was in the mainstream of education; I was an officer in the state association of superintendents; I had the security of tenure and the knowledge that the town expected its superintendents to remain for an extended period. Yet there was no longer a real challenge. The new opening, with all its known and unknown problems, offered a new challenge and an opportunity to return to higher education. I had been exceedingly impressed by the character of the





*Dr. Beaumont A. Herman  
President 1955-1976*

trustees with whom I was to work, and I was never to have reason to be sorry for my initial assessment of their personal qualities. As for the trustees, they were buying my administrative experience and, in their need for acceptance in academic circles, whatever advantage might accrue from my background of traditional education at Harvard and the suggestion of scholarship implicit in my membership in Phi Beta Kappa.

In the initiation into the details of the new assignment I was to receive exceptional help from Leon Chapin who was familiar with all phases of the operation of the college and still had the flexibility to adapt to my working style, and from Jennie Megliola (now Mrs. Frank DeAngelo) who was to be a very capable and loyal secretary. In order to become quickly acquainted with the mechanics of the college and to get a feel for the type of student and faculty member with whom I would be involved, I worked evenings in the actual registration process in September. Enrollments totaled 666 students, an increase of 14% over the previous year, and we were under way.

After classes were running smoothly and the details involved in the semester opening process were out of the way, I had time to analyze the situation. Trustees and students alike craved increased recognition for the college. The trustees also desired the prestige inherent in a building of their own. Indeed a group of them had visited a new community college building in Waterbury, Connecticut. Their vision, however, was of a college still restricted to evening classes and housed in one building. It appeared to me that in order to gain the recognition they wanted, and to do the quality work which would merit that recognition, I would have to set three goals: earn accreditation, acquire a campus and construct buildings on it, and develop a full-time day program.

Although some of the trustees did not see the need for accreditation and others actually were opposed to the concept of a day program, they acted in unison in accepting the goals. I was later to learn that this cooperative attitude and willingness to venture into unfamiliar territory were typical. A good example of this spirit was Harley B. Goodrich, secretary of the Board of Trustees. Shortly after a meeting at which I broached the matter of a full-time program, he came to my office and said, "Heavens, Doc, not a day division!" Later he became one of the staunchest supporters of expansion.

A cold look at the situation of the college indicated that we had genuine problems. As I pointed out to the trustees in a report preparatory to a meeting on February 14, 1956, it was certain that as a purely evening college we could not hope for accreditation and probably could not even survive. We had no campus, no buildings, no full-time faculty, and no status as a tax-exempt institution. We were operating with a staff of only three full-time professionals. In addition, our enrollment in the traditional fields of accounting and management had experienced a decrease, while the registration in engineering and business had grown. Although our engineering, or pseudo-engineering, program was popular, our charter did not permit the granting of a degree in engineering.

I stated in my February report:

"Two factors now arise to cause some uncertainty over our lasting success if we continue to limit our offerings to the same narrow fields. One fact which we must face is that while the school operated under the auspices of Northeastern, it was granted accreditation by other colleges through the reputation of the mother school. As an independent school we no longer have that accreditation, and so long as we continue as strictly an evening school, we shall not have it. We cannot blind ourselves to the fact that, regardless of how high our standards of instruction may be, this lack of accreditation has deterred some students from entering and has prevented some industries from sending prospective students to us.

A second fact which presents itself is the establishment of an Evening Division by American International College which in certain areas offers us direct competition. We may, in justifiable pride, feel that our courses will provide a superior type of training; we must not, however, make the mistake of underestimating our competition. Because of a more liberal charter, moreover, American International College has been able to offer graduate courses leading to the degree of Master of Business Administration. This course has attracted students who had completed their undergraduate work at our College and who otherwise might have remained here."

It seemed to me imperative to acquire land, to open a day division, and to amend the charter in order to grant engineering degrees. I therefore recommended the first and third of these goals at the February 14, 1956 meeting. They were, of course, interdependent. A charter amendment required a review by the Board of Collegiate Authority, and in order to justify the extension of our charter, the Board would look for the physical facilities which could support an enlarged program. John Churchill probably had also seen the need for facilities but had been prevented from obtaining them. In 1954 he had written: "... there is no such thing as a good and secure college over any period which does not own its own home," and that Western New England was "... even now a strange apparition in the realm of colleges."

Meantime a committee of trustees and I had looked at three potential campus sites in Springfield and one in Longmeadow. Our first choice, a parcel of 53 acres on Plumtree Road was denied us, but our second choice, a piece comprising 34 acres on Wilbraham Road, owned by Mary Tehan and William V. Baldwin, became available at \$70,000. The trustees voted on February 14, 1956 to purchase this land and also to petition for an amendment to the charter which would allow the College to grant the Bachelor of Science in Engineering (either Mechanical or Industrial) and the Master of Business Administration. It should be noted here that Douglas Crook, perhaps Springfield's leading attorney in the field of land conveyance and a former instructor in that aspect of Law in the College, voluntarily gave his services to search the title of the property and to obtain proper registration in the Land Court in Boston which would protect the College against any possible future claims; this action was not finally completed in the Court until January 22, 1958. The actual purchase was consummated on April 26, 1956; on May 29 a billboard sign was erected on the property on Wilbraham Road (we assumed the number 1215) indicating that it was the "Future Home of Western New England College." This proved to be a great boost in morale for the students.



It should be noted, too, in the area of curriculum, that the proposed engineering programs which were approved by the Board of Collegiate Authority eliminated any provision for Occupational Experience. There being as yet no engineer on our staff, I had constructed the programs myself by examining the curricula at eight recognized engineering schools and selecting the common elements. I used the same process in constructing the program for the Master's degree in Business Administration. Both programs, approved by the State Board, successfully started the College off in the new areas, and served adequately until they were eventually modified by the new deans and full-time faculty.

Remembering that the attainment of our original charter had involved attorneys' fees of some \$3200, but also realizing that the bulk of the work in preparing the material to support the petition would be done of necessity by myself, I asked Charles Clason if he would handle the legal aspects of the petition for \$600. He agreed. A hearing was held in Boston, the College was visited by an inspection team (President Eugene Freel of North Adams State College and President Justin McCarthy of Framingham State College), and on May 22, 1956 the charter amendment was granted. The question might arise as to why, with such a limited charter, we did not apply for broader provisions than we did. The answer is twofold. First, if the petition were not successful, we would lose not only the newly requested privileges, but also the original powers; second, even the granting of the privileges which we were requesting was an act of faith on the part of the Board. Here was a college requesting authority to grant degrees in engineering, without a building or laboratories! Only the facts that we had purchased land and that the proposed classroom building to be erected on that land would make laboratories available by the time entering engineering students would be sufficiently advanced in their curricula to be ready for lab work persuaded the Board to acquiesce in our petition.

Some measure of the amount of faith which the Board placed in the trustees and staff may be gained from the reflection that we thus became the only college in the Commonwealth authorized to grant baccalaureate degrees without yet maintaining a day program in addition to its evening work and that we were to be for some time the only college to grant an engineering degree in a night program.

Matters moved apace in 1956-1957. In the area of personnel, Albert Dixon, Jr. of the Class of 1927 was appointed trustee at the annual meeting on June 5, 1956; he was later to prove very effective in the capacity of Chairman of the Building Committee for five buildings. At the same meeting I recommended that Leon Chapin be promoted to Assistant to the President. The trustees also at this meeting voted to authorize the Executive Committee to take the necessary steps for planning the construction of a college building. I deliberately have not said the "first" building because some trustees thought of it as perhaps the only building.

In the area of program we also in 1956, because of a contact which I had maintained with one of my former staff at Northbridge who was now an educational officer in the Air Force, were selected to offer management courses to officers of the Air Force Reserve in Springfield. This brought valuable recognition to the College inasmuch as, according to the statement of Lt. Colonel R. F. Spaulding, commandant of the Springfield unit, in the announcement of the course on June 11, it marked "the first time in the still young and growing Air Reserve program that a management course, sponsored by an Air Reserve Center and taught by a civilian educational institution, has been offered to

reservists as an active duty training tour." Some 200 Air Force Reserve officers participated in this program, inasmuch as it was expanded during the following year to include branch operations in both Greenfield and Pittsfield. We also entered into an arrangement with the Springfield Board of Realtors to establish a Real Estate Institute leading to a certificate for the completion of 36 semester hours. Both of these programs proved financially beneficial to the College. During this year our Library, which had consisted of 3039 volumes in 1951 and 4508 in 1955, was enlarged to 6301 volumes, a growth which had elicited favorable comment from the Board of Collegiate Authority. We also made the first major revision of the college catalog in twenty-five years.

Two other steps which the College took in 1956 were of immeasurable significance. The first was that of membership in the Council for the Advancement of Small Colleges. In the spring of 1956 the Ford Foundation had made an unprecedented grant of \$260,000,000 to assist higher education in America. This amount was distributed among all the accredited colleges in the nation. This action prompted a group of presidents of small unaccredited colleges, under the leadership of President K. Duane Hurley of Salem College, West Virginia, and encouraged by the grant officers of several large corporations, to band together to further the interests of their institutions which had been excluded because of the barrier of accreditation and which also were perhaps those in the greatest need. The charter meeting of this group was held at Nason College in Maine in August 1956. Although Western New England was technically not eligible for membership inasmuch as we as yet had not full-time students and no campus, I asked to attend the session as an observer. Western New England was permitted to join as a full member and this action was to prove exceptionally beneficial both to the College and to me personally. I was made a director in 1958 and treasurer in 1962, a position which I held for ten years. With the Treasurer's office designated on the association's letterheads as Western New England College, we became known to many corporations and foundations which would not otherwise have turned to a small developing college in Springfield, Massachusetts. I was able to solicit successfully many foundations and corporations whose personnel in charge of corporate giving knew me through the Council. I was also able to attend eighteen summer workshops operated by the Council, and more than a dozen of our staff and faculty attended workshops over the years. These sessions, conducted by authorities of national stature whom none of the individual member institutions could have afforded separately, were extremely helpful in our planning and operation. At the third workshop, for example, which was conducted at Michigan State University in 1958, Mr. Chapin and I became familiar with financial practices as recommended by the National Association of College and University Business Officers; as a result Mr. Chapin established the practice (at that time not too common among private colleges) of budgeting at least one percent for replacement and renewal of equipment and physical plant. This practice has proven its value in the years since then.

Membership later became helpful in obtaining accreditation. The Council has grown from fifty-three original members to just under two hundred, ninety percent of which are accredited.

The second step was the gaining of tax exempt status. For some reason which is still not clear, neither President Churchill nor his legal advisers had taken any steps to have the College declared a tax exempt non-profit institution under the Internal Revenue Code. The failure to attain this status effectively

prevented us from receiving gifts from individuals, corporations, or foundations. The policies of practically all corporations and foundations allowed them to give only to tax exempt institutions, and individual donors also sought this tax advantage in their giving. Mr. Chapin and I contacted the Internal Revenue Service and after a considerable exchange of correspondence we received a letter on November 23, 1956, indicating that "It is the opinion of this office, based upon the evidence presented, that you are exempt from Federal income tax under the provisions of section 501 (C) (3) of the Internal Revenue Code, as it is shown that you are organized and operated exclusively for educational purposes." This notification proved to be timely, for on January 18, 1957 we received a gift of \$500 - our first corporate donation - from Union Carbide; the gift came because we were a member of the Council for the Advancement of Small Colleges and was conditional on our being exempt from federal taxes. Other larger gifts were to come, with the same conditions.

The almost complete lack of recognition of the College was a continuing handicap. It had been one of the hurdles we had to surmount in obtaining our contract with the Air Force. We appeared in no listings of institutions of higher learning; Springfield newspapers continued to write of the "two" colleges in the city, and even *Webster's Dictionary*, published only a couple of miles away, did not carry Western New England in its directory of colleges. I noted that the national official reference, *Educational Directory*, published by the U. S. Department of Health, Education, and Welfare, carried the names only of accredited colleges and other colleges (presumably on the road to accreditation) whose "credits are accepted as if coming from an accredited institution by no fewer than three fully accredited institutions." Immediately I visited or corresponded with a number of colleges in an attempt to secure statements that they would accept WNEC students on the same basis as from accredited colleges. Some were naturally reluctant for it meant a genuine commitment to an as yet unproven institution. I received considerable encouragement from Gilbert Garland, Dean of Admissions at Northeastern University, and Thornton Merriam, then Dean and Vice President at Springfield, and from Dr. Lloyd E. Blauch, Assistant Commissioner of Education, whom I visited at a national educational conference in Philadelphia. Eventually we received appropriate statements from several institutions and on January 14, 1957, I received a letter from Blauch stating that the College had been declared eligible for listing and would appear in the 1957-1958 Directory. Photostats of that letter were helpful in obtaining approval of our courses by other colleges and by business concerns. The name of the College did subsequently appear in the Directory; this was followed by inclusion in additional listings and by identification in maps of the region published by gasoline companies and other agencies. We were now literally on the map.

In the meantime we received the heartening news that of the fourteen members of our first graduating class from the School of Law in 1956, eight had passed the Massachusetts bar examination, a slightly higher percentage than the overall state average. The class of 1957 made an even better record, with twelve passing out of fourteen.

On the legal front we scored what might appear to be minor victories, but which were important. In April we received a tax abatement (\$1,331.70) on the Wilbraham Road property, contingent upon our building within two years, and on the basis of our tax-exempt status we were granted permission to share in the distribution of surplus government property and equipment by the

State Agency for Surplus Property. We were later to make considerable use of such properties.

Enrollment for the year 1956-1957 increased from 666 to 921. Obviously the newly authorized programs were paying off, for of the 255 additional students, over 200 were registered in engineering programs. Area industries also recognized the value of the new curricula, for the number of companies which would underwrite the tuition expenses of their employees increased from two to eleven.

Encouraged by the clearly noticeable interest in engineering and in fulfillment of our commitment to the Board of Collegiate Authority, I recommended to the trustees in a memo on December 11, 1956 "that the College inaugurate a day program in engineering as of September 1957. By this one stroke we would become finally a *college* and not a *night college*." I pointed out that the history of other institutions had shown that "invariably the evening college has expanded into a day college, as in the case of Northeastern, Suffolk, and Georgetown; or it has become a junior college training only technicians and not offering a bachelor's degree." I also indicated that, in our press for recognition, this expansion was essential: "as an evening college we would never become accredited and that if we aspire to accreditation, we must undertake a day program at some time."

The modest way in which we began the Day Division is underlined in my financial projection in that same memo:

"Additional expenses would be for a full-time dean and faculty, and possibly a public relations and contact man. The over-all outlay for the first year should be at a maximum of \$24,000. It would require a registration of 50 students at a annual tuition of \$450.00 to meet this expense. There is no assurance that we would have fifty students the first year, and we should be prepared to experience a possible loss."

On December 18, 1956 the trustees responded to my recommendation with a vote:

"that the President be authorized to take the necessary steps to institute a Day Division of the College, this Division to become operative in September 1957 if it seems advisable to him and the Executive Committee. Faculty ranks, including that of dean, professor, associate professor, assistant professor may be established as conditions warrant."

The Day Division was under way! Clifton H. Ewing, a Westinghouse engineer who had taught for several years in the Evening Division (the new designation for the former night program) was engaged as dean. H. Jack Apfelbaum became associate professor of engineering; Clarence I. Chatto became professor of English; David H. Brown was appointed professor of economics and librarian; Cuno Bender was hired as director of admissions. With a staff of five in addition to the already existing officers and clerical personnel, the College was operating as a full-time day college. Fifty-three students enrolled; my projection of fifty students was met.

Meantime a Fund Raising Committee, with Stanley O. Smith acting as chairman, had been appointed on May 7, 1957 and on July 23 Mr. J. Resler Shultz was hired on a part-time basis to organize a campaign with a goal of \$475,000. James A. Britton Associates of Greenfield were engaged to design the building and to do preliminary landscaping; Mr. Britton had been involved

in designing the campus of Duke University.

On the academic front two moves were made to strengthen the quality of the evening program. The College had inherited from Northeastern so-called Business Readings courses in which students by the close of their upper-middle and junior years were supposed to have completed, outside the classroom, a certain number of independent readings and write a comprehensive report. This was regarded as an important phase of training and enrichment. The catalog carried the statement that a student could not register for the junior and senior years unless this reading requirement was met.

Excerpts from the College Catalog for 1956-1957 describe the expectations of these courses:

**"Business Readings, E7, 8 (See Thesis, p. 36).**

No lecture sessions; 2 ½ hours credit each.

The two courses in Business Readings are designed to acquaint the student with a selected bibliography in the fields of business and to further his business education by reading books of interest and enrichment to him. The written reports on the books read must show evidence that the student understood the author's purpose and that the conclusions reached are well supported by the author's basic assumptions and discussion.

At the beginning of the Upper-Middle and Junior years each degree candidate registers for a Readings course and is furnished a list of titles from which he makes selections for readings in accordance with the course requirements. Written reports are submitted on these readings and are due on or before registering for classes the following year."

**"Bachelor's Degree Thesis, T 1-2.**

No lecture sessions; 5 hours credit.

Each degree candidate may elect to submit a Thesis instead of Business Readings, E7, 8 (see p. 32). Conditions to be fulfilled in connection with the submission of a thesis include the selection of a subject, preparation of an outline, and the collection of data worked out in accordance with the requirements of the Committee on Administration, and presentation of two typewritten copies of the completed thesis not later than March 15 of the year in which the candidate expects to graduate.

The thesis gives the writer training in the precise formulation of the business problem, in making extended research for pertinent data, and in a careful study of their bearing on the problem in order to arrive at a logical conclusion. The interest and value of the thesis to the student is increased if the problem occurs at the researcher's place of employment. The completed manuscript will be scrutinized for organization of subject matter, sentence and paragraph structure, spelling, punctuation, footnotes, and general appearance."

Actually, because of the demands upon the time of evening students and their lack of access to library materials, the catalog statements were frequently ignored, and a struggle ensued during the junior and senior years to prevail upon the student to complete the work before the end of May. Some students forfeited their degree because the Readings had not been completed. In other



instances there were palpable evidences of cheating; some typical reports and theses had a way of repeating themselves. To correct this situation, a new course was designed to be made compulsory in the junior year, in which fifty percent of the former Readings burden was assigned and actually completed in scheduled classes.

A second problem arose from the intermingling of matriculated and non-matriculated students in Pre-College classes. These special classes were also carry-overs from Northeastern times. In order that high school graduates, and in earlier days even many who had not completed high school, could make up specific deficiencies in their preparation and in this way become degree candidates, so-called Pre-College classes in mathematics, English, and science were conducted. These were handled under College auspices by instructors who were part-time college faculty members but whose full-time employment was in the secondary schools of Springfield or neighboring cities. For the most part these were excellently taught classes and enabled many students eventually to become successful college-level students. The problem arose from the fact that they were not restricted to non-matriculated students. Frequently students were accepted as degree candidates but on condition that they take certain pre-college classes. There developed an anomalous situation where some students successfully passed college-level subjects while simultaneously failing a pre-college subject. At the same time, therefore, that we attacked the Readings problem we also established a policy that students taking pre-college subjects would not be admitted to regular college courses. We made these moves despite our interest in developing the Day Division for we realized that our original mission, and the bulk of our enrollment for years to come, revolved around the Evening Division.

As we went into the 1957-1958 academic year, our evening enrollment passed the one thousand mark for the first time; with 72 students in the new M.B.A. Program and 103 in the Law School, our evening registration hit 1079, forcing the College to engage five classrooms at Van Sickle Junior High School. The need for our own campus facilities for the evening classes as well as for our engineering program in the Day Division became increasingly obvious. In addition we were conducting off-campus programs for the Air Force: four in Springfield, two in Pittsfield, and three in Greenfield High School.

Architectural work for the first building was concluded early in 1958, and after receiving bids from several contractors, the trustees authorized me on March 17 to sign a contract with the W. J. Quinn Company, who were the low bidders at \$385,861, for actual construction. This was the first of eleven such contracts I was to sign. It may be of some interest to students of economics to note that the cost per square foot was \$15.40.

In 1958 we also accepted the McIlroy Fluid Network Analyzer as a gift from Standard Electric Time Company. This equipment was valued at that time at \$75,000. The College designed an air-conditioned room for the facility, and engaged Robert C. Moore, a Standard Time engineer, to handle consulting work for the College on the facility. Originally the analyzer, really an analog computer, was used half-time by the donor company for demonstration purposes and half-time by the College for consulting. This arrangement also brought recognition for the College; our first customer-user was the municipal water department of Stockholm, Sweden.

At my recommendation the trustees on June 10, 1958 took action which strengthened the internal operation of the College. Leon Chapin was appointed

Vice President. Robert L. Campbell and Rae J. Malcolm began their long-time association with the College, the former as Dean of Students and the latter as Director of Admissions.

The institution was continuing to grow. September registration showed an increase in the Evening Division from 1094 to 1174 and in the Day Division from 52 to 111. I was able to report to the trustees that 48% of the students were in curricula which had not existed three years before.

An informal association and exchange of ideas was also begun in 1958 which was later to lead to a more formal and permanent organization. Admiral John F. Hines, then president of American International College, Glenn A. Olds, president of Springfield College, and I began to meet monthly in a friendly endeavor to exchange information and to explore ways to cooperate in meeting our many common problems. Thomas G. Carr, president of Bay Path Junior College, learned of these meetings, and, because he was confined to a wheelchair, invited the group to meet at his college. In this way was begun a long and pleasant relationship among the heads of the four (at that time) local colleges. This group was later, in 1971, to be expanded into the more formal Cooperating Colleges of Greater Springfield (eight institutions) with several sub-groups set up for specialized cooperative functions.

