Western New England College:

A Calling to Fulfill

by

Beaumont A. Herman *President Emeritius*

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

Introduction

The development and growth of Western New England College have been

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.

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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 provided 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

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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

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

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:

First Year	**Second Year**
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 Transfer
Legal Ethics *(6)*	

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

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 offere376 (iision. Thein a)-6rorgastern Et firsr offetechnicol of C,e.vEi policsion. , however, remained version. Tmuch in the hands of the ttedeivisi. After a year without an associate dean, Russell WhitnepaHiy was named to that position in 1930; he served until 1935.
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> The School of Law, apparently taking a cue from its sister scrn title page of its catalog the notation "Arge]TJng School with Dace; mc127rn bthat poslwion r(i)i.5 Dace; mc127rn

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

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 aige." Agev yrati06 Tc [(which so)-6 (m)6 (e)1 (1) i the offro om oit must bCo-6 i

> 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-

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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.

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."

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

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."

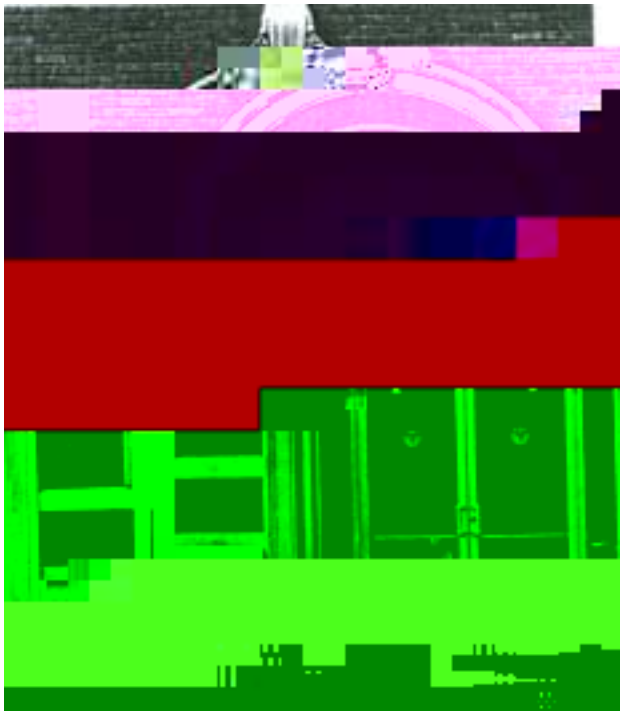
Whatever the sentiments of the two Churchills, the great majority of those taking the degree in 1952 elected the advantages of an accredited degree; fifty-one took the Northeastern degree, and eighteen brave souls became the first degree recipients from Western New England. In 1953 the preponderance was the same: forty-seven

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.

Requirements for B.B.A. Degree in Accounting

Course Number	Subjects	WNEC Credits Semester Hours	N.U. Credits Semester Hours
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
	Total Semester Hours Required for Degree	125	125

Requirements for B.B.A. Degree in Management

Course Number	Subjects	WNEC Credits Semester Hours	N.U. Credits 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
	Elective Subjects		
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 Credits Semester Hours	N.U. Credits 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

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

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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 0. 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

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.

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."

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 petitionk9 (ee 03 Tws130oifficientA, wa.ition 5rdddv

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 to prove 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 Nasson 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 (presu3 (indies nal official ex)(i)-7d-6 -6 (of t collegea1 (utioon uphat y)-6n)]TJan"cce,

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).

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

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 toR: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 Sc0.003 Tboeio-5 B9tt 19.15t(i)-6 (cally)-Tw %i0004 Trk]TJ0.0085 (m

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

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

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

"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 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, seem

"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

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

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 5¼ 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.

Minor internal changes were made to assure a smoother operational pattern for

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 Septn busineacademiicalwi(ntbdtodbeso86(i)-7ovaca25 Th)1(rl estu

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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

3. Consolidation and Recognition

self-liquidating. The plan had two advantages for a capital-poor college. By offering

> 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,

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.

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
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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 *Westerberp*

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 er bo2 Tc 0.0039 see3nd t College co

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

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 ¾ %.

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 Universite Am6(n the Goveresti)-7(m)(6(natio-6(f)-5 Tc 0.0027 Tw 0 -1.158 T16..15ard J.]TJ0At o)-6(n Assona)-5(nt o)g-11es

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 8ervern.eat tju0, 1ees

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"

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

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

> 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 class-rooms; and 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.

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

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 Ed