In anticipation of the possible expansion of program offerings as our enrollment increased, I recommended to the trustees on November 20, 1958 that we petition for a second charter change, this time to permit the College to eliminate the specifications in the business degree and to grant the bachelor's degree in any field of business administration, science, engineering, education, and law, and certain master's degrees. Because of the experience gained in the charter amendment we had obtained in 1956, I did the legal work myself and did not engage professional counsel. The charter change was successfully granted, after inspection and a public hearing, on May 21, 1959.

During the spring we also instituted a new procedure in the method of paying our evening faculty. As I have indicated earlier, the College had inherited from Northeastern a sort of piece-work system of paying part-time instructors. They were paid an amount for each night a class was taught; in addition they were paid on a per pupil basis for each examination and test given. This system apparently was designed to give a fairer compensation to those instructors who taught larger classes and also to provide an incentive to test the students at reasonably frequent intervals. In order to place the instructional salaries on a more professional basis, to eliminate the suspicion that some teachers increased their earnings by excessively frequent tests, and also to avoid an inordinate amount of paper work, I arranged to pay the instructors on a semester basis and to set the salary schedule at a level that would assure each individual a rate which was an improvement over his previous earnings. Not a single instructor complained.

The opening of the academic year in the fall of 1959 is important historically. It marked the beginnings of Western New England as a campus college. While the administrative offices and the library were still to remain downtown for what was then an indefinite period, the first classroom building, East Building (to be re-named Emerson Hall in 1970) opened for instructional use in September. At the dedication of the building on October 21, Mayor Thomas J. O'Connor spoke of the importance of this development to the city. Using the text, "your young men shall see visions and your old men shall dream dreams" (Acts 2:17), I commented on the unusual privilege, granted to few college presidents, of dedicating not only a new building, but an entirely new campus.

*Dedication of the first campus building, Emerson Hall (then known as East Building), in October 21, 1959. L to R: Leon D. Chapin '39/'64, Beaumont A. Herman, Stanley O. Smith '22, Mayor Thomas J. O'Connor, Albert Dixon, Jr., '27, Robert R. Emerson '23, Robert L. Campbell.*



*Placing the cupola on the Administration Building, April 28, 1960.*



No one knew how large that campus might come to be, and at least two of the trustees expressed the sentiment that this would probably be "our building," meaning our only instructional building. Momentum, however, was definitely picking up.

On February 12, 1959 I had written to the trustees:

"It is quite obvious ... that if all classes in the Day Division are to be conducted in the new quarters, the administration of the College can be handled more efficiently (if operating costs alone are considered) from the campus than from the YMCA building. It is also obvious that some facilities for the students outside class are highly desirable. The Executive Committee have accordingly approved my plan for a second building to be known as the Administration Building. This building would be of approximately 9000 square feet, and would house all administrative offices, a student lounge and reading room, a snack bar, the bookstore, and a conference room. The architect estimates the cost of this building at \$135,000. [Actual cost turned out to be \$274,000!]

"This building can be erected from our net income over the past three years and the current year. We should not have to make an outside appeal for funds. I think it would be difficult to exaggerate the effect such a second building would have upon the morale of our students and the standing it would give to the College. It is my earnest hope that plans will be crystallized so that we may present them to the Trustees for action at an early date."

Our growth in enrollment had encouraged the Board to the extent that on May 6, 1959 they had acceded to my recommendation. The same architect and contractor were hired on a cost-plus basis and they began work immediately. Almost a year from the dedication of Emerson Hall, on October 16, 1960, the Administration Building was dedicated.

Difficult as it is to believe, the architect had overlooked the heating plant in this building. A temporary (we hoped) out-building was constructed in the rear of the building to house a heating unit. With the construction of our fourth building (now Herman Hall) arrangements were incorporated to heat the Administration Building from this new structure and the homely outbuilding was removed to the periphery of the campus, where it was used until 1977 for maintenance equipment.

Meantime two actions had occurred which assisted the College in the handling of finances. On May 6, 1959 the trustees, encouraged by the healthy situation of the stock market, authorized the investment of up to fifty percent of our capital in common stocks; the previous limit of one eighth of our funds had been set on May 17, 1954. As a result, moreover, of now being included in the *Education Directory*, the College had been declared eligible to participate in the Student Loan Fund of the National Defense Education Act of 1958. This action, which I reported to the trustees on June 9, 1959, had favorable implications for our enrollment, particularly in the Day Division.

At the same meeting I reported that we had strengthened our position academically by an increase in library holdings to 14,000 volumes (a gain of 360% over 1951) and by a tightening of standards in the Law School. In the latter situation, in order to insure that our graduates would perform better in the Massachusetts bar examinations, we instituted a requirement that no student would be allowed to enter the junior year of study unless he had maintained a weighted average of 70%. A study which I had made had indicated

that students below this average had only negligible chance of passing the state examination.

The increase in enrollment during 1959-1960 justified our optimism. In my report of September 25 to the trustees I was able to comment that our enrollment, for the first time, surpassed 1300 and that we actually had more students (651) in newly established curricula than we had had in our total registration (644) in 1955. That report also indicated that the number of firms which would underwrite the tuition of their employees at the College had increased to twenty-four. I concluded my September 25, 1959 report with a new challenge:

"Classes have been held in the new building since September 8. Students and faculty alike have been thrilled with the facilities. It is a stimulating sight to drive by at night and see the flood-lighted parking area crammed with 250 cars. We now have the laboratory facilities for chemistry, physics, and hydraulics which we so sorely needed. During this academic year the students themselves will have a share in setting up the mechanical engineering laboratory. In developing the site we have laid the paved roadway and utilities conduits which will service our second building. Actual construction on this unit will begin during the year.

We have built none to soon. With a total enrollment in the neighborhood of 1600 we are using every room in the new building and in the YMCA. Despite the facilities on the new campus, an increase in enrollment in 1960 similar to that of this year would require us once again to rent classrooms from the School Department as we did in 1957 and 1958. Whether we need a third building on the new campus is no longer debatable; the question really is, "When can we begin?"

The year 1960 saw improvements in our arrangements concerning the relatively new full-time faculty body. At the trustees' meeting of April 21 a Faculty Tenure program was adopted and at a meeting on June 14 the participation in the Blue Cross program of the YMCA was terminated, with the adoption of a new fringe package for faculty and staff. The new benefits included a more complete Blue Cross-Blue Shield program and a group insurance plan with the Teachers Insurance and Annuity Association.

Also in 1960, as an incentive to academic excellence, an honor society in engineering was established. Frankly based upon the national honors societies, Phi Beta Kappa and Tau Beta Pi, for which the College as an unaccredited institution was not eligible, the new society limited its membership to the upper ten percent of the senior class. I selected the name Sigma Beta Tau (signifying the Society of the Blue Triangle) and designed the emblem and pin, and Dr. Kenneth A. MacLeod, Professor of English and himself also a member of Phi Beta Kappa, composed the ritual ceremony. At the first meeting of the society on May 25, 1960, five received the triangular membership key and Chairman Robert R. Emerson was the main speaker. The society has flourished and membership has been eagerly sought.

As I concluded five years at Western New England and reported on progress since 1955, I stated in my June 14, 1960 recommendation:

"Two things are uppermost in my mind as I think of the next quinquennial program. First, we must remember that we were founded and have developed as a service institution; we must continue in that direction. We must continue to emphasize our evening work which has

made possible the development of other phases. We must be alert to opportunities to offer service wherever it is needed and we are equipped to render it. Second, we must make every move which we undertake with an eye on eventual full accreditation. In recent years there has been considerable, and often justifiable, criticism of the arbitrary and artificial criteria adopted by the accrediting agencies, but the fact remains that regional accreditation is the one standard of supposed excellence in a college which the public accepts even though it may not understand the full implications. It is also the basis on which foundations have based their programs of financial assistance. It is definitely the target which we should set before us for the next five year program.

"We shall need to plan as quickly as possible for a third building on the campus. Such a building should probably be designed to house laboratories and classrooms equal in number to those in our present campus building and should also include provision for a library of 30,000 volumes. A building of this size and design would probably provide the physical facilities necessary for accreditation. A possible alternative to this would be a somewhat smaller classroom building and a separate library building. It must be borne in mind that the physical plant is only one of the determinants for approval and that adequate facilities in themselves will not guarantee acceptance; in our situation, however, they are of prime importance.

Our second five year program, therefore, should be one of consolidation and of concerted effort toward accreditation. Expansion of curricula should be subordinated to improvement of organization."

During the summer of 1960 we debated the form and extent of our third building project. As indicated above, we realized that some new facility was necessary. We were already finding it difficult to operate a library in two locations. Funding would be a problem, but I had pointed out in my June 14 report that "our present payments at the YMCA are equal to five percent interest on a \$360,000 loan." Although the Building Committee, headed by Albert Dixon, Jr. of the trustees, at first leaned toward a building which would combine both library and classrooms, we finally decided: 1. a classroom building should be large enough to permit total abandonment of the YMCA quarters; 2. such a building, if it were to include an adequate library, would be overly large for the campus and also financially out of reach at the moment; and 3. the mechanical engineering faculty had not yet sufficiently crystallized their planning to allow us to proceed with laboratory facilities.

Meanwhile during August I had attended a Council for the Advancement of Small College workshop at the statehouse in Augusta, Maine, and had seen there a bank building which appeared to me to be a good model for a library building. It did not have a pitched roof to match our first two buildings but did have a raised ceiling to afford the height which seemed desirable in a library reading room. I brought back pictures of the building which our new architect, Mr. Eugene Lyman of McClintock & Craig, was later to use as a starting point for design. The minutes of the trustees on October 18, 1960 state:

"Dr. Herman further reported that as of September there are some 260 students in the Day Division, and it has become quite evident that there is a necessity for some area in which they may gather between classes and particularly at lunch time. Therefore, the Library Building might be raised

to provide an assembly hall in a basement area. This room, which certainly should be low-cost space, would provide a gathering place, a space for the snack bar, and at times a room for meetings and receptions."

The members voted to proceed with the Library and also with plans for "a classroom-laboratory building on the west side of the campus circle, whose architecture would be similar to that of the first two buildings." It is interesting to note that the Board approved the flat roof of the library for reasons of economy, but only because it was in the rear of "the campus circle" where the difference in architecture would not be so noticeable.

Architectural work on the proposed library proceeded with good speed, and at a trustees' meeting on June 13, 1961 the contract for the actual construction of the library building was awarded to the Wm. J. Quinn Company at their bid figure of \$251,367. In the meantime the College purchased eight acres of additional land which had been made available on the west side of the campus by the Western Massachusetts Electric Company.

In 1961 also Andrew J. Mulcahy, Jr. was hired to fill the newly created double position of Director of Student Activities and of Placement; this was the beginning of a long and dedicated relationship to the College, culminating in his service as Dean of Students.

The suggestion that the expansion of the campus with the apparent emphasis on the growth of the new Day Division was in effect a denigration of our long-time service to the community by our evening programs was still a live issue in the minds of some of the trustees, and in my report of June 13, I stated:

"The question has been raised by one of our trustees and also by an officer of the Alumni Association, as to whether we are 'favoring the Day Division at the expense of the Evening Division?' The answer is definitely in the negative. In my annual report of 1957, and again in 1960, I reaffirmed my position that we must continue the tradition of the College as a service institution and that we must persist in our 'dedication to young people who are compelled to work in the daytime.' Surely it must be clear, however, from all signs on the academic horizon that one certain way to strengthen the work of the Evening Division-nay, even to keep it alive-is to develop the program of the Day Division to a position where it will merit regional accreditation.

"Unless we achieve this stature, our Day Division will wither for lack of qualified students. Unless we overcome this barrier, our appeals for financial support will lose their cogency; indeed, the gifts which we have already received have been based upon the assumption that the College would grow and take its place among accredited institutions. If we should be forced to discontinue the Day Division, the evening work would suffer a mortal blow. As an evening college without affiliation with a day college, without any possibility of gaining accreditation, we could not compete in today's educational world. We would be forced to become at best a two-year technical school. In fact it has been the history of evening colleges that they either expand into day colleges as was the case with Northeastern, Suffolk, and Georgetown - or become junior colleges as was the case with Worcester."

Occasional doubts did not seriously impede progress. Experience was proving the difficulty of operating the college on two locations. My October 11, 1961 report indicated:

"Each year that we have been on campus the advantages of the new location become more apparent and the deficiencies of the facilities at the YMCA building grow more obvious. Parking becomes increasingly more difficult downtown, maintenance at the building itself deteriorates, and the environment becomes ever less desirable. Furthermore, it is basically uneconomical and inefficient to operate at two locations: we must maintain and staff two bookstores, two general offices, and two libraries. For these reasons, and in order to provide new laboratory space, we have commissioned the architect to proceed with preliminary plans for our fourth building, a classroom-laboratory building to be constructed on the west side of the campus circle."

Other doubts and a source of underlying tension between the two thrusts of the institution were resolved by a change in the structure of the official alumni body. With the incorporation of the College under its own charter in 1951, an alumni organization under the name Springfield Northeastern-Western New England College Alumni Association was formed and dues of three dollars were required for membership. In addition to the cumbersomeness of the name, I felt that the structure of the organization tended to emphasize the distinction between day and evening graduates (all the Springfield-Northeastern alumni had of course been evening students) and that the method of paying dues discouraged larger contributions. After many conferences and discussions, three of the leaders of the group which had originally been strong supporters of the double-named group, agreed to support a new and unified organization, the Western New England College Alumni Association, and it was organized on June 10, 1961. The long-time treasurer of the older group, Alfred A. LaRiviere '51, who had at first objected to an organization based upon contributions, became the first president of the new group; Karl A. Vester '38, an equally strong supporter of the former organization and philosophy became the Vice President for the Alumni Fund; and Harley B. Goodrich '27/L '42, the Secretary of the Corporation, also swung his considerable influence among the alumni in support of the new concept. The first year of the operation of the new association, 1961-1962, showed contributions from alumni of \$2028 as contrasted with \$777 paid in dues in 1960-1961. Karl Vester became the first Alumni Trustee of the College in 1962, and Alfred LaRiviere became Alumni Trustee in 1968.

At the meeting of the trustees on November 8, 1961 at which the By-Laws were amended to create the post of Alumni Trustee, a second change also reduced the number of officers of the Corporation from four to three. At my suggestion, a distinction was made between the position of president of the College and president of the Corporation. The position of president of the Corporation was eliminated, with the three remaining officers, as required by Massachusetts law, being chairman, treasurer, and secretary. The amended By-Laws created the position of president of the College and also specified that he could, at the pleasure of the trustees, be placed on tenure.

Good progress was made in the construction of the library, and it was officially dedicated and opened for use on April 29, 1962, with 500 persons in attendance at the opening ceremonies. The building was named Churchill Memorial Library, in honor of the first president of the College. Two librarians were engaged to organize the library and develop the book holdings. One of these, Mrs. Ruth Berry, had previously been in charge of the library of another New England college as it went successfully through the process of accreditation;





*Students threw themselves into the task of moving books to the new library. (1962)*

she was to do yeoman work at Western New England in developing the collection and in advising the faculty and administration until her retirement in 1973.

The year 1962 was a critical one, for it was at this time that the direction of the institution for the next decade was actually set. Two incidents influenced the establishment of this direction: a study of a possible merger of the three colleges in Springfield, and a recommendation made by an inspection team from the New England Association of Schools and Colleges.

The possible merger of the now three colleges in Springfield was a persistent topic of conversation. It will be remembered that this issue was one of the causes for the resignation of William Hill from the Board of Western New England in 1955. Some members of the educational community were not yet ready to accept a third college in Springfield, and certain leaders in business and industry, and the Chamber of Commerce, predicted a more serious impact for donations from three institutions than from one large university. Matters came to a head when Springfield College, operating under a grant from the Ford Foundation, concluded a study which according to its president, Glenn A. Olds, seemed to indicate that its future lay in the direction of a university and that this goal might be more easily reached through a merger than by expanding the offerings of Springfield College alone.

My report to the trustees on June 11, 1963 indicated:

"Several meetings on the feasibility, the advantages, and disadvantages of a merger were held. These were attended by a committee of our Trustees and by the President, in accordance with a vote of the Trustees on November 15, 1962. After much serious discussion, the meetings finally dissolved because of three basic disagreements: 1.

there was a fundamental lack of accord on the underlying philosophies of the colleges, particularly between that of Springfield and the other two institutions (at this period only seven percent of Springfield students were from the local area as opposed to ninety percent in the other two colleges.); 2. there was disagreement on the matter of administrative personnel; 3. a proposal by Western New England that an outside agency undertake a study of the feasibility of a merger was not accepted by Springfield.

"As an outcome of the talks, however, and in accordance with a vote of our Trustees on November 15, which authorized a study of the problems in merging all three colleges, Dr. Alan S. Wilson, Vice-Chancellor of the University of Hartford (itself the product of a merger), has been engaged to study the feasibility of a possible merger between Western New England and American International. This study is still in progress. Dr. Wilson, as president of the former Hillyer College, is eminently qualified from personal experience to make such a study. Any recommendation which comes from him will be based upon the advantages to this College."

When Dr. Wilson's report was finally submitted in 1963, it was somewhat equivocal but did not demonstrate any compelling reason for Western New England to seek a merger. The matter of merger did not subsequently come actively to the force until the announced resignation of President John Hines from American International College in 1969.

The second event in 1962 which influenced the direction of the College was the application for regional accreditation. I had written repeatedly in my reports concerning the necessity of eventual accreditation for our growth and recognition. Although the staff and I realized that the College was not yet ready for accreditation, we reasoned that an inspection by a team from the New England Association of Schools and Colleges would pinpoint our weaknesses and possibly provide direction in our efforts. I engaged Dr. Pascal Poe, Provost of the University of Hartford, who had seen his institution successfully through the stages of accreditation, from a junior college to a four-year college and finally as a university, as a consultant, and prepared for a visit from an inspection team.

We were inspected in the fall of 1962 by a team under the chairmanship of Dr. Joseph Palamountain, then vice-president of Wesleyan University. The group spent two days on campus. Although sympathetic, they were baffled in attempting to understand a college with more evening students than day students and with no day program at all to correspond with the evening School of Business. The final verdict was not announced until the annual meeting of the Association in December, but I knew the nature of decision at the time Dr. Palamountain concluded the visit with his final words to me, "At least I admire your intellectual courage."

As I had predicted, we did receive direction. The report of the team was complimentary in regard to "the relationship among trustees, administration, and faculty; the morale of the faculty; the leadership of the administrative staff; the physical plant; and the financial structure." On the negative side the team stated that, in order to meet the standards of accreditation, we would

have to open a full-time school of business, obtain more faculty with experience in other accredited institutions, develop a greater interest in participation in professional organizations on the part of our engineering faculty, develop the library collection, and reduce the emphasis on vocationalism.

These were heavy requirements, but they provided the direction. We seriously debated whether we could ever meet the demands and whether we should merely continue on our more limited program. We had originally avoided daytime programs in Business and in Liberal Arts because we wished to avoid the stigma of competing with Springfield and American International. My June 11, 1963 report stated:

"We have in the past eschewed daytime operations in the areas of Business and of Liberal Arts mainly for three reasons. First, we wished to avoid being charged with competing with other local institutions. Second, our genesis was as an evening college designed to offer opportunity, not provided elsewhere, for an education for those who were working in the daytime. Third, the expense of operating day programs appeared too great. These reasons now appear vastly less cogent than before.

As for competition, the accrediting bodies now tell us that this is what we should be doing. In their own words, they assert that we should oppose the 'tendency of the community to assign certain educational roles to each of the Springfield colleges.' They state that it is essential for us to broaden our areas of interest. As a matter of history, too, we have the example of American International launching an evening School of Business to compete with ours, and the case of Springfield College developing an Arts and Science program to compete with that of American International."

The die was cast, and on December 17, 1962 the trustees decided to proceed with a School of Business in the Day Division. I commented to the trustees that "it is ironical that the type of education which has earned us a major part of our good reputation and which has been so beneficial financially to us is the very phase of our work which we shall have to modify."

We started immediately to strengthen our academic leadership by seeking deans and faculty better equipped in terms of advanced degrees, participation in professional societies, and experience in teaching in other institutions. As of September 1963 we engaged as Dean of Engineering Dr. George A. Marston who had been Dean of the School of Engineering at the University of Massachusetts for seventeen years and was vice-president of the American Society for Engineering Education. As Dean of Business, we hired Dr. Lawrence H. Nath who had served as Chairman of the Management Department at Nichols College. Because of past relationships I was also able to entice back from retirement Dr. Thornton W. Merriam who had served as Dean and Vice President of Springfield College. Dr. Kenneth A. MacLeod was appointed Director of General Studies to intensify our efforts in the area of liberal arts. These men added an important element to our faculty and were to prove instrumental in the College's eventual accreditation.

In 1962 we also made another change in our academic program which brought the College more closely in line with institutions in the mainstream of American education. As I have indicated earlier, the College and its predecessor, Northeastern, had granted semester hour credits for Occupational Experience. This practice was common among evening colleges and was justified on the basis that knowledge, skills, and experience acquired in a

business situation are equivalent to work carried on in an academic management workshop. At one time the number of credits which could be earned in this manner, as was noted earlier, was as high as thirty hours. When the College was incorporated as Western New England, the number of such credits was set at twelve. As evening colleges gradually began to seek recognition from day institutions, with the related acceptance of transfer students, these credits earned independently of classroom study came under adverse scrutiny. At the same time the amount of institutional supervision over the type and quality of occupational service and the degree of relationship to the courses being pursued became weaker.

One result was that the graduates of Western New England who wished to undertake graduate studies at other institutions were often required to take certain courses without credit in addition to the courses which carried graduate credit. By the 1960s both Boston University and Northeastern eliminated occupational experience credits and consequently avoided some of the criticisms which had devolved upon business colleges. In the fall of 1960 I had spoken with the president and dean of American International College and had suggested that as a gesture of inter-institutional cooperation both our colleges relinquish the occupational experience credits in a joint announcement. My feeling was that competitively Western New England could not by eliminating the credits and consequently extending its degree program in the evening step from a six to seven year program unless the neighboring institution which already had the advantage of accreditation took the same action. My suggestion did not result in a conference as I had expected, but in its 1961-1962 catalog American International did unilaterally announce the elimination of Occupational Experience. President Hines later informed me that this move resulted from requirements of the Association of University Colleges, of which his institution was a member and for which Western New England was not yet eligible because of lack of accreditation.

Our next catalog carried the announcement that effective in September 1962 all new candidates for the B.B.A. degree would be required to take 120 semester hours of class work and that credit for occupational experience would no longer be granted. This in effect, of course, lengthened the normal time for the degree to seven years. Students already enrolled as of June 1962 were allowed to obtain credit for occupational experience, with the provision that in no case would credit be allowed after June 1969.

It is more than a little ironical that the very work experience and technical skills which the colleges and universities, under the prodding of the accrediting bodies, were disavowing as substitutes for classroom learning in the fifties and sixties have now become the "in" thing. With the emphasis upon adult education "outside the walls," life experiences appear in the 1970s as a new discovery. One is tempted to wonder if at least some of this "new" interest might be attributed to the financial exigencies in many institutions resulting from decreased enrollments in the more traditional programs.

During 1962 the academic standards of the institution were strengthened by the shift to a grade point average system of marking, initiated by Dean Robert Campbell, and by the requirement of College Entrance Examinations for entering freshmen. Meantime in September 1962 the net enrollment in the Day Division went over the 300 mark, to 336.

The opening of the Churchill Memorial Library of course made available the space in the lower level of the Administration Building which had been given over to book shelves. Accordingly administrative offices were moved to that area. The bookstore remained on the lower level.

The determination to proceed with plans for and actual construction of the second classroom building was increased by the announcement on the part of the YMCA authorities that they were planning to sell the building on Chestnut Street. This compelled the College to plan its projected building to be of sufficient size to accommodate all the classes presently being conducted downtown. On November 8, 1961 the trustees had voted unanimously to proceed with construction plans for the new facility. When revised estimates on the costs were presented to the trustees on May 23, 1963 at the level of \$850,000, they may have been shocked, but they nevertheless voted to proceed and to launch a fund raising campaign to raise \$500,000. J. Resler Shultz, who had previously assisted the College on a part-time basis, was engaged as the first full-time Director of Development. The low bid of \$748,600 for actual construction was received from the C. J. Driscoll Company, Inc. and was accepted on August 20, 1963. On October 25, 1964, the West Building, now renamed Herman Hall, was dedicated. All classes and College activities at the YMCA were closed out except for physical education classes which were conducted by YMCA instructors under a contract arrangement. The College now possessed the physical facilities, in the academic area at least, to meet the requirements of accreditation.

The strategy for the financing of the new facility involved a mortgage of \$650,000 from the Springfield Five Cents Savings Bank at 5 ¼ percent and the capital fund drive, alluded to above, to raise \$500,000. This amount, if successfully obtained, would be the largest sum raised locally by any Springfield College.

During this period the College was able to purchase several small parcels of land and one large tract of twenty-five acres (the Washburn tract) which came on the market at different times and all of which abutted the campus. In my report of June 9, 1964 I was able to announce that the College campus had now expanded to 86 acres. The costs of the various pieces of land acquired in this way averaged about \$2500 per acre.

The period from 1962 to 1964 also produced negotiations with a neighboring institution which, in light of later developments, are of interest. As a result of fund raising calls made by Mr. Resler Shultz, a group of trustees of the then Hampden College of Pharmacy called upon me to discuss the possibility of Western New England taking over the program and assets of their institution which was under pressure from licensing authorities because of poor physical facilities which prevented any possible professional accreditation. I reported to the Executive Committee on September 21, 1963 that, at that time when Western New England was preparing seriously for regional accreditation, any association with another non-accredited institution would not be to our advantage and that, in any event, Hampden should produce \$400,000 to provide for essential specialized laboratory facilities. The Committee agreed, and, the Hampden authorities did indeed undertake a fund raising campaign. On September 16, 1964 I reported to the Executive Committee that the Hampden trustees were still interested in making the proposed new building an integral part of the Western New England campus. The minutes indicate that: "Dr. Herman expressed himself as not hostile to the idea but as being very skeptical; a union, once both institutions had received accreditation, might present definite advantages." Subsequently Hampden's fund raising activities collapsed and negotiations were not pursued.



*Construction of West Building, 1963 (now Herman Hall).*



*Trustees and Corporators, June 9, 1964*

*George W. Rice '22, Richard T. Lovett '34, Robert W. Hamel, Irving M. Cohen '32, Chester J. Chambers '23, Richard S. Carroll, William G. Gunn, William H. Sleith '44/H'80, F. Nelson Bridgham, Mott A. Garlock, Robert N. Crozier, D. J. St. Germain H '64, Frederick B. Seel, Henry T. Downey '56, Robert B. MacPherson '38, Robert R. Emerson '23, Sidney R. Cook '25, Herbert S. Terrill '25, Karl A. Vester '38, Earl H. Paine '27, Ralph A. Armstrong '27, Beaumont A. Herman, Irving C. Jacobs '26, Carl O. Chauncey '25, Harley B. Goodrich '27, Stanley O. Smith '22, E. F. Riley.*

Minor internal changes were made to assure a smoother operational pattern for trustee activities. At the June 9, 1964 meeting the By-Laws were amended to shift the date of the annual meeting from June to a time "during the first two full weeks of October." This change provided an opportunity for the president to present at the annual meeting a full report of the activities of the previous academic year and also for the treasurer to present a complete and audited report. At the same meeting, in order to insure continuity and to introduce new blood into the Board of Trustees, the By-Laws were also changed to the effect that,

"No person who has reached the age of seventy (70) years on June 1 of any year shall thereafter be eligible for election or re-election as a Trustee. Any Trustee who becomes ineligible for re-election because of age may be designated a Trustee Emeritus by the Corporators, and as such Trustee Emeritus shall have the privilege of attending meetings of the Trustees without the right to vote."

Although the entire group originally agreed with the philosophy of this change, when the time came actually to apply the provisions to the first trustee who would be eliminated, the By-Laws were again amended and the age provision was dropped! This action took place on May 23, 1967.

As the administrative staff and the faculty prepared diligently for the anticipated examination of our curricular offerings by the New England Association of Schools and Colleges and for what we knew would be the subsequent inspection by the Engineers' Council for Professional Development, the matter of the different philosophies of the Day and Evening Divisions and what were felt to be the proper implementations of those philosophies led to the establishment of different degrees so that the graduate would be immediately identified as a product of the particular school. An examination of the practices of other institutions confirmed our decision. In my annual report for June 1964 I stated:

"An outstanding strength of WNEC over the years has been the effectiveness of its Evening Division in designing programs of study which have been attuned to the needs of ambitious young people, and some not so young, in the business and industrial community. It has been a prime aim on the part of the administration to maintain and sharpen this effectiveness even while attempting to strengthen the Day Division. The objectives of the two divisions differ because the students differ. Consequently the course offerings are not identical; the day programs are more academic and theoretical, while the evening programs, geared for employed, more mature persons, are more practical. In recognition of this distinction the Day Division curricula in business lead to the degree of Bachelor of Science in Business Administration while in the Evening Division we have retained the professional degree of Bachelor of Business Administration. In like manner, I have recommended, and the Executive Committee approved, a change in the Evening Division degree in the School of Engineering to Bachelor of Engineering while the Day Division students will continue to receive the degree of Bachelor of Science in Engineering. In this way we recognize the distinctive contribution of each division without making any value judgment and we are relieved of any possible embarrassment which might result from explaining why different programs would lead to the same degree."

The opening of the 1964-1965 academic year saw the combined enrollment pass the 2000 mark for the first time. The College also received recognition in the academic area when for the first time it was successful in receiving National Science Foundation Grants - one for \$5380 to Professor Earl Chapin in chemistry and one for \$4260 to Professor Edward Lindberg in mechanical engineering. At this time also a degree program in electrical engineering was instituted.

The growth of the College in the strength of its older engineering programs and of the new programs in business led to physical expansion. In September 1964 with over one hundred students living in units of the Gateway Apartment complex across the street from the campus, the desirability and the necessity for dormitories on campus became evident. As I stated in a report on November 19, 1964,

"The expansion of the Day Division through acceptance of out-of-town students has logic also from the financial point of view. Experience of many colleges has shown that dormitories can be self-amortizing and can almost immediately become a financial asset to the college, in contrast with academic buildings. Basically, the charges for student rooms can realistically be sufficient to pay *all* amortization and operating costs for a dormitory. Furthermore, the additional tuition income produced by a larger number of students can bring about a more reasonable return on the expenditure for faculty salaries."

While the housing facilities for students appeared to be demonstrably feasible financially, food facilities were a different matter. At this point Mr. D. J. St. Germain came forward with a start-off gift of \$75,000 toward a cafeteria. The Building Committee immediately accepted the challenge and, together with the Executive Committee, endorsed the project to make Western New England a residential college. I concluded the November 19 report with the recommendation that,

"the Trustees proceed with steps to authorize immediate construction of a dormitory and a student center and that they take favorable action on the recommendation of the Building Committee and Finance Committee."



*Dreaming of a campus center, September 1964. D. J. St. Germain presents to Beaumont A. Herman 100 shares of Ford Motor Co. stock as an initial gift for the campus center.*



At the November 19 meeting the trustees voted to proceed with plans and specifications for a dormitory and a student center and also authorized a mortgage in the amount of \$550,000 to finance the project. No time was lost, and the contract for the dormitory was awarded to the Ley Construction Company on January 8, 1965 at their low bid of \$445,290. The Executive Committee on March 4, 1965, after negotiations with three construction companies, authorized the Ley Company to proceed with construction of the Campus Center on the basis of costs plus \$22,000. The dormitory, Hampden Hall, was occupied on September 1965 and the D. J. St. Germain Campus Center was dedicated on February 1, 1966. The cost for this, the original section of the present Campus Center, was \$471,472.

This shift from an almost purely commuting institution to a residential college was a significant change in the direction of the college and necessitated, as we shall see later, the development of a whole apparatus of student services programs and personnel. In 1965 a dispensary, manned by the College Nurse and a part-time physician, was established in what had been a frame residence on Bradley Road, and in 1966 Mr. Eric Geldart was engaged as the first athletic coach. Also in 1966 Mr. Richard Kipperman was hired as the first Director of Alumni Affairs.

The completion of the Campus Center permitted the removal of the Bookstore to the new building, and the space which the store had occupied in the Administration Building was converted into offices.

The early months of 1965 saw the entire staff and faculty bending every effort toward readying the College for a second petition to the New England Association of Schools and Colleges and an examination by a visiting team. I personally prepared the lengthy self-study and report required by the Association. The trustees on February 9, 1965 voted to adopt as College policy the 1940 Statement of Principles on Academic Freedom and Tenure as published by the American Association of University Professors and which was favored by the Association. At this same meeting Dr. Ralph Burns, Director of Evaluation for the Commission on Institutions of Higher Education of the Association, addressed the Board and made some encouraging remarks as to the prospects of the College. By the close of the 1964-1965 academic year preparations for the arrival of the evaluating team seemed to be in good shape, and I closed my annual report, which was issued in the form of a ten-year report on an optimistic note:

To say that education and the demands made upon it have changed in the past ten years would be the epitome of understatement. We are now living in a society 'for which education is no longer merely a generalized good but the touchstone of survival' (James Cass: *Saturday Review*, August 21 1965). Western New England is now in position to contribute toward preparation for that survival. It has put its house in order and has geared itself to operate effectively in its chosen area. It has demonstrated financial stability; it has developed impressive physical facilities; it has gathered together a competent and dedicated faculty who are constantly involved in improving their own competence and the offerings of the College; it enjoys the support of a concerned board of trustees; it has a growing body of loyal alumni; and it has an expanding number of better prepared and more keenly motivated students. All this has brought about increased recognition and stature. We conclude the decade with the confidence that we are ready to take our place in the mainstream of American higher education."

The sanguine attitude of the staff was justified when the investigating team from the accrediting association made its inspection on campus from October 3 through 5. The group, headed by Professor Lynwood Bryant of Massachusetts Institute of Technology, was demanding but sympathetic. They spotted many of the College's weaknesses and problems; but they also emphasized its strengths and its potential. And they gave direction. For example, the team's report to the Commission stated:

"The President has a fine working relationship with trustees and other administrative officers, and an excellent grasp of the problems of the institution. The Vice President, who is concerned almost entirely with financial matters, has had many years of experience in banking and now with this institution. Since he is not in a position to assist the President in academic matters, the need for some sort of provost or Vice President for academic affairs will undoubtedly become apparent in the course of the normal development of the institution."

And again:

"The Division of General Studies does not enjoy the same status as the Schools of Engineering and of Business, and probably the Director of the Division does not have such a free hand in the management of its affairs. The liberal component of this professional education would undoubtedly be more effective if it were controlled by a full-fledged school with its own curriculum, headed by a Dean."

This type of analysis, offered not punitively but in a spirit of encouragement, gave use precisely the direction which we needed and from an objective point of view. The College was later to follow this direction, establishing a School of Arts and Sciences and creating the position of Academic Vice President.

The recommendation of the evaluating team to the Commission read:

"We were particularly interested in evidence of progress achieved since the visit of the previous evaluation committee in 1962. We find substantial improvements in the quality of staff, students, and educational program; excellent physical equipment; and adequate financial support. We recommend that Western New England College be accredited at this time."

The Commission on Institutions of Higher Education accepted the report and recommendation of the evaluation team, and at the December 3, 1965 meeting of the New England Association of Schools and Colleges Western New England was fully accredited as a specialized institution. The College was categorized as a specialized institution because it lacked a School of Arts and Sciences; nevertheless, in its own areas of study the accreditation was without restriction. Western New England was now a member, in good standing, of the American family of accepted colleges.

### 3. Consolidation and Recognition



As a fully accredited college, we found our programs now being recognized by other academic associations; almost immediately the American Council on Education invited the College into its membership. Very shortly we obtained membership in the Association of American Colleges, the College Entrance Examination Board, and the Association of University Evening Colleges.

Equally important to the students as the institution's acceptance into the various academic and professional associations was the fact that such acceptance automatically placed the College on the approved list of many industrial and business concerns for recruiting purposes; *many* more job opportunities immediately became available. The College also was granted concessions by the Veterans Administration and certain other federal agencies.

In the area of development of physical facilities I was able to report to the trustees on October 14, 1965 that the City had authorized the closing of Evergreen Road on the east side of the campus, which effectively increased the frontage of the College property on Wilbraham Road.

The advantages of a second dormitory became obvious. My annual report of July 1966 stated:

"I strongly recommend and, indeed, the joint meeting of Trustees and Corporators on February 13, 1966 endorsed the suggestion, that a second dormitory of comparable size be erected as soon as reasonable financing can be obtained. All indications are that such a dormitory would be self-financing from student rentals and that the doubling of the number of boarding students would also place the Campus Center on a self-liquidating basis. The increase of the proportion of resident students to day students would, in addition, provide a better balance to the student body, and it would also provide a broader financial base on which the College would operate."

The trustees were responsive. At their meeting on October 11 they voted to authorize final plans for the second dormitory and to seek financing for its construction. At this same meeting the Board accepted a bid from A. R. Green & Son, Inc. at \$166,965 to construct a wing on the St. Germain Campus Center; the demands for the use of this building had already made the original facility

inadequate. Although the trustees were eager to press ahead with the construction of the proposed dormitory, the financial community was not equally responsive. The year 1966 was not a good one for what money lenders considered risky ventures. Many considered that the College was over-extended. Leon Chapin and I had negotiated with eleven banks and two insurance companies in an effort to obtain favorable rates without surrendering too much of the College's independence. One bank finally offered to lend the College \$350,000 at 6 ½ % with the provision that all existing mortgages be consolidated and that the bank hold a blanket mortgage on the entire campus. The Executive Committee of the trustees agreed to this on December 29, 1966.

The subsequent deliberations and actions of the Executive Committee demonstrate, I believe, the value to a college of a cooperative yet independently thinking Board of Trustees. The decision to mortgage the whole campus seemed reasonable to the bank authorities inasmuch as it gave them property more salable in the event of a foreclosure. The trustees on the Executive Committee realized this and that such an agreement might be necessary to obtain the necessary loan. They also were cognizant that such an arrangement would entail approval by the bank of any future development and would in effect provide the bank with veto power. Despite their misgivings, they voted for the arrangement because they felt that the College needed the new facilities.

One trustee, Sidney R. Cook, voted in opposition. He then used his considerable influence in the business community to persuade a second bank (which had previously rejected an approach by Mr. Chapin) to make a loan to the College on similar financial terms but with the requirement of a mortgage only upon the proposed dormitory itself and one other building. This would provide the College much more freedom to maneuver. Mr. Cook presented the new proposal to the Executive Committee on January 26, 1967. It was immediately accepted. Such thoughtful dedication to the interests of the College has been typical throughout the history of the institution. It should be added, too, that the financial management of the College as reflected in Mr. Chapin's financial statements and balance sheets, with never a deficit in the history of the institution, provided Mr. Cook with effective ammunition.

Once the way was cleared, work progressed rapidly. Architectural plans were drawn, bids sought, and the contract was awarded on December 29, 1966 to A. R. Green & Son, Inc. at \$449,200. The building was opened for use on September 10, 1967 and the new addition to the Campus Center became operative at the same time. It is of interest to note that the bid figure was about \$2000 less than the architect's estimate and that this was typical of the College's happy experience with McClintock & Craig while under the presidency of Mr. Eugene A. Lyman.

During these years of pressures for admission to college on a national scale, it became obvious that many small institutions could improve both their financial situation and their range of curricular offerings if they had capacity for housing more students. Increased enrollments would bring definite advantages; the problem was that the lesser known colleges lacked the capital funds, and also the ability to attract those funds, to make the investment which would almost certainly pay off later. Various private enterprises came forward with plans, some of which were quite attractive. Through my activities as treasurer of the Council for the Advancement of Small Colleges I had become rather well acquainted with Mr. William Wilson of the C.I.T. financial house. C.I.T. had developed a plan for constructing dormitories and leasing them to colleges; over a period of twelve years the buildings would become

self-liquidating. The plan had two advantages for a capital-poor college. By offering a "package deal" which combined both architectural and construction work and using a series of standard plans, the company could effect definite economies. And by being relieved of the necessity for raising funds for down payments, the college could quickly obtain a building and pay off the indebtedness from student rental income. At the end of twelve years the facility became college-owned.

Western New England administrators became quite interested. I personally visited campuses of CASC colleges in Maine and West Virginia which had constructed C.I.T. dormitories of frame construction (which were not acceptable in Springfield), and Mr. Wilson flew me in a company plane to Long Island to inspect a brick dormitory complex. Our administrators were intrigued by the possibilities.

At least two serious obstacles, however, presented themselves. The contract arrangements included only the buildings and immediate plot; utility connections and site development had to be done locally, and we could envision disputes over responsibility. A second problem arose from the fact that the title to the building remained with the construction company for the twelve-year period and the local taxpayers' association seemed prepared to challenge the tax-exempt status of the facility in this event. This problem apparently had not arisen with other C.I.T. projects. Most of them were located in comparatively small towns where the officials and citizens were sufficiently impressed by the economic advantages of a larger college population to the community not to raise legal challenges.

After much thought and debate among the Executive Committee and College administrators, we decided to proceed with conventional financing with local banks for our dormitories. Mr. Wilson was quite understanding, to the point that when the College received accreditation in 1965, he was receptive to my request that WNEC be allowed to participate in the C.I.T. program of "recognition grants" to newly accredited institutions. We received the standard \$5000 award even though technically we were not a liberal arts college in the sense of their program. This was another instance of the value of our CASC contacts.

During this period important internal changes were taking place. At the recommendation of the accrediting team the School of Arts and Sciences was authorized by the trustees on February 2, 1966. Dr. Robert L. Campbell who had resigned as Dean of the College in 1965 in order to accept a position in Chicago with the Department of Health, Education, and Welfare, returned to the College as of 1966-1967 in the combined position of Academic Vice President and Dean of Arts and Sciences. The trustees on February 13, 1966 amended the By-Laws, re-defining the College Faculty, clarifying the relationship of the faculty vis-a-vis the president, and identifying certain administrative officers as members of the faculty.

In a related expansion of faculty activism a local chapter of the American Association of University Professors was organized in 1967.

Although the trustees were unanimous in their vote to inaugurate the School of Arts and Sciences, recognizing that it was probably essential and of course that the accrediting commission had really mandated it, the minutes of their February 13 meeting indicate:

"It was the general consensus of those present that we should not lose sight of the fact that the purpose of this College has been to provide

professional education for those desiring it, and that for over forty years we have done well in these fields, and that we should not lose sight of this professional orientation. At the same time, our liberal arts school should not be mediocre or subservient to the other schools."

The decision to institute a School of Arts and Sciences carried with it, of course, the necessity of another charter change, for the College was not yet authorized to grant the Bachelor of Arts degree. As has been previously noted, the programs of the institution had been built around the need for professional education; this was because of a philosophical concept and also a desire not to compete with our neighbor institutions. The practicalities of meeting the requirements of the forces of accreditation resolved this issue. Once again the College, and specifically the president, undertook the process of petitioning the Board of Collegiate Authority for an amendment to the College charter, involving a self-study and a visit by an evaluating team. The decision was made to eliminate all restrictions on the degree-granting powers and to seek authority in all fields through the baccalaureate and master's levels; the resources of the College, and the new accreditation status, appeared to warrant what would once have been an audacious effort. Our appeal was successful, and on February 16, 1968, the College received "authority to grant and confer degrees such as are usually conferred in the Commonwealth of Massachusetts, except at the doctorate level." This permission was timely of course, for students had already been enrolled in the School of Arts and Sciences and the first degrees (four Bachelors of Arts and six Bachelors of Science) were granted at the 1969 commencement.

As the College grew in number of students and of programs (enrollment in September 1967 showed 991 Day students and 1719 Evening students), the trustees again raised the question of the mission of the institution. Was the full-time aspect of the program detracting from the time-honored thrust of the evening operation which had declined in its undergraduate registration but had maintained its strength as a result of improved graduate enrollment? I attempted to respond to this query by a statement in my August 1967 report:

"Two comments on the undergraduate situation are pertinent. The first is that this same drop in registration has also been experienced by other colleges. The second is that the College must re-examine carefully its role as a service institution in its evening work. Over the years, the College (and its predecessor Springfield-Northeastern) has acquired the reputation of being an institution with excellent evening programs taught largely by skillful and understanding part-time practitioners. As more and more of our full-time faculty assume assignments in the Evening Division and bring the benefits of their study to the classes, it is important that in the process we do not lose something of real value. We must continue to have the leavening influence of professionals who are actually in the field and who have first-hand knowledge of the practical implications of what they are teaching."

This statement, in addition to being an attempt to reassure the trustees as to the significance of the Evening Division to the ongoing program of the College, also constituted a defense against an effort on the part of a small but vocal element in the full-time faculty to demand that every full-time faculty member be guaranteed an opportunity to teach in the evening for additional income, to the extent of forcing out some excellent part-time teachers of long

service to the College. I had previously, in a Statement to the Faculty on April 28, 1964 remarked that the College,

"assumes no obligation to provide opportunity for Day Division faculty to teach more than one section in the evening. The use of an instructor for a second section will be determined only by the special need of the College. ... While the College urges participation of the Day Division Faculty in the program of the Evening Division, it believes that a teaching overload is detrimental to the College in the eyes of accrediting bodies and militates against the professional advancement of the faculty member involved."

In the matter of institutional governance the existence of two boards, the trustees and the corporators, was now proving to be less than helpful. The corporators, of course, were the body legally responsible for the College. They met annually to elect the corporate officers and to maintain the continuity of the enterprise. From their membership a smaller group of from fifteen to eighteen trustees was chosen who, by more frequent meetings (three to five times a year), carried on the actual business of the College. Two problems arose - 1. the trustees, being a smaller group, carried more prestige, and occasionally it happened that a person who was higher in the ranks of his own business firm was elected as a corporator while a man of lower rank served as trustee; 2. the corporators annually voted to approve the actions of the trustees, even though they were not fully aware of the implications of those actions. At a joint meeting of the trustees and corporators on October 11, 1966 it was voted to combine the two boards to the effect that every corporator became a trustee. This single board has managed the affairs of the College effectively and harmoniously since 1966. Although the board is a bit large, much of the business is handled by the ten-member Executive Committee which meets monthly and by special committees. The Executive Committee has been granted practically all powers of the trustees between regular meetings of that board except the disposal of any College property and the election of a president.

In the area of relationships with other educational institutions the newly acquired status of accreditation permitted the College to operate from a stronger base and provide more recognition. The presidents of American International, Springfield, and Western New England Colleges had now for some time been meeting informally at regular monthly intervals to discuss common problems and to seek out possible ways of cooperation. The first tangible results were an agreement among the presidents to effect a policy of an interchange of library facilities and course offerings: students from any one of the three institutions might borrow books from the libraries of the other two, and undergraduates who wished to enroll for courses in the other two colleges which were not offered by their home institution might do so. No tuition charges would be involved. The trustees at their October 11, 1966 meeting endorsed this policy. The policy proved successful, although not without some initial qualms on the part of the librarians and registrars. Later, on February 7, 1971, the trustees authorized a formal agreement by the three presidents, establishing a tuition exchange program whereby dependent sons and daughters of administrative and faculty members of any one of the three Springfield colleges would be able to attend any of the colleges on a tuition-free basis at the undergraduate level. The benefits of the plan have been utilized by a good number of the three faculties, and the program has proven quite successful; it constitutes a very helpful fringe benefit.

The College also, by action of the Executive Committee on April 6, 1967, took membership in the newly formed Association of Independent Colleges and Universities in Massachusetts; indeed I became a founding Director of the organization and served in that capacity for four years, thus helping to cement relationships between the College and the educational power structure in Boston.

The ability of the College to attract students following its accreditation and the successful experience with the two dormitories and Campus Center led the trustees on November 30, 1967 to authorize the construction of a third dormitory. The Secretary of the Trustees, Harley B. Goodrich, in his minutes of that meeting, commented upon my recommendation:

"Dr. Herman explained that there were many factors influencing the administration to recommend the building of a third dormitory in time for occupancy on September 1, 1968. There are very few of our seniors living on campus this year, so that with plans to increase our enrollment next year there will be no places for the new students in the present dormitories. More students eating in the Campus Center will reduce our food costs, and additional students housed on the campus will increase our tuition income. Investment in our dormitories has paid better than we had expected. We have found that there is a lower attrition rate among students living on campus than among those who commute."

No time was lost, and on January 25, 1968 the Executive Committee voted to accept the low bid of \$491,950 from the Leo Spear Construction Company, Inc. for the construction of the third dormitory, to be called Franklin Hall. Work progressed rapidly, and the building was opened on September 8, 1968, in time to receive students for the new academic year.

Meantime considerable interest had been generated in the possibility of a dormitory for female students; the new School of Arts and Sciences had proved to be an attraction for women students in a way that the more strictly vocationally oriented programs had not. Also at this time the Housing and Urban Affairs Department (H.U.D.) of Health, Education, and Welfare had developed an advantageous low-interest loan program for college dormitories. On May 21, 1968 the trustees voted to proceed with construction of a women's dormitory and to file application for loan assistance from H.U.D. under Title IV of the Housing Act of 1950 in an amount not to exceed \$950,000; the loan carried an effective interest rate of three percent. This was, of course, just at the beginning period of student unrest nationwide, and in order to obtain the loan the College was obliged to subscribe to H.U.D.'s principles of non-tolerance of civil disobedience. On October 14, 1968 the trustees voted to execute the form known as Assurance of Compliance with the Department of Housing and Urban Development which committed the College to the Department's tenets. On December 2, 1968 bids were received for the dormitory construction by the Executive Committee and a contract was awarded to the low bidder, Ley Construction Company, Inc. at \$779,277. The building was opened for occupancy on September 9, 1969. An interesting sidelight on the securing of the H.U.D. loan for this dormitory is that, although it was intended for a women's facility, it had, under H.U.D. regulations, to be constructed ostensibly as a men's dormitory because the College's only demonstrably supportable area of need was for men's quarters. When one H.U.D. official inquired why a purported men's living area had no provision for urinals in



its sanitary facilities, the architect responded that most family residences did not have such equipment either. The official, of course, saw through the ruse but was quite accommodating.

It was during this period of the 1960's and the early 1970's that the College found a way of acquiring inexpensive and flexible office space through the purchase of residences adjacent to the campus. The first purchase was on 1260 Wilbraham Road, and as homes were placed upon the market as the result of deaths, retirements, and desire to relocate, some fourteen homes were purchased over a period of years on Wilbraham, Valley, Bellwood, and Bellamy Roads. Through the obtaining of variances from the residential building codes, these buildings have been remodeled to house temporary facilities for faculty offices and such student services as admissions, placement, and counseling. At least two of the buildings have been sold and returned to residential use.

The year 1969 was, of course, the fiftieth anniversary of the founding of the Springfield Division of Northeastern University. The actual anniversary celebration was the occasion of an all-College Convocation on March 21 at which the main address was delivered by Dr. Arland F. Christ-Janer, President of Boston University and then Chairman of the Association of Independent Colleges and Universities in Massachusetts. Professor Clarence I. Chatto and I also spoke. The trustees had decided that an appropriate way to mark the anniversary would be a 50th Anniversary Campaign to raise funds toward the construction of a much needed classroom-laboratory building. Almost simultaneously I had appointed a building committee of faculty, headed by Dr. Robert L. Campbell; and the trustees had named Irving C. Jacobs, then Vice Chairman of the Board, as Chairman of the Half Century Fund. The goal of the Fund was set at \$1,500,000 and Mr. J. Resler Shultz, as Director of Development, was named to organize the campaign.

It seemed obvious that any plans which the College made to observe the golden anniversary should be consonant with the ultimate objectives of the institution. But what were the ultimate objectives? During this period, long-range planning was popular among institutions of higher learning nationally. Sidney Tickton, working under the auspices of the Ford Foundation, had produced models to be used in long-range planning, and the College had taken advantage of a Tickton-oriented program, sponsored by the Council for the Advancement of Small Colleges and financed by the Ford Foundation, to assist small colleges in organizing long-range studies. Mr. Chapin and I attended a CASC-financed seminar in Boston to learn the relevant techniques. We had produced a long-range plan, on the Tickton model, in 1965. For 1969 I had appointed a committee, headed by Julian H. Murphy, then assistant to the president, to revise the original plan, for our growth had surpassed the projections, and to present a new plan. The revised plan proposed a Day Division enrollment of from 1700 to 1800 students by 1975, and an Evening Division registration of 1800; it projected a full-time student body which would be 60% residential and a faculty-student ratio of 1 to 18. The Day Division student body "mix", as suggested by Dr. Murphy's committee and as reported to the trustees on February 8, 1970, was 35% Business students, 35% Arts and Sciences, and 30% Engineering.

This study influenced Dr. Campbell's building committee, whose proposed building was conceived as one which would provide classrooms and laboratories which, combined with the College's already existing instructional facilities, would serve an optimum full-time enrollment of 1800 students. Full provision

seemed to have been made for engineering laboratories and for proposed programs in biology; chemistry and computer facilities remained in the West Building, as it was then designated.

The trustees and faculty were reasonably confident in 1969 and 1970 that they had planned carefully for the future of the College, that the projected optimum enrollment would assure an institution large enough and with sufficiently varied curricular offerings to be financially stable (the operating budget for 1969-1970 topped three million dollars for the first time) and yet one which could still be classified as a small college. Plans were progressing for "the new classroom-laboratory building; a Trust Indenture had been authorized on October 13, 1969 with the First Bank and Trust Company of Hampden County for the H.U.D. sponsored women's dormitory; and a new and more generous policy on tenure and sabbatical leaves (May 20, 1969) had been agreed upon by the trustees and faculty. The College was moving ahead.

Yet this was also the period of Vietnam and student unrest. Western New England was not isolated from the national climate of student, and also of faculty, activism. Through fortunate circumstances, a sense of responsibility by the majority of the faculty, and, we hope, good judgment on the part of the administration, violence did not appear on our campus and many potential problems were anticipated and avoided. The unpopular war and the imminent threat of the draft created uncertainty among the students of all colleges; open hostility to the government, and in some measure to all representatives of authority, became evident on many campuses. The well publicized shutdown at Columbia in the early days of 1969 stirred students everywhere. At colleges such as those in Springfield representatives from larger and more radical campuses appeared in order to generate a greater degree of activism. A branch of the militant Students for a Democratic Society was approved by the Student Council on February 21, 1969. Under the guidance of Dean Mulcahy the Council later prevailed upon the activist group to dissociate itself from the national SDS; it changed its name to the Movement for Student Liberation and disavowed any violent intentions.

Tensions at this period, however, were high. At a meeting on October 14, 1968 the trustees voted to endorse a Statement on Student Rights and Responsibilities which attempted to place some limits as to what activities students might undertake for themselves. A Faculty-Student Advisory Committee on Student Conduct had meanwhile been working on a student conduct code. This code was accepted "in principle" by the trustees at a special meeting on December 16, 1968. The provisions of the Code (recommendations XIV and XVI), which for the first time permitted liquor in student rooms and allowed almost unlimited visiting hours in student rooms, were not happily received by many trustees, but were finally approved unanimously "on a trial basis." They were never to be reversed.

On February 27, 1969, in order to clarify the College's "ground rules," I submitted to the Executive Committee the following statement:

"The Faculty of Western New England College affirm their belief in the principles of academic freedom—freedom to teach and freedom to learn. They believe that violence and physical obstruction of college facilities constitute an infringement of academic freedom. They believe that the College has the obligation to protect the rights of all students and to assure for them the peaceful and orderly use of the personnel and facilities of the College. The Faculty endorses the determination of the College adminis-

tration not to allow the taking over of private property by an individual or group or the use of physical force to obstruct the normal functioning of the College."

This statement was unanimously adopted by the Executive Committee and also by the trustees at their meeting on May 20. It was adopted, although not unanimously, by the faculty on April 2.

If a reader at this late date should think that the administration was a bit paranoid about student, and faculty, violence, he should be reminded that in 1968-1969 the American Council on Education listed take-overs of buildings at 275 colleges and universities and interruptions of classes at 260 institutions, with 45 persons being injured. Locally, black students took possession of the administration building at Springfield College in May 1969. As precautionary measures at WNEC, I installed a private telephone in my office which would by-pass the switchboard in the event of a take-over, purchased a "bull horn" for use in addressing a crowd of students, arranged with the College attorney for a set of injunction procedures for court-authorized removal of trespassers, and established an agreement with the Springfield Police Chief to clear my office, by force if necessary, if it were taken over by students or outsiders. None of these emergency measures proved necessary.



*In tune with the turbulent times. (1970)*

The whole matter of the recruitment and treatment of black students was nettlesome. As I indicated in my August 1969 report to the trustees, the College had always welcomed black students but had not aggressively recruited them inasmuch as "the majority of black students require generous financial help and the scholarship funds at WNEC are severely limited .... When in addition to free tuition, underwriting must be provided for special tutoring and living expenses, only those institutions with substantial resources can make major efforts." In fact, however, the College did make arrangements with Northern Educational Services, a local organization, for it to seek out and recommend ten black students each year (a total of 40 in the College at any one time) for free tuition. An analysis of financial aid at the College, moreover, showed that seven percent of the white students were receiving aid as opposed to seventy-five percent of the blacks. In the matter of curriculum, the College offered courses in "black studies" but deliberately avoided majors in these areas. We attempted to produce black engineers, accountants, and lawyers as the most practical way of assisting the minority group. Again to quote the 1969 Report, I stated:

"Much controversy exists over the need and desirability of black curricula in American colleges. The position of the College at the moment is that Western New England is a teaching college, not a university, and that it has neither the mission nor the resources to be all-inclusive. Our history has been that of providing professionally oriented programs whether in our specialized schools of Engineering, Business, and Law, or in our new School of Arts and Sciences. We want our black students to emerge from their collegiate years hopefully with a deeper knowledge of their own people and a continuing commitment to the black community, but most certainly equipped with the intellectual skills required for success in the world of whites and blacks. A black studies program made up largely of "soul" courses with strong emotional appeal and little substantive content would be a denial of the realities of a world in which knowledge and skill are required of all."

The placement record for our black graduates appears to have well vindicated the College policy.

Historians of the period of student activism during the late sixties and early seventies will remember Moratorium-Peace Day of October 15, 1969. Students at Western New England were not united in their support of the national movement to cancel classes on this day, and the faculty, on October 2, voted to hold classes. There were stirrings among our students, however, which culminated on a "march" to the president's office on December 11. On that day I met with representatives of the student body to discuss various grievances and specifically denied a request to close classes early in order to extend the Christmas vacation. This precipitated a special edition of the *Westerner*, the student newspaper, and a request for a Dialog Day which was later scheduled for February 4, 1970.

Possibly the steam from the students' emotions evaporated during the vacation and the interval until February; in any event the turn-out for Dialog Day was disappointing from the students' point of view. All classes were cancelled, and a series of sessions involving students, faculty, and trustees was arranged. Some thirteen trustees participated, but only about one hundred students were in appearance (reported by the *Westerner* as only forty). The impression seemed to be that the majority of the students were either apathetic

or that the general unrest as depicted by the so-called leaders was actually contrived. Later, on April 23, the Student Senate voted to discharge the editor of the *Westerner*. A positive outcome of the meetings between students and trustees was the adoption of a new academic calendar, which I had been advocating for some time but which had not been favorably received by the faculty, which allowed the end of the first semester to occur before the Christmas holiday.

The April 30, 1970 announcement by President Nixon that United States soldiers were advancing into Cambodia had repercussions on all American campuses. The culmination, of course, was the riot on May 4 at Kent State University in which four students were killed by National Guardsmen. The effects of this national movement upon the local campus may be summarized by an excerpt from my August 1970 Report to the trustees:

"The unfortunate incidents at Kent State University which climaxed in the deaths of four students triggered student protests and strikes across the nation. Many colleges cancelled classes for the remainder of the year and many others cancelled examinations. Lost in the flood of emotions in many institutions were the responsibilities and obligations both of the colleges and the students. Some students who wanted to attend classes have found themselves unable to do so; some students have lost semester hour credits; others have found themselves barred from taking essential professional examinations. In the western Massachusetts area students from the various colleges traveled from campus to campus and often those from a particular college were under serious pressures from outsiders.

Western New England students, in percentages still undetermined but certainly far from a majority, participated in the strike movement on May 7 and even invaded a general Faculty meeting. The proposals which they presented, however, were in my opinion the most rational which I have observed among all colleges with which I am familiar and the ones least likely to hurt students of all shades of opinions. No classes were cancelled by the College and all examinations were held as scheduled. The proposals presented the students with three options: 1. those who so desired could continue in class and take final examinations as usual; 2. those who wished to participate in the general strike could stay away from classes without penalty and still take final examinations; 3. others who were willing to accept what grades they had earned up to that point could absent themselves both from classes and examinations. Approximately two-thirds of the students elected the first option. We have, of course, received some criticism for accepting the proposals. I certainly do not find them ideal, but in comparison with the situations which have resulted in so many institutions, I feel that a solution was reached which was rational and compassionate and which relieved all students of any coercion. Western New England was one of the colleges in which any student or faculty member who wished to continue his regular classes and examinations was able to do so."

As the 1969-1970 academic year came to a close (in many institutions it simply petered out), the general unrest seemed to be subsiding, but college administrators everywhere kept on the alert and it must be mentioned that even at Western New England police guards were stationed at the doors during meetings of trustees in order to prevent intrusions such as the take-over of the faculty meeting by students on May 7, 1970. It was felt necessary to place

the students (and faculty) on notice, and the following Statement on Academic Freedom and Obstruction at Western New England College was voted by the trustees on May 19, 1970:

"The Trustees of Western New England College affirm their belief in the principles of academic freedom-freedom to teach and freedom to learn. They believe that violence and physical obstruction of college facilities constitute an infringement of academic freedom. They believe that the College has the obligation to protect the rights of all students and to assure for them the peaceful and orderly use of the personnel and facilities of the College. The Trustees endorse the determination of the College administration not to allow the taking over of private property by an individual or group or the use of physical force to obstruct the normal functioning of the College.

This statement of College policy represents the thinking of all segments of the College community. Its principles were endorsed in the Student Conduct Code adopted by the Student Body in 1968. The Statement was adopted by the Executive Committee of the Trustees on February 27, 1969, endorsed by the College faculty on April 23, 1969, and unanimously approved by the Board of Trustees on May 20, 1969.

The Administration of the College feels that it has the obligation to insure freedom to all members of the College constituency to carry on their normal functions. Obstruction, violence, or seizure of property will not be countenanced. Members of the College community who violate these principles will be dealt with in accordance with College policies (which may include suspension or expulsion) and, if necessary, with law; outsiders may be considered intruders and dealt with to the full extent of the law."

As the 1970-1971 academic year progressed, it appeared obvious that the period of militant activism was passing. The so-called Princeton Plan for a moratorium from classes which would permit students to participate in pre-election activities did not elicit much favor among colleges generally and was not accepted at Western New England. Telephone warnings of alleged plans for bombing of academic facilities continued at most colleges; at their meeting on November 18, 1970 the Executive Committee voted approval of my proposal of the so-called Northeastern Plan in the event of a bomb threat. According to this plan, in the event of such a threat, notices would be posted on all buildings, but classes would not be cancelled. In actual practice, buildings have usually been evacuated when threats have been received by telephone. In my August 1971 Report I was able to advise the trustees:

"As has been the case with most colleges in the nation this past year, student incidents of unrest at Western New England have subsided. This by no means should be interpreted to indicate that all students are happy with the present situation. It does seem to show that, certainly for the most part, the young people have realized that violence and disruption have been non-productive and that it is preferable to work for change within the system. It also means that some changes have been effected. At WNEC the students have seen a modification in the calendar, student participation in policy committees, and initial student evaluation of faculty; and a graduating senior sitting on the Board of Trustees."

If I have seemed to devote an inordinate amount of space to the problem of violence and unrest, I can only reply that these were extremely important times

and that they permanently affected the mode of operation on all campuses. Western New England was fortunate in that disruption here was minimal; but there was always an underlying threat. It was an extremely difficult era for college presidents: some were discharged, many resigned under pressure (Pusey of Harvard), and a few (Courtney Smith of Swarthmore) succumbed to heart attacks during periods of siege.

One outcome of this period of student unrest and activism was the inauguration of a Faculty Senate. The faculty at Western New England were caught up in the national movement for more participation in administrative affairs of the institution, yet they were not too eager to share this authority with students. The concept of a representative faculty senate developed and, following the invasion of a general faculty meeting by students on May 7, 1970, the movement accelerated. The faculty felt that a smaller body would be more effective and less subject to disruption. A group, to be known as the Faculty Senate, consisting of six members from each of the three schools, plus the college president came into being in October 1970. There had at first been some opposition to the inclusion of the president, but the trustees felt strongly that any senate should include the president as the chief academic officer of the College. My doubts as to the need for a senate when the entire faculty consisted of less than one hundred were expressed in my Report of August 1971: "In these days when so much attention is paid to the matter of communication, an intermediary assemblage such as the Senate might possibly prove to be a barrier between the individual faculty members and the administration." Care has been taken to make this barrier as permeable as possible, and the Senate has proved to be an effective instrument in academic governance.

Despite the atmosphere of uncertainty and the very real possibilities of actual disruption, the business of the College continued. Progress on the proposed science-classroom building continued, although at what then seemed to be a slow pace. Our original plans were for a building with Georgian colonial architecture which would match our two other instructional buildings. Indeed, in a brochure which was designed to buttress our financial campaign a rendering appeared, showing a facade quite similar to that of Herman Hall. In my August 1968 report I stated:

"In order to be realistic in terms of the financial problems of the College, and in order to provide a plan adaptable for presentation in a capital funds campaign in our fiftieth anniversary year, the committee is projecting a classroom building whose architecture will conform to the present campus style, with a one-story annex for engineering laboratories."

The campaign to raise \$1,500,000 was well received, although an interesting, and at the time discouraging, bit of by-play occurred at the very time when the fund Chairman, Irving Jacobs, and I approached the president of the Massachusetts Mutual Life Insurance Company for what we hoped would be the largest corporate donation of the drive and one which would establish a pattern for other business firms. One of the activist student groups chose that very moment to organize a picket against the company. Fortunately the protest was ineffective.

Financing continued to be a problem, for in the spring of 1969 the federal government discontinued its programs under Title I for one-third capital grants to assist the financing of instructional buildings in colleges and universities. A program of providing interest subsidies did survive, based upon a



*Top: Artist's rendering from 1968 of the proposed third classroom-laboratory building.*

*Center: The resulting structure, William H. Sleith Hall, varied significantly from the original concept.*

*Left: William and Iona Sleith and Dr. Beaumont Herman at dedication ceremonies for Sleith Hall, February 10, 1973.*



priority rating among the states. On October 14, 1970 the Executive Committee authorized the application for an interest subsidy loan in the amount of \$800,000. At this juncture, our plans and hopes received a set-back. The president of McClintock & Craig, our architects for seven buildings, retired, and the new president, without consultation with the College officials, completely changed the design of the building. Not only were the trustees and officers of the College astounded, but the new design called for an obviously more expensive type of construction. To complicate matters, the deadline for the application for the federal interest subsidy did not permit time for redrawing of the plans. The new plans, therefore, were submitted, and when the loan subsidies for Massachusetts were announced, awards were made to twelve institutions; Western New England placed number sixteen.

With our subsidy petition rejected and the estimated costs for the building reported by me to the Executive Committee on March 24, 1971 as having increased from \$1,200,000 to \$1,428,000, the black clouds were heavy. The skies cleared considerably, however, when Congressman Edward J. Boland telephoned me that a new list of priorities for loans was about to be established. Buoyed by this encouragement, the trustees, on May 11, 1971, voted to proceed with the building at an outside figure of \$1,428,000 and to take a mortgage of \$1,000,000 at 8  $\frac{3}{4}$  %.

An interesting sidelight to this action is that the vote to undertake the mortgage was not unanimous. One trustee, D. J. St. Germain, one of the most generous benefactors to the College, voted negatively. This was the first non-unanimous vote by the trustees since my coming to the institution in 1955. It may be some significance to report that at this same meeting the only other two non-unanimous votes took place. When the 1966 Statement on the Government of Colleges and Universities (a document promulgated jointly by the American Association of University Professors and the Association of American Colleges) which granted more power to faculties in the matter of institutional governance was proposed for endorsement, it received one negative vote. Also when I submitted a proposal to empower the president to invite two faculty members to be present (as non-voting observers) at trustee meetings, one member opposed. A total of three dissenting votes in a period of sixteen years (later to be extended to twenty-one years) must be some kind of record!

In my August 1971 report I was able to announce that our new application for an interest subsidy had been successful and that the College, under Title III of the Higher Education Facilities Act of 1963, could borrow one million dollars for the science-classroom building at an effective interest rate of three percent. When one of our trustees came forward with a gift of \$200,000 toward the building the road to actual construction seemed clear. It was voted to name the new facility William H. Sleith Hall in recognition of his donation.

There were still, however, roadblocks to clear. Bids for construction were higher than expected (even after I had insisted that the architect modify his projection), and the low bid was \$1,809,000. It will be noted that this amount was almost exactly fifty percent above the figure given originally to the architect. Not to be daunted, the Executive Committee, after arranging with the contractor and architect for plan modifications, accepted a modified bid of \$1,477,550 on September 16, 1971 from A. R. Green & Son, Inc. Later many of the elements eliminated in the modified proposal were restored as more funds became available.

The original 50th Anniversary plans had, of course, also envisioned a physical education building, and after negotiating a reduction in his fees because of the experience with Sleith Hall, I instructed the architect to complete the plans, on which he had already made much progress. On October 18, 1971 the trustees authorized construction of a physical education building, with an outside figure of \$750,000. An interest subsidy was also obtained on this building and a final contract voted with A. R. Green & Son, Inc. in the amount of \$753,817 on July 26, 1972. In gratitude for a pace-setting gift by Mr. D. J. St. Germain, the physical education building was designated the Rivers Memorial in honor of his mother.

The Half Century Fund had reached its local goal of \$1,000,000; Sleith Hall was dedicated on February 10, 1973; and the Rivers Memorial was officially opened on October 20, 1973. The long-range planning committee reported that with an optimum enrollment of 1800, the College would probably need no new major buildings (except for the projected Law School) for a period of ten years.

During the period of the late sixties and early seventies considerable discussion was engendered nationally on the matter of "democratic" governance of colleges. Many scholars recommended representation of faculty and often of students on institutional boards of trustees. The slogan of "participatory process" was commonly heard. Many colleges did name faculty members and students to their governing boards. This move was resisted at Western New England. One of our neighbors, Springfield College, did elect a student trustee. At WNEC both the trustees and the President fully believed that the opinions of both the faculty and students should be heard; they also felt, however, that the trustees held certain responsibilities that they could not abdicate and that for either students or faculty to participate in these responsibilities would constitute a conflict of interest. Experience at other institutions, moreover, seemed to indicate that one or two representatives from either the faculty or the student body could not possibly represent the diverse interests of all and became ineffective. I recommended a compromise situation which was accepted by the trustees and has continued with an apparently reasonable degree of satisfaction.

On October 13, 1969 the trustees adopted my recommendation to elect each year one member of the graduating class (to be nominated by the undergraduate seniors) to serve for a year as an Alumni Trustee. This plan attempted to get as close as possible to the voice of the current students and yet skirt the problem of conflict of interest. The proposal was well accepted by the students. Later I also recommended that the President be authorized to invite the current presidents of the Day Division Senate and Evening Division Senate to attend trustee meetings as non-voting observers. This plan was adopted by the Executive Committee on November 27, 1973.

The faculty members had been working on a revision of their By-Laws, and the resulting body of regulations was approved by the trustees on May 19, 1970. The new By-Laws provided this professional group practically full control over curricula, admissions, and terms of faculty hiring and employment. By vote of the trustees on May 11, 1971, the President was authorized to invite the Chairman of the Faculty Senate and the President of the local chapter of the A.A.U.P. to attend meetings of the trustees as non-voting observers. In actuality, the subsidence of activism on campuses generally and the effect of governmental regulations concerning quotas and anti-discrimination practices in employment have tended to de-emphasize the role of faculty and students

in college governance. The practice of having student and faculty observers at Western New England trustee meetings has continued, with the addition of representatives from the Law School.

Continuity in the lay Board of Trustees, as I have indicated particularly at the time of the transition from Springfield-Northeastern to Western New England College, had aided in giving a degree of stability to the college. It was a source of pride to me that so many of the trustees who had been instrumental in my coming to Springfield remained on the Board, maintaining, and in many cases, increasing their interest in the welfare of the institution. Leadership, however, must change. On October 19, 1970 Robert R. Emerson submitted his resignation as Chairman of the Board. Mr. Emerson, who had graduated in 1923 as president of his class, had been elected to the Board of Governors in 1928 and had served on that Board and on the new Board of Trustees for what was now forty-two years. At the time of the break from Northeastern and the establishment of the new college in 1951 he was the chairman and the guiding light of the institution. Bob Emerson was a small man physically and a gentle man but persistent and persuasive. In the early days of the new institution, when its future was very much in doubt, he was extremely effective in reconciling opposing points of view, and other trustees responded to his reasonableness and his unquestioned integrity.

His leadership, honesty, and recognition in the community attracted other persons of high personal quality and of standing in the business field to service on the Board. The College owes him a tremendous debt and he was of great support to me personally. He did agree to continue as a trustee and member of the Executive Committee. Irving C. Jacobs, graduate of the Class of 1926 and a member of the Board since 1948, was elected chairman at the same meeting. Mr. Jacobs had served as vice-chairman since 1967. Mr. Richard S. Carroll, a graduate of the Massachusetts Institute of Technology and a trustee since 1958, agreed to serve temporarily as vice chairman. The Board continued in its governing and advisory role with no halting. In recognition of Mr. Emerson's long service to the institution, the trustees voted on October 10, 1970, to change the name of the College's first campus building, erected in 1959, from the East Building to Emerson Hall.



*Fast Building becomes Emerson Hall, November 1970. L to R: Irving C. Jacobs '26, Robert R. Emerson '23, Beaumont A. Herman.*



*Executive Committee of the Board, November 1970  
L to R: Robert B. MacPherson '38; Harley B. Goodrich '27; Robert R. Emerson '23; Irving C. Jacobs '26,  
chairman; Beaumont A. Herman; C. Norman Peacor; Richard S. Carroll, vice chairman.*

Mr. Emerson always yearned for recognition for the College to which he devoted so many of his energies. He had joined the University Club as a graduate of Northeastern and was chagrined when that group denied membership to alumni of Western New England College on the grounds that it could not accept graduates of unaccredited colleges. He was, accordingly, amused and pleased when I declined membership in the Club and when I reminded the member who invited me that at the time when I entered Harvard in 1926, that university was technically not accredited; the Roster of Members, published by the New England Association of Schools and Colleges, lists Harvard's initial membership date as 1929.

At the same time that the College was wrestling with the problems of physical expansion, internal reorganization, and students' perception of their role, it became necessary to focus upon the relationship between the institution and the accrediting association. It will be remembered that when the College received its initial accreditation in December 1965, it was accepted as a "specialized institution" inasmuch as it at that time had no School of Arts and Sciences. At the suggestion of the evaluating team which had recommended accreditation we later instituted such a school, in February 1966. It is worth noting here that the normal period for the extension of accreditation by the New England Association is five years, and in the case of newly accredited institutions it is often three years. I considered it a tribute to Western New England that no move by the Association to review the College was made until 1971. At that time I received a letter from the chairman of the accrediting commission of the Association stating that because of the facts that any "substantive change" on the part of a member college constituted a reason for a re-examination and that Western New England now had a new School of Arts and Sciences with over 450 students, the institution would be re-evaluated in the spring of 1972. This seven year period was the longest term of initial

accreditation granted to any college of which I am aware. I believe that this was due to the strength of our program and to the fact that I assisted the accrediting commission by serving as chairman of the evaluating teams assigned to visit several colleges whose initial or continued accreditation posed some difficult questions. The forces of the College were mobilized, a self-study was written, and the institution was visited by an evaluating team in March 1972. On October 2 I received a letter from Dr. Asa Knowles, president of Northeastern University who was serving that year as president of the New England Association, that the College, by vote of the Executive Committee of the Association on September 22, had been re-elected "to membership in the New England Association as a general purpose institution for a period of ten years."

The entire college community was delighted at this endorsement of our program inasmuch as for the School of Arts and Sciences this was an initial and not a repeated evaluation. That we were justified in our elation became evident at the annual meeting of the Association in December when the public announcement of colleges and universities receiving accreditation in 1972 revealed that of some eighteen institutions so approved for either initial or renewed accreditation, Western New England was one of only six to receive that status for a ten year term. In my announcement to the trustees and faculty I stated that "I know of no other college in New England which has received seventeen years of accreditation on the basis of only two inspections."

Meanwhile in October 1971 we were informed by the Engineers' Council for Professional Development that our Day Division curricula in Electrical and Mechanical Engineering had been accredited by that organization. This accomplishment was due to the efforts of Dean Don C. Lemmon and the entire Engineering faculty. Its immediate effect was that it made our graduates eligible for openings in particular government agencies and in certain private firms which restricted their recruiting to graduates of programs which had received professional accreditation.

The School of Law had been one of the components of the initial programs established by Springfield-Northeastern in 1919. It ceased operation in 1942 and was re-instituted when Western New England received its own charter in 1951. During the late nineteen-sixties and early nineteen-seventies it experienced a marked resurgence. Never a large part of the college in terms of enrollment, the law school had rendered a valuable service in training attorneys particularly for the local area and in so doing had also brought a certain amount of prestige to the College. Standards were always kept high and its graduates were well received. Indeed, for our early catalogs I could with justification write the statements: "Graduates are prepared for the bar examination, the rigorous standards of which take little note as to whether the necessary regimen of training was pursued at night or in the daytime", and "The number of graduates who have assumed leadership positions in the ranks of the legal profession has been favorably disproportionate to the size of the School and has been an unimpeachable testimony to its standards." At the time of our Fiftieth Anniversary celebration in 1969 the College was able to state that approximately 27% of the practicing attorneys in Hampden County held degrees either from Springfield-Northeastern or Western New England College.

The very caliber of the program and the greatly increased interest in the study of law toward the close of the 1960s created problems. Enrollment, which had averaged 102 students over a seventeen year period from 1951, jumped to

167 in 1969, to 184 in 1970, and 219 in 1971. Two factors combined to accelerate the growth: one was the charter change in 1970 which permitted the College to grant the Juris Doctor degree, and second were reports emanating from the University of Massachusetts that the law school proposed for that institution would not be funded.

The matter of a change from the LL.B. degree to the J.D. was as much of psychological significance as it was substantive. By 1970 over 80% of American law schools were awarding the J.D. degree partly because government agencies had begun to place holders of that degree in higher grade rankings than those with the LL.B. and partly because law graduates felt that the bachelor's degree in law did not adequately represent the extent of their training. Little or no substantive change was involved, as would be indicated by the fact that most law schools, in effecting the shift to the new degree, made it retroactive; holders of the LL.B. could obtain the new degree with the payment of a fee. Western New England students pressed for a change to the new degree and what they considered to be improved status.

There were barriers to the awarding of the J.D. degree. The latest amendment to the College charter, effected on February 16, 1968, entitled the institution "to grant and confer degrees such as are usually conferred in the Commonwealth of Massachusetts, except at the doctorate level." The exclusion of doctoral degrees appeared at that time to be quite logical; the college had modest resources which were not adequate to support doctoral programs, and it had no aspirations to become a university. For it now to request authority to grant a doctor's degree in its part-time evening program while it was not authorized to award such degrees in its full-time day programs seemed not a little presumptuous. Negotiations with the Board of Collegiate Authority were a bit delicate.

I discovered an ally in Vice Chancellor Graham R. Taylor of the Massachusetts Board of Higher Education, who was serving as the agent of the Board in its capacity of Board of Collegiate Authority. We agreed that the J.D. degree was in actuality not the equivalent of other doctoral degrees inasmuch as law schools were awarding it as the first professional degree and, in the case of those schools which offered more advanced study, followed it with the master's degree in law; the third degree in law was uniformly the doctor of jurisprudence. Evidence was clear that the work involved for the J.D. was indeed no different from that required for the LL.B. With this understanding in mind, Mr. Taylor recommended, and the Board of Collegiate Authority approved, a charter amendment on April 27, 1970 which authorized the College "to grant and confer degrees such as are usually conferred in the Commonwealth of Massachusetts, except at the doctoral level, but including the first professional degree in law." Western New England awarded its first J.D. degrees at Commencement, May 31, 1970. A goodly number of holders of the LL.B. degree later applied for, and received, the J.D. retroactively. That the young lawyers were as much interested in appearance and form as in substance seems to be evidenced by the facts that in 1977 they were successful in having the size of their diploma increased (from 150 square inches to 195 square inches) over the other degree certificates granted by the College, and that in 1980 they paid an additional fee to have the degree printed on sheepskin rather than on the usual parchment paper.

Personnel changes at the College coincided with the increase in interest in the study of law. In June 1970 Charles R. Clason resigned as Dean of the School

of Law. Mr. Clason had been an outstanding instructor, on a part-time basis of course, from 1920 until 1936 when he was elected to Congress where he represented the second Congressional District until 1949. When the newly chartered Western New England College launched its own educational ship, Mr. Clason was engaged as Dean of the School of Law in 1954. He laid an excellent foundation for the school and was particularly effective, partly through his own standing in the legal profession, in attracting instructors of high caliber from the practicing members of the local bar and bench. Mr. Clason, with his partner, Gerald J. Callahan, wrote the articles of incorporation and the By-Laws of the College. I was to have the privilege of awarding honorary degrees to both of these men.

In 1971 Henry T. Downey, a graduate in 1956 of the first class of our re-instituted law school, was elected as Vice Chairman of the Board of Trustees. He, together with George C. Keady, Jr., the new dean of the law school, was much impressed by the increase in enrollment in the study of law and the renewed interest in a full-time day School of Law at Western New England. Influenced by these two men, I proposed at the October 18, 1971 meeting of the trustees that we look carefully into the possibilities of a full-time program in law. Mr. Downey followed this up with a motion at the December 15 meeting of the Executive Committee that the Chairman and the President appoint a committee "to study the feasibility of a day law school in the College." On January 18, 1972 Mr. Jacobs announced the names of the committee members: Henry T. Downey (chairman), Arthur H. Clarke, George C. Keady, Jr., C. Norman Peacor, Richard S. Milstein (from the Massachusetts Bar Association), and Julian H. Murphy.

This group, designated as the Law School Study Committee, took its assignment very seriously; it visited several young law schools across the country, researched the situation at the University of Massachusetts, delved into the financial implications of a new law school, and spent considerable time, both in Springfield and at his home base at the University of Texas, with Millard H. Ruud, then Consultant on Legal Education for the American Bar Association.

The committee eventually decided to proceed even if the University of Massachusetts should open a law school. It opted to aim for a school which would meet the full requirement for accreditation by the American Bar Association on the premise that a full-time school which did not meet these requirements would not survive. And it constructed, with the assistance of Executive Vice President Leon D. Chapin, a start-up budget and a projected three-year budget.

Professor Ruud made clear what some of the A.B.A. requirements would be—the minimum size of the faculty, the maximum teaching load of the faculty, the type of curriculum, the number of part-time faculty permissible, the standards of admission and the need for use of the Law School Admissions Tests, and the size of the projected law library. This last item was later to be the source of some problems, for Mr. Ruud spoke in terms of a 25,000 volume library; later, when accrediting teams came on campus, the standard was a 100,000 volume library (later even increased to 150,000 volumes). It also should be noted that the committee, and Mr. Ruud, were considering a school with a total enrollment of 330 in day and 250 in evening classes. Mr. Ruud called attention to the fact that the A.B.A. would require that the new school pay a median faculty salary not less than the median for all accredited law schools.

The committee submitted its report on July 19, 1972 with the recommendation that the College establish a full-time law school, to open in September 1973, and that the school be designed to meet accreditation standards of the A.B.A. as soon as possible. After a lengthy discussion by the Executive Committee, that group recommended at a special meeting of the trustees on July 26, 1972 that the College proceed with a full-time law school; the trustees voted unanimously "that the Executive Committee be authorized to proceed positively on the recommendations of the Day Law School Committee and to take the necessary steps, within their judgment and discretion, to implement these recommendations."

It seemed clear from the counsel given by Professor Ruud, and from the studies of the committee itself, that the projected school could not be housed in buildings presently existing on campus, as had originally been assumed, and that a separate law building would be needed. In the meantime, faced with the necessity for having some facility available by September 1973, the administration searched the surrounding community for suitable space. After considering such possibilities as the purchase of the former Federal Land Bank building in downtown Springfield and of the abandoned campus of Monson Academy in Monson, we were fortunate to be able to lease from the Roman Catholic Diocese of Springfield the excellent buildings, with adequate parking facilities on fifty-seven acres of land, at Our Lady of Lourdes School on Tinkham Road in Springfield. Simultaneously the Law School Study Committee, buttressed by the addition of the then Academic Vice President, Dr. Robert L. Campbell, interviewed several candidates for the position of Dean of the School of Law who were suggested by Professor Ruud. Maurice B. Kirk, Professor of Law at Texas Tech University and formerly Dean of the School of Law at Drake University, was engaged as Dean as of February 1, 1973. Upon his arrival in Springfield he took the necessary steps to build a curriculum and to engage the beginning faculty. Julian Murphy assisted with the admissions functions until Eugene H. Floyd assumed the responsibilities in September. The new school opened in September with 160 full-time freshmen students and 410 students in the part-time Evening Division. Although a new curriculum corresponding to American Bar Association standards had been worked out for both the day and evening divisions (actually they were to become identical), provision was made to honor any commitment which had been made to evening law students already enrolled, and two curriculum tracks were maintained in the evening until such students had an opportunity to graduate.

The year 1973 also saw many changes in the administrative staff of the College. Dr. Earl C. Chapin, who had served as Dean of the developing School of Arts and Sciences since 1968, had expressed a desire to return to teaching and to his work in the chemistry laboratory. At the same time Dr. Robert L. Campbell, who had served effectively as Academic Vice President since 1966, and unofficially as my chief academic counselor, also requested a change in assignment. Dr. Chapin did return to his former position as Professor of Chemistry and Dr. Campbell resumed the post of Dean of Arts and Sciences, the position which he had held from 1966 to 1968. To handle the assignment as Academic Vice President, we engaged Dr. Richard F. Gottier whom I had known for some time as Vice President for Academic Affairs at Spring Arbor College in Michigan.

During 1973 we also lost the services of three men who had contributed significantly to the development of the College. George A. Marston, who came to Western New England after sixteen years as Dean of Engineering at the



University of Massachusetts, had served in the same capacity at the College from 1963 to 1968 and had been instrumental in the original accreditation of the College in 1965. From 1968 to 1973 he served as Professor of Engineering. Clifton H. Ewing had served as Dean of Engineering from the inception of the Day Division in 1957 until 1963; he continued as Associate Dean of Engineering, and from 1965 also as Director of the Evening Division until he reached the normal retirement age in 1971. From 1971 to 1973 he served as Senior Lecturer. Both men retired in 1973. Dr. Kenneth A. MacLeod, originally an exceptionally competent professor in both English and Psychology, who had served as Director of General Studies from 1962 to 1966 and Associate Dean of Arts and Sciences from 1966 to 1971, died during the same year.

Henry T. Downey, Vice Chairman of the Board of Trustees and Chairman of the Law School Study Committee, passed away on June 29, 1973. His vision of an accredited law school at his alma mater persisted, however, and on February 2, 1974 Dean Kirk was able to report to the trustees that the school had received "provisional approval" from the American Bar Association House of Delegates. This approval was given as a result of an on-campus inspection December 2-5, 1973 by a visiting team chaired by Nathaniel E. Gozansky of the Emory University School of Law and of appearances by Dean Kirk and myself on February 1, 1974 before the Accreditation Committee of the American Bar Association at its meeting in Houston. Western New England thus entered the charmed circle of accreditation together with the law schools of the University of Hawaii and Brigham Young University.

The sessions with the visiting team and with the official accreditors did disclose three problems which were later to be exacerbated and to postpone final accreditation: 1. the required minimum size of the library grew from 25,000 to 100,000 (which I termed "changing the rules in the middle of the game"); 2. the committee objected to the fact that funds for the law school were channeled through the office of Executive Vice President Chapin, as were funds for all other operations of the College; and 3. the committee objected to the law school dean being in any way subordinate to the academic vice president. Indeed, the intent seemed to be that the law school should be autonomous in its operation yet to be the beneficiary of funds from the central administration. While the accreditors stated that they were satisfied that the president "is very much committed to seeing the law school develop to a solid program," they made it quite clear that final approval would be granted only on their terms. They thus validated the statement which I had made in my August 1973 Report, that "In no other academic or professional discipline in which the College has been involved has there been such direct and specific control from an outside agency."

The trustees were eager to proceed with a rapid development of the law school. They were also quite aware of the administrative problems caused by the position of the A.B.A. and the rigid stance in support of this position taken by the dean. A meeting of the Executive Committee on January 4, 1974 voted unanimously that "the Dean of the School of Law should report to the President through the two Vice Presidents in the interest of ... adherence to usual College practices and procedures." Again, on March 19 the Executive Committee voted that:

"In common with the President and the Dean, the Committee aims to conform to the substantive standards of the American Bar Association, but the Committee also insists that the financial and organizational

operation of the Law School reflect the fact that the School, like the other Schools of the College, is a creation of the Trustees. Budgets, and particularly capital expenditures, are under the control of the Trustees and the supervision of the President and his delegates."

Having made clear their stand, the Committee voted on May 14, 1974 to instruct the chairman to appoint a committee to develop plans for construction of a building to house the law school on campus. Here again the Executive Committee was following the strong recommendation of the accreditation group that any new law building should be on campus. Mr. Jacobs appointed a building committee consisting of trustees Arthur H. Clarke (chairman), Richard S. Carroll, and Paul S. Doherty, to be assisted by the president and two vice presidents.

Energy conservation was beginning to enter the consciousness of the American people during this time. In order that the College might take its part in this new awareness and in order to make possible some savings, I presented a five-point program to the Executive Committee on November 27, 1973. The program included:

1. an adjustment of the academic calendar which would eliminate classes from December 21 to January 21 (this decision was confirmed by vote of the Faculty Senate);
2. a policy of reducing the settings on thermostats in College buildings to "night settings" (this anticipated President Jimmy Carter's recommendations some five years later!);
3. a program to reduce all unnecessary lighting;
4. the elimination of one academic building in the Evening Division through a re-assignment of classrooms;
5. the development, with the use of the College computer, of a plan for car pooling by students in the Evening Division.

The Committee voted to endorse this program. On November 12, 1974 I was able to announce to the members that Emerson Hall was closed during the evening period and that Evening Division classes were concentrated in the West Building and in Sleith Hall. Classes in the evening continued with very little disruption.

During the summer and fall personnel changes affected the institution at the trustee and executive level. On June 21, 1974 the College sustained a severe loss in the death of Harley B. Goodrich. A graduate of the class of 1927, Mr. Goodrich earned the LL.B. degree in 1942. He had been elected to the Board of Governors in 1938, where he was immediately named Secretary, a position which he filled faithfully until his death. Active in all college affairs, he was, as I have indicated earlier, exceedingly supportive of my plans for development. He had been instrumental in the organization of the Alumni Association in 1961, and in that year I had the privilege of awarding him the honorary degree of Doctor of Laws. He became known as Mr. Western New England. Mr. Alfred A. LaRiviere, who by coincidence had also been involved in the revamping of the Alumni Association, succeeded to the post of Secretary. In July 1974 I sustained a coronary infarction and, upon my return to duty in the fall, Dr. Gottier was named Provost in order to lighten my load in the academic and internal operations of the College.

Movement toward the ultimate construction of a law facility on campus continued at a steady pace. In December 1974 Mr. Chapin and I met with officials of the Massachusetts Health and Educational Facilities Authority in Boston and actually put in motion negotiations toward the issuance of bonds, guaranteed by the state, to finance a law building. We had a favorable reception from this Authority, although later the trustees decided to rely upon conventional funding from local banks, as had been our usual policy in order to avoid

governmental entanglements which might possibly prove to be an inhibiting force. Following a report from the Law School Building Committee on January 21, 1975, the Executive Committee voted "to recommend to the Trustees on February 16 that steps be taken to proceed with the construction of a law building on campus." At the February 15 meeting the trustees voted that:

"a Law School Building Committee, composed of Arthur H. Clarke, chairman, Richard S. Carroll, Paul S. Doherty, Richard T. Lovett, C. Kenneth Sanderson, and Lawrence V. Schmitt be authorized to proceed with plans for a Law Building, to be erected on campus; such authorization to include selection of an architect and advertising for construction bids; final plans and construction bids will be reported to the Executive Committee for approval and for their recommendation to the Trustees ..."

The Committee went into immediate action, interviewed several architectural firms, recommended Alfred P. Casella, Inc. as the architect for the proposed building, and announced at the May 6, 1975 meeting of the trustees that construction bids would hopefully go out in the fall of 1975.

At this May meeting of the trustees I announced my retirement from the presidency as of August 1976. In August I issued a report of developments at the College during my twenty years of incumbency. The report, entitled, "How Firm a Foundation," leaned heavily upon a display of historical pictures and graphic presentations. As evidence that the choice of title had some basis in fact, I cited the growth under my administration from a non-accredited institution with no full-time faculty or students to a fully accredited college with an enrollment of just under 2000 full-time students and over 100 full-time faculty, from a budget of \$145,000 to one of over \$7,000,000, from rented rooms in the YMCA to eleven buildings on a 94-acre campus, and from a college which was both literally and figuratively not on the map to one whose president had now served on both regional and national professional committees.

In October 1975, Mr. Irving C. Jacobs, who had previously indicated his desire to turn over the chairmanship of the Board of Trustees to a younger man but who had remained in that post an additional term in order to assist me in rounding out twenty years and in developing the Law School, resigned as chairman but did remain on the Executive Committee. In contrast to Mr. Emerson, the first chairman, Mr. Jacobs brought to the position a more formal and positive approach. The College was now more structured and conventional, and Mr. Jacobs' leadership style, acquired in the large and competitive Exxon (then Esso) enterprise was very effective. We all learned how it was done at "Standard."

Mr. C. Norman Peacor, named a trustee in 1969 and elected Vice Chairman on February 16, 1975, was elected Chairman at the meeting of October 21. An actuary by training and experience, Mr. Peacor has a clear concept of the goals of the College and of the problems it faces and is direct and precise in his efforts to meet those goals and solve the problems. The first non-alumnus chairman, he brings to the institution a perception of college and university opportunities and responsibilities gained from his own experience at Tufts and the University of Michigan. The fact that one non-graduate was now chairman and that other graduates of different universities were now being attracted to the Board is in itself an indication of the widening influence of the College.

Early in 1975 we had taken steps to qualify for designation by the federal

government as a Serviceman's Opportunity College. This action paid dividends when the educational unit of the Hanscom Air Force Base in Bedford later in the year advertised for proposals from accredited colleges or universities to conduct graduate management programs on base. We were particularly attracted to this opportunity because of the unique nature of the operation at Hanscom whose primary mission is research and development and because of its proximity to the potential pool of highly qualified adjunct faculty at M.I.T. Lincoln Laboratories. A significant number of universities, both local and out of state, submitted proposals. Western New England was able to point out its long experience in serving part-time students in the very fields which Hanscom wished to develop. Fortunately we were also able to refer to our successful experience with the Air Force: our Management program with the Air Force Reserve in 1956-1958 and our contract arrangement with the Air Force under which we had offered graduate programs at Westover Air Force Base from 1967 until the Base was closed by the Department of Defense in 1972. Western New England was finally selected to offer the on-base courses leading to the master's degree, and a contract effective as of September 19, 1975 was signed by Colonel John T. Buck, Commander of Hanscom Air Force Base and by me.

In March 1976 I received a letter from the Education Services Offices at Hanscom, commending the College for the program offered during the first academic year. It is interesting to observe that, in the light of the many uncertainties originally existing, my notes had indicated that we insisted upon a minimum enrollment of forty-five students; under the capable direction of Professor Richard R. Veronesi whom I appointed as Liaison Officer (later to be named Director of Off-Campus Programs), the enrollment has grown to over three hundred, with more than one hundred additional registrants at Fort Devens, Truro, and Otis.

Meanwhile progress was evident on the Lourdes campus of the Law School. Under the direction of Dean Kirk and Law Librarian Donald J. Dunn, and with the assistance of a special grant, the library collection was expanded, following the guidelines of the A.B.A.; curricular modifications were effected and an enlarged parking area was built. During the academic year 1974-1975 day-time enrollment reached 322; the evening enrollment, destined to shrink because of accreditation requirements, was at 398. In April 1975 a second visiting team from the A.B.A., under the chairmanship of Professor Ralph Norvell of the University of South Carolina commended our progress; it also pointed out deficiencies in library, physical plant, salaries, and in the failure of the faculty to develop a handbook. At the recommendation of the committee, the status of provisional accreditation was continued.

The Law School Building Committee and the architect pressed ahead, in consultation with Dean Kirk who was presumed to represent the thinking of his faculty. On May 28, 1975 Mr. Casella presented to the Executive Committee two sets of plans: one for a round building and one for a rectangular building, each of about 70,000 square feet. By the time of the meeting on August 19, the plans had been refined, and the committee approved a round building of 68,000 square feet and also authorized Mr. Casella to proceed with final plans.

The year 1975-1976 proved to be one of turmoil and lack of progress in the Law School. In addition to an apparent unwillingness to adapt to the organizational pattern of the College, Dean Kirk found his relationships with both

students and faculty deteriorating. The situation was exacerbated when he refused a renewal of contract to two faculty members who were popular with a significant section of students and with some faculty. It appeared to be an unfortunate instance of a scholarly and competent man caught in a situation which he could not control. In the midst of a turbulent situation, a third visiting team from the A.B.A. arrived on campus during April 11 to 13, 1976. This team was under the chairmanship of Dean James P. White of Indiana University who also served as Consultant on Legal Education to the American Bar Association (succeeding Mr. Millard Ruud) and in that capacity held the leading position in the accreditation process. This committee did recommend continuation of the provisional accreditation, but was critical of the progress made by the faculty toward the development of its educational philosophy, of the president in his commitment to the library, and of the general tone at the Law School. It was particularly critical of the size and layout of the proposed new building. Dean Kirk resigned as of July 1. Together with Provost Gottier, I induced Professor John J. O'Connor, long-time popular instructor in the former part-time, and later the full-time, law school to assume the duties of Acting Dean.



*Students Walter Boyd L '77 and Thomas Cadden L '78 discuss plans for the Law Center with building committee chairman Arthur Clarke and board chairman C. Norman Peacor.*

Following my retirement announcement in May 1975, the Presidential Search Committee, chaired by Trustee William H. Sleith, organized for its duties, and advertisements were published in the *Chronicle of Higher Education* in August. At the October 21 meeting of the trustees, Mr. Sleith reported that 106 candidates had been attracted and that the process of selection and interviews was under way. Trustees serving with Mr. Sleith were Irving M. Cohen, Robert R. Emerson, Irving C. Jacobs, and Karl A. Vester. They were assisted in the screening process by Professors Wellen G. Davison, Patricia Miller, and Keith J. Newlon; representing the alumni and students were Thomas E. Rokosz ' , John Greaney L '76, and Philip E. Brown '77. Final candidates were interviewed, at different sessions, by trustees, faculty, administrators, and students. At their meeting on April 23, 1976, the trustees elected Dr. Richard F. Gottier, current Academic Vice President and Provost, as President effective as of September 1. Meanwhile, on April 6, the Executive

Committee had named me President Emeritus as of September 1, and the following resolution was adopted by the trustees on May 11.

"Whereas, Beaumont A. Herman was first elected President of the College in 1955, and Whereas, under his guiding influence the College has achieved outstanding physical growth and increased community stature, and

Whereas, from the personal knowledge of the Board it has been ascertained that his illustrious service for twenty-one years was, and is, most deserving of special recognition, Now, therefore let it be

Resolved, that Beaumont A. Herman be, and hereby is, commended for his many years of dedicated service to students, faculty, staff, and alumni; for his cheerful and pleasing manner; for his careful consideration of the business of the College; and now It is fitting that Beaumont A. Herman be elected President Emeritus of Western New England College upon his retirement, that this resolution be incorporated into the Minutes of the Board, and that he be presented with a copy hereof."



*Richard F. Gottier  
President 1976-1979*

A search committee of faculty was immediately formed to seek a new academic vice president to fill the position vacated by Dr. Gottier. The published notices for this position also elicited a large number of candidates. After interviews and eliminations, the final choice was Dr. Allan W. Bosch, at that time Dean of the College at Marietta College, Ohio. The contract with him on June 16, 1976 was the last contract which I signed in the name of the College. With Messrs. Gottier and Bosch, the institution now had new but experienced and promising educational leadership.

#### 4. Advance: 1976-1980



President Gottier and Acting Dean O'Connor took immediate steps to assure Dean White of the A.B.A. that the College indeed took his criticisms and his recommendations seriously. They met with Dean White at an A.B.A. conference in Atlanta on August 5 and 6 and obtained from him an agreement to re-visit the campus and, in particular, to meet with our architect. Dean White did visit the campus on September 14 and 15 and Mr. Casella re-drew the plans and specifications for the proposed home of the law school. The new plans showed a building, now no

longer round, enlarged to 93,000 square feet and with an expanded library section accommodating 200,000 volumes (contrasted with the originally projected 25,000!) as recommended by the visiting team in order to meet not only the standards of the A.B.A. but also the more stringent requirements of the Association of American Law Schools. At the Executive Committee meeting on April 12, 1977 a contract for the construction of the building, now designated the Law Center, was awarded to the E. J. Pinney Co., Inc. at their bid figure of \$2,588,690. Meantime a mortgage for an amount up to \$2,300,000 had been arranged with a consortium of local savings banks, commercial banks, and Monarch Life Insurance Company. Simultaneously, the financial campaign to raise \$1,500,000, authorized by the Executive Committee on January 18, 1977, was progressing favorably, under the chairmanship of Trustee Benjamin F. Jones. In the interim the long awaited School of Law Faculty Handbook, the lack of which had drawn repeated criticism from the A.B.A. visiting teams, was finally completed by the law faculty and issued on September 6, 1976.

The year 1976 was marked by several personnel changes. Mr. Robert R. Emerson, whose long service we commented upon at the time of his retirement as Chairman in 1970, resigned from the Executive Committee. Mr. Richard S. Carroll, trustee since 1958, member of the Executive Committee since 1963, and Vice Chairman 1970-1971, resigned from the Board, to become trustee emeritus. The minutes of the Executive Committee for October 19, 1976 read:

"It is with a sadness made bearable only by the wonderful friendship of years past that we accept the retirement of Richard S. Carroll and Robert R. Emerson from this Executive Committee. Their contributions to the College at its beginnings and throughout an extraordinarily successful twenty-one years can never be measured. Theirs has been a service to the College Community in the highest tradition of service above self. It has been a struggle and accomplishment. They will indeed be missed."

Changes also were made in the administrative staff. Howard I. Kalodner, Professor at the New York University School of Law and Director of the Institute of Judicial Administration, was chosen Dean of the School of Law, to be effective July 1, 1977. Also effective as of this new academic year, Alan Hale, formerly an executive with the Friendly Ice Cream Corporation, became Director of Development, replacing William L. DiNovis who returned to his teaching duties in the School of Business. Dr. Luther Reisbig was chosen Dean of the School of Engineering to succeed Dr. Don C. Lemmon who also returned to the classroom; and Robert W. Gailey who had been Dean of Administration at Greenfield Community College became Associate Vice President for Administration and Finance.

Problems caused by a surge in undergraduate enrollment - good problems of course at a time when many independent colleges were experiencing decreases in applications and anticipating even greater decreases - plagued the administration. The career-oriented curricula of the College, in conjunction with a shift in student interest back to a desire to live on-campus, combined to attract a greater number of applicants from out of state. The student services group under Dean Andrew J. Mulcahy, Jr. and Rae J. Malcolm, Dean of Admissions, presented the picture of the College so effectively to high school seniors that we became embarrassed by a plethora of students wishing to live on campus. On August 23, 1977 the Executive Committee voted, as a temporary expedient, to allow "triples" in some dormitory rooms at a twenty percent discount, but as a more permanent solution to the problem they adopted a recommendation by Dean Mulcahy's study committee to build a new dormitory complex. A contract was awarded to the Tinkham Development Corporation at \$771,299 to build three one-story round dormitory units, each housing forty students. These units, later designated as the Plymouth Dormitory Complex, became available in the spring of 1978.



*Students watch start of construction on Plymouth residence hall complex. (1977)*



In the early nineteen seventies I had investigated the possibilities of developing an Army Reserve Officer's Training Corps program, with what I saw as a natural link to our School of Engineering. There appeared to be, too, a prospect of federal grants toward development of physical facilities were an ROTC program to become operative. The mood of college students in the early seventies was not, however, such as to encourage serious development of any program with the armed services. Nevertheless, Professor Henry J. Bazan of the School of Business, with the commission of Lieutenant Colonel in the Army Reserves, maintained a constant enthusiasm for the value of reserve training both for the students and for the institution. With the revival of interest on the part of some students at the College, as part of a similar movement on a national basis, Professor Bazan acted as a liaison person with the Department of Military Science at the University of Massachusetts in Amherst.

At a meeting of the Executive Committee on June 2, 1977 a vote was passed authorizing the administration to organize an ROTC program as a satellite of the University of Massachusetts program. With the signing of an official contract on November 4, 1977, by President Gottier and Chancellor Randolph W. Bromery of the University, Western New England became the fifth institution in Massachusetts (along with the University of Massachusetts, Massachusetts Institute of Technology, Northeastern University, and Worcester Polytechnic Institute) to offer an ROTC program. Courses were to be taught, on a cross-registration basis, by faculty from the Department of Military Science at the University and be an integral part of a career program of the School of Business. Through the cross-registration policy of the Cooperating Colleges of Greater Springfield, enrollment in the courses was made available to the seven other members of the CCGS. Fourteen freshmen and sophomore students at WNEC enrolled in the first course in the fall of 1977. Interest in the program has developed, and for the fall semester of 1979 some twenty-six students (both men and women) from other CCGS institutions enrolled in addition to fifteen from Western New England.

Further development of the physical plant at the College took place with the construction of a building to house the Maintenance Department. This project had long been a dream of Executive Vice President Leon D. Chapin. With the expansion of the campus and the construction of new buildings, the addition of specialized maintenance gear and supplies and of mechanized equipment created a storage problem and a need for repair space. Prior to 1976 we had devoted some areas in Emerson Hall and the West Building to this purpose, but these were entirely inadequate. Mr. Chapin, working with the architect, Mr. Casella, informally drew plans for a maintenance building. These plans were finally approved by the Executive Committee on December 14, 1976 and on September 30, 1977 the building was opened for use; measuring 5050 square feet, the structure cost \$127,688. By the time of this writing the space is already inadequate, which provides some notion of the need which existed at the time of the construction.

During 1977 (and 1976) the entire College community was saddened by the loss of three men who were extremely influential in the early development of the College and whom I had once designated as the Three Musketeers of Western New England - Robert R. Emerson, Earl H. Paine, and Stanley O. Smith. Mr. Emerson had graduated from Springfield-Northeastern in 1923, had been elected to the Board of Governors as Treasurer in 1928, had become Chairman in 1939 (succeeding Horace J. Rice), and had served continuously as chairman of that Board and later of the WNEC Trustees until 1970. In that

year he retired as Chairman but continued to serve on the Executive Committee. He died on September 27, 1977. Mr. Paine, of the class of 1927, had been elected to the Board of Governors in 1938, was named Treasurer in 1939 and continued in that post until October 1965. He continued on the Executive Committee until October 1970, when he was named trustee emeritus. He died on August 15, 1977. Mr. Smith had been president of the first graduating class in 1922, had been elected to the Board of Governors in 1924, and had served on the Executive Committee from 1951 to 1965, at which time he became Trustee Emeritus. During the academic year 1954 - 1955, following the death of John D. Churchill, he was Acting President. Mr. Smith died on June 12, 1976. No college could boast of three men who served their alma mater more zealously or in greater harmony of spirit. Without their efforts and influence, the new institution might well have foundered. All three were on the committee which invited me to come to Springfield; all three remained constant friends and supporters. Both the College and I owe them much.

I have written earlier about some of the characteristics of Mr. Emerson, essentially a conciliator and mild mannered. Mr. Smith ("S.O.", as he was known) was much more intense and demanding. He had visions of a strong institution and he "sold" it everywhere. In my first interview for the presidency in March 1955, he strongly induced me to accept the position. I learned later that this same enthusiasm influenced others when at an educational conference in Cleveland in April, another school superintendent told me that he "expected to be named as president of a college in Springfield." Mr. Smith had actually told him that he hoped to see him "sitting in the presidential chair." We both had a genuine, if somewhat embarrassing, laugh. "S.O." never lost his enthusiasm for his college.

Two of Dr. Gottier's first priorities were a re-study of the mission of the College after a quarter of a century of independent operation and recommendations to be drawn from a Long Range Planning Committee on ways to implement that mission. The importance of these priorities was expressed in a summary report in July 1977 by Dr. Bosch who served as chairman of the Committee:

"... a host of external and internal factors conjoined to underscore the need for a thorough and current Long Range Plan for Western New England College. Externally, inflation had spread the already yawning gulf between private and public tuition charges, making student recruitment increasingly difficult. A growing emphasis on consumerism raised questions about the value of a college education and the employability of baccalaureate degree graduates. Demographic data pointed to fully one-third fewer high school graduates by 1990. The changing needs and values of the larger society placed an unprecedented emphasis on 'career' or 'vocation' education. In short, the future of the private, independent college was indeed problematic."

The Committee, which with all its sub-committees involved some twenty-four persons from all segments of the College community, attacked the various problems of mission, national and local climate for higher education, programmatic projections, physical development, future of the Evening Division, faculty needs, and student population. The findings, discussed in numbers of working papers, showed that the College, not surprisingly, was well postured, due to its history of career-oriented programs and dedication to part-time students, to meet the demands of the current scene and what appeared to be

the requirements for the future. The mission would continue without major changes.  
In the words of the report,

"Central to all programs is a commitment to effective instruction in an atmosphere of personal concern for the developing student. The undergraduate program strives for a significant blend of liberal and professional education.... It offers the student the theoretical and applied knowledge necessary to competence for job entry and for continued growth and development in a profession. The program cultivates the capacity to enjoy a lifetime of learning, to contribute meaningfully in community affairs, and to adapt with grace and versatility to the changing conditions of society."

In the area of program the committee endorsed the continuation and strengthening of current curricula, and recommended the inauguration of master's degree programs in Engineering Management and in Accounting. These programs became functional in 1978. Also recommended was a one-year M.B.A. program which has not yet become operative.

The major recommendation for a programmatic change involved evening and part-time courses. The Evening Division Study Committee, on May 3, 1978, in order "to convey the idea of greater service to a broader spectrum of adult/part-time learners and to place service to these students in a status equal to that of the other schools, . . . recommended that the Evening Division become the School of Continuing Higher Education (SCHE)." By vote of the Trustees on January 1, 1979, the Evening Division was discontinued and a School of Continuing Higher Education was instituted as of September 1979. The committee had further recommended that,

"separate day and evening degrees be discontinued and that, so far as practicable, the same undergraduate and graduate programs be made available to all students, day or evening. It is anticipated that the integration of the engineering program, to begin fall 1978, can be fully completed by fall 1979. It is assumed, also, that discussions in the School of Business may lead to the development of a single, integrated academic program, beginning fall 1979."

The new unit thus absorbed the operations of the former Evening Division and was structured to include all part-time programs, both day and evening, and to develop non-degree options, short courses, and institutes. Classes in the new unit would be open to all students, whether they were technically registered as full-time day students or part-time students either day or evening. The former intentional distinction between degrees awarded for day and evening programs would be eliminated. The aim of the new venture, of course, was to capitalize on the success of the College's extensive and unique experience with part-time students and to maximize the opportunities which appeared to be coming on the horizon as a result of the growing interest nationwide on the part of adult students in continuing education. A comparison of this new position with that expressed in my annual report for 1964 will show clearly that the shift was not a mere mechanical or procedural alteration in the functioning of the College's part-time program, but a distinct shift in philosophy. To head the new enterprise, Dr. Elizabeth A. Ayres, with considerable experience in the field of adult education, was engaged as Dean of the School of Continuing Higher Education as of September 1978.

The Committee, in looking forward to meeting the physical requirements

of the institution, became naturally involved in projecting future enrollments. The last enrollment studies had projected the figure of 1800 students as an optimum enrollment. By the fall of 1976, however, undergraduate registration had already risen to 1605 and by 1977 to 1723. Not only was the number of applications increasing, but the proportion of the applicants who wished to live on campus grew. Increased numbers of students brought increased pressures upon housing facilities, food services, library space, recreational areas, and parking-and, of course, upon the faculty and their serious need for office space. The committee recommended enlargement of the Churchill Library (or construction of a new library), the construction of faculty offices, the building of additional dormitory units, and the development of physical education and recreational areas.

Another interest of President Gottier was the possibility of increasing the prestige and visibility of the institution by a change of name from "college" to "university." To that end he had in 1976 appointed a Committee on Institutional Name. The name of the college had always constituted a minor problem, but the designation of a college vis-a-vis a university carried philosophical implications. In earlier days we had emphasized the smallness of the institution, partly of necessity, and partly because it implied quality and personal concern. The long-time association with the Council for the Advancement of Small Colleges had capitalized on this smallness and upon the favorable reception which the Council had gained from foundations and from corporate donors. Yet the operational structure of the college, with its different undergraduate schools, its graduate law school, and its evening program was that of a small university. The committee, as reported by an announcement from Dr. Gottier on April 12, 1977, favored an eventual adoption of the name "university" because of the implication of stability and of diversity, but did not choose to recommend an immediate move, stating that "by 1982 the change may be both obvious and logical as a next step." Presumably such a change would require a hearing and approval by the Board of Collegiate Authority. Dr. Gottier did withdraw the College from membership in the Council for the Advancement of Small Colleges; that group was already putting a ceiling on the enrollment of colleges applying for initial membership.

During the years 1977 and 1978 Dr. Gottier and Dean Kalodner worked closely with the representatives of the American Bar Association toward meeting the requirements of professional accreditation. The architect, Mr. Casella, made adaptations as suggested either by the A.B.A. or the law faculty. Some indication that relationships with the A.B.A. were improving is seen in the announcement which Dr. Gottier was able to make at the November 22, 1977 meeting of the Executive Committee that he had been invited to serve on an accrediting team for the Association. On April 3 to 5, 1978 a fourth visiting team inspected the law school. This committee, under the chairmanship of Dean Paul L. McKaskle of the University of San Francisco Law School, was impressed by the development at WNEC under Dean Kalodner and was particularly complimentary in its comments in regard to the new building. Meeting on July 22, the Accreditation Committee of the Section of Legal Education and Admissions to the Bar of the American Bar Association recommended to the Council of the Section of Legal Education that the WNEC School of Law be fully accredited. On August 5, 1978 the Council granted the school "full A.B.A. approval." A review would be made after a three-year period and then the school would be placed on the "regular seven-year interval reinspection schedule." This acceptance was, of course, a major achievement.

In addition to providing a lift to the students and faculty of the law school, the final accomplishment of gaining the status of full accreditation had the effect of stimulating the financial campaign to underwrite the construction expenses of the law building. This stimulus was intensified by the announcement at a press conference on June 16, 1978 that Mr. S. Prestley Blake had donated \$250,000 to the campaign and that the Building Committee would name the building in his honor. Contributions continued to be attracted to the campaign, and on April 8, 1979 the formal ceremonies dedicating the S. Prestley Blake Law Center were held. Chief speakers were Honorable Jon O. Newman, United States District Judge for the District of Connecticut, and Honorable Edward P. Boland, Congressman from the Second Massachusetts District. The School of Law had arrived!



*Dedication of the S. Prestley Blake Law Center April 1979.*

The naming of the Law Center had implications, pleasant ones, for the former president. The minutes of the Executive Committee meeting on August 8, 1978 read:

"Chairman Peacor brought before the Committee the subject of naming some facility in honor of Dr. Herman's many years of loyal and outstanding service to the College. The Committee was reminded of some three years ago when Dr. Herman retired. It was then discussed and considered whether West Hall should be renamed in his honor. The feeling at that time was that we should postpone a decision because of the new Law School Building to be constructed on Campus and that consideration might be given to that facility. Now that the Law School Center has been named as a result of a major contribution, we are now prepared to re-discuss the renaming of West Hall. It was voted to name West Hall Beaumont A. Herman Hall.

Chairman Peacor was authorized to appoint a Committee to inform Dr. Herman and work on details for a Spring 1979 dedication."

The actual re-naming ceremony took place on February 11, 1979 on the occasion of the annual Winter Convocation and Joint Dinner for Trustees and Faculty. Mr. Richard Garvey, editor of the *Springfield Daily News* was the main speaker.



*Winifred and Beaumont Herman (center) greet guests at the dinner announcing the re-naming of West Building as Herman Hall.*

I have alluded previously to overtures in the early nineteen sixties on the part of the trustees of the Hampden College of Pharmacy for some *type* of affiliation with the College. These advances were not favorably received at that time because of space limitations on campus and because such a union was viewed as a drain upon resources of the College and a possible deterrent in its quest for accreditation. On February 5, 1978 at a meeting of community leaders called by Mr. Edward J. Breck in his capacity as a trustee of the Massachusetts College of Pharmacy, he and President Raymond A. Gosselin of the college announced that the Hampden College of Pharmacy had merged with the Massachusetts College of Pharmacy and would be operated as the Hampden Campus of the Boston institution.

The so-called Hampden Campus, actually located in Holyoke, soon found itself about to be forced out of its leased quarters. President Gosselin began negotiations with both Springfield College and Western New England for some kind of affiliation which would allow his school to maintain an operation in the western section of the state which would not have a negative influence upon the accreditation status of the Boston campus. Dr. Gottier set the College's administrative team into action to study problems of space allocation and integration of programs; at meetings of the Executive Committee on October 31 and November 21, 1978 he presented proposals and possible arrangements for an affiliation, and the Committee was favorably disposed. A contract was designed by the College attorney and on December 12 a letter from President Gosselin to Dr. Gottier indicated that the Boston institution's Board of Trustees had voted on December 11,

"That the Board of Trustees approve the proposal of affiliation between Western New England College and the Massachusetts College of Pharmacy

Hampden Campus) in principle and vote that the Administration, Executive Committee and the legal counsel of the College, working together, finalize an acceptable agreement with Western New England College; said agreement to be approved by the Executive Committee and recommended to the full Board of Trustees for final approval."

Also on December 12 Western New England's Executive Committee voted "to recommend approval of affiliation with Massachusetts College of Pharmacy to the full Board of Trustees at a special meeting to be called." The full Board met on January 10, 1979 and voted "that the Board of Trustees of Western New England College approve the proposal of affiliation between Massachusetts College of Pharmacy (Hampden Campus) and Western New England College." Dr. Gottier issued a notice to the Faculty and Administration on January 15 announcing the merger in order that the College personnel might learn of this action from him and not through reports in the public press. Because of concern, expressed on other occasions, by the accrediting commission of the New England Association of Schools and Colleges in the matter of "substantive change" in the nature of an institution holding accreditation by that association, Presidents Gosselin and Gottier jointly on January 19 wrote to Mr. William J. MacLeod, explaining the character of the merger and stated:

"We assure you that we are making every effort to meet the highest standards for regional accreditation as well as the standards of the American Council on Pharmaceutical Education. To the best of our knowledge, this new venture can only enhance the quality and stability of our individual colleges and programs; however, we want you to be fully apprised of our efforts."

The final contract was signed by Gottier and Gosselin on February 22, 1979. This contract, effective for five years, outlined a program which would carry the student to a baccalaureate degree in pharmacy from the Massachusetts College of Pharmacy through a five-year program. During the first two years of that program (Phase I) the individual would be a member of the student body of WNEC, subject to its academic and other regulations; for the ensuing three years (Phase II) he would be a member of the student body of the College of Pharmacy and under its academic regulations but subject to other regulations and fees (athletic, student activities, health service, etc..) of Western New England. For courses offered by the College of Pharmacy in Phase II, that school would pay rent for the use of laboratories, classrooms, and administrative space; it would also make payment toward incremental costs to Western New England in the matter of library, parking, and food services. Upper-class students in either college could take classes in the other schools as space permitted. Each college would place a non-voting "liaison trustee" on the corporate board of the other college. The program became effective in September 1979. An announcement to the press on March 14 had described the affiliation as,

"beneficial to both institutions and one which offers exciting opportunities for new creative programs incorporating the (WNEC) Schools of Business and Arts & Sciences. This affiliation offers our undergraduates another professional field of study. The health profession is a perfect complement to our professional programs in business and engineering."

In September 1979 eleven pharmacy freshmen and thirteen sophomores registered in the new program.

Institutions are often said to be the extensions of individual persons. At the close of the 1978-1979 academic year one of the men who has done the most to influence the development of the College, Leon D. Chapin, retired and was the guest of honor at a dinner held on May 2, 1979. Mr. Chapin had served the institution for thirty-three years. A graduate of the class of 1939, with a master's degree in 1964, he had been Bursar from 1945 to 1956 (at a time when the Bursar was the only financial officer of the institution), Assistant to the President from 1956 to 1958, Vice President from 1958 to 1966, and Executive Vice President from 1966 to 1979. Mr. Chapin had direct responsibility for finances and business affairs, public relations, and for property and maintenance. Under his direction the College never experienced a year of deficit operation. Every accrediting team which visited the campus commented favorably upon the financial stability of the institution and upon the excellent maintenance of the physical plant. Supervision, of course, can be delegated; but planning and coordination can not, and Mr. Chapin excelled in these functions. In addition to his stated, and many unstated, duties he was a counselor to four presidents and three chairmen. Inevitably in light of the growth of the institution and the new complexities resulting from diversification, the various specific responsibilities handled by Mr. Chapin will be undertaken by different individuals. No one person could, or indeed should, attempt to assume them all. Certainly there must be very few duplications of such a tenure of office. In anticipation of this change in personnel, President Gottier had in 1977 engaged Mr. (now Dr.) Robert W. Gailey, then Dean of Administration at Greenfield Community College, as Associate Vice President for Administration and Finance. After two years of experience with Mr. Chapin, and with a flair for administrative organization and planning, he was well equipped to become Vice President for Administration and Finance in September 1979.

On May 3, 1979 the College community was shocked by the announcement from Dr. Gottier that he would resign his position at the close of the academic year "to accept the presidency of a dynamic, young university which is known as CBN University, located in Virginia Beach, Virginia. The opportunity to participate in the development of an outstanding university, almost from its point of inception, is an exciting challenge." As so often happens in the case of college presidents with relatively short tenures, Dr. Gottier had made many decisions and changes the effects of which would become the responsibility of a new administration. His energy and style of leadership would be missed.

Immediate action was taken to keep the wheels of the College turning smoothly. At the May 9 meeting of the Executive Committee, Mr. William H. Sleith was again asked to chair a search committee to select a new president. The management of the College was entrusted to Vice Presidents Bosch and Gailey, working in conjunction with Chairman Peacor.

Other changes affecting the leadership of the College occurred during the summer of 1979. Mr. Irving C. Jacobs '26, a trustee since 1948 and member of the Executive Committee since 1962, resigned from the Executive Committee. Mr. Jacobs had served as Vice Chairman from 1967 to 1970 and as Chairman from 1970 to 1975. Mr. Robert B. MacPherson '38, a trustee since 1957 and member of the Executive Committee since 1968, also resigned from the Executive Committee. Mr. MacPherson had served for some years as chairman of the Finance Committee. In this time of transition, when the College was without a president, both men agreed to continue as trustees.



Meantime the Campus Master-Planning Committee which had held its first meeting on December 14, 1978, had begun to consolidate its findings. This committee was originally comprised of trustees: Arthur H. Clarke (chairman), Everett W. Ladd, Jr., Leon E. Maglathlin, Jr., and Richard A. Stebbins, with C. Norman Peacor and Robert B. MacPherson serving *ex officio*; representing the Administration were: Dr. Richard F. Gottier, President; Leon D. Chapin, Executive Vice President; Dr. Allan W. Bosch, Academic Vice President; Robert W. Gailey, Associate Vice President; Alan Hale, Director of Development; Andrew J. Mulcahy, Jr., Dean of Students; and Dr. Stanley Kowalski, Assistant to the President. Individual members were assigned responsibility for particular areas and enlisted the assistance of the professional staff. On January 11, 1979 Dr. Kowalski presented a report indicating the advantages of building new office facilities as compared with the conversion of old classrooms in Emerson Hall to offices and the construction of new classrooms. On January 10, the Librarian, Glenn H. Johnson, Jr. reported on the present capacity and the needs of the Churchill Library vis-a-vis the standards of the American Library Association. During the same week Mr. Chapin reported on the situation with regard to administrative office space, Mr. Robert C. Moore presented a study on parking spaces, and the President analyzed the need for physical facilities for cultural activities on campus. At a meeting of the Committee on January 31, 1979, the advisability of engaging an outside planning consultant was discussed.

At a meeting on March 22 it was disclosed that a further study by Mr. Johnson indicated that seating in the Churchill Library provided spaces for fifteen percent of the full-time student enrollment as opposed to the American Library Association standards of from twenty to thirty percent. Mr. Chapin made further reports on the need for expanded storage facilities and on possible further acquisitions of land. On April 12, after an examination of the instructional space on campus and of athletic and recreational needs, it was determined to establish priorities for student housing, library and office space, and to engage an outside consulting firm. Three firms were invited to make presentations to the Committee on November 7, and on November 16 Dr. Bosch and Mr. Gailey announced that the Hillier Group, of Princeton, New Jersey had been engaged "to develop a master plan for the campus," as authorized by the Executive Committee on November 14.

In reporting for the Campus Master Planning Committee at a meeting of the Executive Committee on April 23, 1979, Mr. Arthur Clarke set forth the physical needs of the College in a definite order of priorities: 1. undergraduate library expansion, 2. faculty office space, 3. administrative office space, 4. recreational and social areas, 5. athletic areas, and 6. parking. This determination of the needs for expansion came at a time when three events of financial significance combined to induce the trustees to crystallize plans for development. At the completion of the successful campaign in behalf of the Law Center, Mr. S. Prestley Blake made an offer of an additional \$250,000 if the College could succeed in matching the amount through solicited gifts in amounts of \$10,000 by December 24, 1979. This was accomplished. Also, on January 18, 1979 I had received a letter from the Third National Bank (reported by Dr. Gottier to the Executive Committee on February 16) acting as executor for the will of Clarence I. and Lillian N. Chatto. The Chattos had left an estate, valued at \$210,000, to the College, "to be used for the expansion of the College library book collection, especially in the field of English and

American Literature, or for such other purpose as the Trustees deem advisable ..."  
Dr. Chatto had been a much beloved instructor at the College from 1933 until 1971.  
And on October 15, 1979 the Executive Committee voted to accept a gift of  
\$250,000 from Gerald and Paul D'Amour for library facilities. For the first time in  
its history the College had a significant amount of capital on hand as it planned for  
physical expansion.

To set the actual wheels into motion to bring into substance the program of  
expansion, Mr. Alan Hale, Director of Development, designed a master plan "Into  
the '80s" which broke the concept of growth into three segments: Phase I which at  
the cost of \$3,800,000 would see the construction of a new library, an addition to the  
St. Germain Campus Center, and alterations to the Churchill Library; Phase II which  
would devote \$3,500,000 to improved athletic facilities and both faculty and  
administrative offices; and Phase III which would develop an arts and culture center  
and a center for conferences and continuing education. Actual implementation of this  
plan would await the report of the Hillier Group.

I have alluded previously to the pressure placed upon the College's housing  
facilities by the sharp increase in the number of students, both new students and  
returning upper-class men and women, who wished to live on campus. The opening  
of the Plymouth complex in 1978 had alleviated the problem but had not solved it.  
The continued press for sleeping quarters led to the lease of two floors at the  
downtown Stonehaven Hotel for the year 1979-1980. Ninety-two students were  
located there and bus service to the campus was arranged. During the year  
discussions were held on studies presenting the case for a possible purchase of the  
hotel and accompanying garage; potential occupancy of the hotel would be 350  
students. Such a purchase was envisioned as only a short-term solution of the  
housing problem; the long-range answer involved construction of new dormitory  
facilities on campus with the consequent re-sale of the hotel properties.

An unexpected resolution of the problem came about with the appearance on the  
market in January 1980 of the Federal Plaza Motor Inn. This complex offered  
several advantages over the Stonehaven: it was nearer the campus, it was a much  
more modern structure in a good state of repair, the purchase terms were more  
favorable, it had excellent food service facilities and adequate parking areas, and it  
had good student acceptance. The trustees on January 15 attacked both the short-  
term and long-range aspects of the housing problem by two actions. They voted  
unanimously "to authorize the Executive Committee to purchase the Federal Plaza  
Motor Inn at a price ... not to exceed \$600,000." The Board also voted, "that in  
compliance with the Master Plan and in agreement with the Hillier survey, the  
College build housing for 250 beds on campus for occupancy in September 1981,  
and that the final plans be presented at the May 6, 1980 Board of Trustees meeting  
for approval."

Meanwhile the Presidential Search Committee under the direction of Mr. Sleith  
had received applications from 127 candidates. Working with Mr. Sleith were  
trustees: Peter F. Carando, Jr., Jay D. Chapin, Paul S. Doherty, and Sr. M. Catherine  
Laboure, S.P. They were assisted by Professors Rainer M. Kohler and Patricia  
Miller, while Dean Stanley Kowalski handled the staff work. Consultations were  
held involving representatives from the student body and alumni: Rosemary Cooper  
'80, John Howard '81, Paul Noto L '80, and Thomas Rachele '76/G'78. Actual  
interviews were held with thirteen candidates, and on March 6, 1980 the newspapers  
carried the announcement

that on that day the trustees had unanimously elected as the fourth president of WNEC, Dr. Beverly W. Miller. A scientist with a doctorate from the University of Toledo, President Miller had previously served as Vice President at Mary Manse College in Ohio, Academic Dean at Salve Regina College in Rhode Island, and for five years as President of the College of Saint Benedict in Minnesota. Thus Western New England entered the 1980's with its first woman president, joining the still rather select group of co-educational colleges and universities headed by women.



*Dr. Beverly White Miller  
Elected president March 1980*

## Epilogue



It has been my hope in writing this brief history of what is obviously a unique educational enterprise not only to marshal some facts which are not otherwise easily available but also to convey a sense of success and to suggest the reasons for that success. At every stage of the development of the College there have been dedicated men and women who have had vision and who have supported that vision by devoting their time and energies unstintingly; without this type of

devotion the institution with its meager financial resources would have fundered. The history of the College is a history of people rising to a challenge.

At each phase of its growth the College has also acted in response to a definite need. Certainly in a Commonwealth with fifty-six independent colleges and universities, a higher ratio than in any other state in the union, there was no need for just another educational institution. Nor would such a one probably have survived. Western New England, however, filled definite and serious gaps in the structure of higher education. Originally, as has been demonstrated, its programs were devised to meet the demand, not then being met by other institutions, for professional and technical training in specific fields ... law, accounting, business management. It met those needs and it met them by providing opportunities in the evening in a type of education in which many institutions were not yet ready to engage, either because of pragmatic limitations or for reasons of prestige. As other schools, particularly several proprietary institutions, entered the field of commercial education, the College developed programs in engineering, a field which, partly for reasons of cost, was not being developed. In its early days the College had no wish to compete with other local institutions; it developed, without apology, as a technical institution of quality. The inauguration of programs in the liberal arts was the result of pressures by accrediting agencies. The full-time School of Law also came about for reasons of accreditation and recognition.

Western New England has many firsts: it offered the first evening courses in Western Massachusetts which led to a degree; it developed the first evening baccalaureate engineering courses in all of Massachusetts; it provided the first business administration courses (day or evening) in Western Massachusetts; it developed the only Massachusetts School of Law outside Greater Boston;

it organized the first programs in this area giving college credit for occupational experience; it was the first college to sponsor management courses which were accepted by the Air Reserve as an active duty training tour; and it was the first college in the state to offer free tuition in evening classes to persons over age 65.

Very few of those who were associated with the enterprise in its early days had any idea of its potential; surely not many would sanguinely expect that an unaccredited college without a campus or a single full-time faculty member would become the largest college in Springfield in both its day and evening programs. The city had two independent colleges and it was not seeking a third. Actually there was some hostility toward a new college: it was "not necessary." There was also some opposition on the part of taxpayers and of corporate entities who saw themselves as prospects to be approached for donations to yet another college. Some citizens objected to the acquisition of more land to be used for campus purposes. Yet the college prospered.

It prospered because it met a need; and it prospered because it was prudently managed. It is the cause of considerable gratification that aspects of the college operation which were once suspect and disdained by more conventional institutions are now accepted and even considered the wave of the future. Career education, once deemed as somewhat inferior to the humanities, is now actively promoted by older colleges, although one may suspect that the motivation for this change, in the midst of projections of declining enrollments, may be as much economic as philosophic. Education with a practical application is now the "in" thing; at WNEC it was the only type. Evening and part-time courses are now universally advocated, again, one suspects, for financial reasons; WNEC was a pioneer in this area. Even credit for occupational experience, once considered by the various accrediting agencies as a barrier to WNEC's accreditation, is now accepted and advocated by modern educational theorists. All three of these phases of modern higher education are encouraged by recent studies of the Carnegie Foundation. In addition to pioneering in its educational offerings, the College has always used conservative management procedures. It has never adopted programs which it could not support financially or expanded its facilities beyond its capacity to pay for them. It has conducted fund-raising operations but has never used donations to meet operating expenses; it is one of the very few collegiate institutions which has consistently operated in the black without resorting to donations.

Recent public relations releases of the College have, as I have indicated in the introduction, alluded to the "Miracle on Wilbraham Road." I have never used such a flamboyant term, but I hope that this brief history will convey some notion of the vision, planning, and work on the part of many individuals which went into its' development. I know of no other college which, without financial undergirding by the government as a public institution or by a religious body as a private institution, and without any substantial endowment, has demonstrated similar vitality. The growth of a 99-acre campus with sixteen buildings is merely the physical manifestation of an academic achievement. As Dr. Ernest L. Boyer, President of the Carnegie Council for the Advancement of Teaching stated in an address delivered at the College on September 16, 1979, "This institution is uniquely postured ... balancing work and serious liberal education. The addition of distinguished professional schools ... rounds out that combination of practicality and vision. I would expect Western New England College to go into the '80s and through the '80s with a sense of vitality and vigor."

I feel that Dr. Boyer's analysis is accurate. The College has developed on a firm foundation, it is healthy financially and academically, and it is peculiarly well equipped for the conditions of the 1980s. I feel a deep sense of gratitude to have been associated for such an extended period with the dedicated persons who have contributed to its present standing; I also have full confidence in those who are currently responsible for its direction.

As I have attempted to summarize the development of the College, I have also been impelled by a recent occurrence to note that this very growth has inevitably been achieved at a price; that price has been a change in the mission of the institution, or, rather, a change in the implementation of that mission. In June, on successive days, two of our early graduates, both of whom became trustees, passed away. Donald M. Macaulay, president of the Class of 1924, died on June 14, and Benjamin D. Novak, valedictorian of the Class of 1923; died on June 15. Certainly one of them, and possibly both, would be denied admission under present standards. Judge Macaulay was a graduate of Dartmouth working as a newspaper reporter when he was admitted; but he took no LSAT tests. Attorney Novak had not graduated from high school. In a letter to me on April 14 of this year, Mr. Novak commented, "Incidentally, you probably know that I was accepted at the Northeastern University, Springfield, evening class as a special student. I never graduated high school, attended the Technical High School about three months, when, because of the death of my father, I had to quit, get a job to support my mother and a young sister." The careers of these men proved that the institution was fulfilling its mission; it will continue to do so, but in a different manner.











## Appendix A

### Trustees of Western New England College

(Originally the governing board was divided into two groups: Corporators and Trustees. The Trustees were elected from those who were Corporators and had certain functions apart from their duties as Corporators. On October 11, 1966 the two groups were combined. For the purposes of this listing no distinction is made, and all who were Corporators prior to 1966 are listed among the Trustees.)

Francis A. Amatruda	1979-	Everett W. Ladd, Jr. '63	1974
Ralph A. Armstrong '27	1954-1975	John T. Lagowski	1979
Joseph M. Baker, M.D.	1975-	George W. Lamb	1951-1953
Curtis L. Blake	1956-1971	† Alfred A. LaRiviere '51	1968
F. Nelson Bridgham	1952-1969	*† Charles E. Lee (1939)	1951-1960
G. Trowbridge Brown	1958-1974	Ronald B. Lee H '69	1969-1975
Howard J. Cadwell	1964-1968	Paul W. Leming	1962-1971
Gordon Cameron	1961-1970	S. Clark Lilley	1965-1968
Peter F. Carando, Jr.	1978-	Richard T. Lovett '34	1954
† Richard S. Carroll	1958-1976	* Donald M. Macaulay '24	1951-1975
Norman J. Cartmill '50	1979-	(1948)	
Chester J. Chambers '23	1959-1969	† Robert B. MacPherson '38 1957	
Jay D. Chapin	1975-	Leon E. Maglathlin, Jr.	1975
† Carl O. Chauncey '25	1954-1974	Bernard H. McMahan	1961-1972
* John D. Churchill (1920)	1951-1954	Bertrand L. McTeague '64 1979	
* Roe S. Clark (1937)	1951-1955	John H. Miller	1959-1979
† Arthur H. Clarke	1965-	William Milsop	1961-1965
Irving M. Cohen '32	1958-	Harold Mosedale, Jr. '36	1954
† Sidney R. Cook '25	1954-	Benjamin D. Novak '23	1954-1970
Robert N. Crozier	1961-1969	Carl H. Nystrom '41	1954-1979
Gerald E. D'Amour	1979-	Lawrence F. O'Brien '42	1977
William E. Diefenderfer	1966-1970	*† Earl H. Paine '27 (1937)	1951-1970
Albert Dixon, Jr. '27	1954-1969	Lucien A. Parent '62	1978
† Paul S. Doherty	1973-	C. Norman Peacor	1969
Milton J. Donovan	1958-1977	Herman E. Pihl	1962-1973
† Henry Downey '50	1960-1973	Victor E. Quillard	1973-1979
*† Robert R. Emerson '23	1951-1977	*† George W. Rice '22	1951-1966
(1928)		(1937)	
Robert J. Freedman	1959-1971	* Horace J. Rice (1929)	1951-1959
Richard F. Gamble	1970-1979	D. Joseph St. Germain	1961-1980
Mott A. Garlock	1959-	H'64	
Chester N. Gibbs	1969-1980	C. Kenneth Sanderson '56	1966
*† Harley B. Goodrich '27	1951-1974	† Lawrence V. Schmitt	1974
(1938)		Robert N. Scott	1967-1969
† Richard F. Gottier	1976-1979	† Wallace M. Scott '43	1968
William G. Gunn	1964-1979	Harlan A. Sears	1954-1968
Robert W. Hamel	1960-1971	Frederick B. Seel	1964-1972
George R. Harwood	1975-	James J. Shea, Jr.	1967-1979
† Beaumont A. Herman	1955-	† William H. Sleith '44	1958
* William C. Hill (1939)	1951-1955	*† Stanley O. Smith '22	1951-1965
Iris K. Holland	1976-	(1929)	
* Blake A. Hoover (1919)	1951-1959	Richard A. Stebbins	1978
Howell Hughes	1975-	(Whitney C. Stiles '61	1969
*† Irving C. Jacobs '26	1951-	Stanley J. Strzemppek '58	1979
(1948)		Herbert S. Terrill '25	1956-1971
† Benjamin F. Jones	1966-	Donald S. Tufts '29	1956-1979
Charles H. Kaman	1977-	Karl A. Vester '38	1962
George C. Keady, Jr.	1975-	Peter G. Volanakis	1965-1970
H'73		Hicks B. Waldron	1979
William H. King	1966-1972	Laurence R. Wallace	1954-1971
Edward Kronvall H'59	1955-1969	George R. Yerrall, 3rd	1956
Sr. M. Catherine Laboure,	1976-		
S. P.		* Date in parenthesis indicates the year of first	
† Denotes member of Executive Committee		appointment to Board of Governors of the	
		Springfield Division of Northeastern	
		University	

## Alumni Trustees

Karl A. Vester '38	1962-1964
Eugene F. Riley '38	1964-1966
C. Kenneth Sanderson '56	1966-1968
Alfred A. LaRiviere '51	1968-1970
Robert A. DuBois '70	1970-1971
Herbert A. Pace '51	1970-1972
Thomas E. Rokosz '71	1971-1972
Fred M. Brody '72	1972-1973
Raymond J. Desnoyers '57	1972-1974
Joseph A. De Paula '73	1973-1974
Raymond Meyers '51	1974-1976
Jerald J. Silverhardt '74	1974-1975
Kenneth M. Rickson '75	1975-1976
Robert W. Alderson '76	1976-1977
Benjamin P. Astley '48	1976-1978
Cathleen McAuliffe '78	1978-1979
John J. Pajak '56	1978-1980
Michael J. Camerota '79	1979-1980
Kenneth D. Cardwell '63/G'66	1980-1982
John A. Michalenko '80	1980-1981

## Trustee Officers

<i>Chairman:</i> .....	Robert R. Emerson (1951-1970) Irving C. Jacobs (1970-1975) C. Norman Peacor (1975- )
<i>Vice Chairman:</i> .....	Irving C. Jacobs (1967-1970) Richard S. Carroll (1970-1971) Henry T. Downey (1971-1973) C. Norman Peacor (1975)
<i>Secretary:</i> .....	Harley B. Goodrich (1951-1974) Alfred A. LaRiviere (1974 )
<i>Treasurer:</i> .....	Earl H. Paine (1951-1965) Leon D. Chapin (1965-1973) Whitney C. Stiles (1973- )

## Appendix B

### Administrative Officers

<i>President:</i> .....	1951-1954	John D. Churchill
	1954-1955	Stanley O. Smith (Acting President)
	1955-1976	Beaumont A. Herman
	1976-1979	Richard F. Gottier
	1980-	Beverly W. Miller
<i>Vice President (Business)</i> .....	1958-1979	Leon D. Chapin
	1979-	Robert W. Gailey
<i>Vice President (Academics)</i> .....	1966-1973	Robert L. Campbell
	1973-1976	Richard F. Gottier
	1976-	Allan W. Bosch
<i>Dean, School of law</i> .....	1951-1954	Horace J. Rice
	1954-1970	Charles R. Clason
	1970-1973	George C. Keady, Jr.
	1973-1976	Maurice B. Kirk
	1976-1977	John J. O'Connor (Acting Dean)
	1977-	Howard I. Kalodner
<i>Dean, School of Business</i> .....	1951-1963	Guy D. Miller
	1963-1964	Nelson E. Copp
	1964-1968	Lawrence H. Nath
	1968-1973	Arthur R. Dorsch
	1974-1979	Clyde A. Painter
	1979-	Stanley Kowalski, Jr.
<i>Dean, School of Engineering</i> .....	1957-1963	Clifton H. Ewing
	1963-1968	George A. Marston
	1968-1977	Don C. Lemmon
	1977-	R. Luther Reisbig
<i>Dean, School of Arts and Sciences</i> .....	1968-1973	Earl C. Chapin
	1973-	Robert L. Campbell
<i>Dean of Students</i> .....	1951-1954	Elmer H. Allan
	1955-1958	George F. Chisholm
	1958-1964	Robert L. Campbell
	1965-1967	Eugene H. Floyd
	1967-	Andrew J. Mulcahy, Jr.
<i>Dean, School of Continuing Higher Education</i> .....	1972-1978	Frederick W. Brown
	(Evening Division) 1978-	Elizabeth A. Ayres
<i>Dean of Admissions (Director)</i> .....	1957-1958	Cuno Bender
	1958-	Rae J. Malcolm

## Appendix C

### Enrollments and Degrees Awarded Springfield Division -Northeastern University

(Unfortunately, accurate records of student enrollment for the period 1919-1951 are available at neither Springfield nor Boston locations. The enrollment figures given below are estimates based upon statistics appearing variously in catalogs and in unofficial university documents; they are gross figures and do not take into consideration student drop-outs during the academic year. This becomes particularly obvious if the figures are compared with the number of degrees awarded. The statistics on degrees are verifiable.)

	<b>Total Enrollment</b>	<b>Law Enrollment</b>	<b>Total Degrees Awarded</b>	<b>Law Degrees Awarded</b>
1919-1920	85	26		
1920-1921	193	40		
1921-1922	215	56	13	
1922-1923	220	61	25	7
1923-1924	224	83	17	10
1924-1925	303	108	31	8
1925-1926	342	128	20	5
1926-1927	407	154	35	18
1927-1928	381	157	38	22
1928-1929	430	136	54	25
1929-1930	404	133	28	16
1930-1931	383	117	24	10
1931-1932	364	96	31	22
1932-1933	292	75	30	18
1933-1934	306	98	29	6
1934-1935	403	114	23	10
1935-1936	454	110	22	9
1936-1937	501	109	22	6
1937-1938	606	167	27	16
1938-1939	588	120	30	12
1939-1940	630	104	42	21
1940-1941	562	63	30	14
1941-1942	565	33	49	33 (288)
1942-1943	237		19	
1943-1944	214		6	
1944-1945	184		6	
1945-1946	238		8	
1946-1947	559		9	
1947-1948	660		23	
1948-1949	693		27	
1949-1950	742		26	
1950-1951	750		36(780)	

## Enrollments and Degrees Awarded Western New England College

(In contrast with the enrollment statistics for Springfield-Northeastern, the WNEC figures represent net enrollment as of September 30; pre-College students are not included. Figures for both enrollment and degrees are verifiable.)

	Total Enrollment	Law Enrollment	Total Degrees Awarded	Total Degrees Awarded
1951-1952	664	30	18+51*	
1952-1953	548	45	13+47	
1953-1954	488	56	38+13	
1954-1955	585	78	45	
1955-1956	666	91	62+ 1	14
1956-1957	922	104	48+ 1	14
1957-1958	1147	103	54	12
1958-1959	1285	93	58	9
1959-1960	1512	100	88	9
1960-1961	1744	111	139	12
1961-1962	1810	110	143	17
1962-1963	1911	118	183	12
1963-1964	1865	136	164	11
1964-1965	1960	138	196	16
1965-1966	2112	144	182	14
1966-1967	2326	137	209	23
1967-1968	2669	134	283	16
1968-1969	3003	167	330	15
1969-1970	3283	184	449	22
1970-1971	3372	219	526	23
1971-1972	3457	346	552	29
1972-1973	3294	430	589	30
1973-1974	3387	570	569	55
1974-1975	3656	720	640	67
1975-1976	4005	865	761	256
1976-1977	4189	791	842	89
1977-1978	4519	794	915	61
1978-1979	4824	853	907	108
1979-1980	5170	901	963	241

\*First figure indicates WNEC degrees; second figure shows degrees awarded at Boston by Northeastern.

## Appendix D

### Western New England College Buildings

<b>Date of Dedication</b>		<b>Cost</b>
October 21, 1959	Emerson Hall (instructional)	\$ 387,200
October 16, 1960	Administration Building	274,000
April 29, 1962	Churchill Library	251,400
October 25, 1964	Herman Hall (instructional)	748,600
# September 14, 1965	Hampden Hall (dormitory)	445,290
February 1, 1966	D. J. St. Germain Campus Center	626,320
# September 10, 1967	Berkshire Hall (dormitory)	461,869
# September 8, 1968	Franklin Hall (dormitory)	491,950
# September 9, 1969	Windham Hall (dormitory)	779,277
February 10, 1973	William H. Sleith Hall (instructional)	1,685,833 *
October 20, 1973	Rivers Memorial (physical education)	753,817
# September 30, 1977	Maintenance Building	127,688
# February 28, 1978	Plymouth Hall Complex (dormitory)	880,531
# August 14, 1978	Blake Law Center	3,300,000

\*not including built-in equipment added later

#date of opening







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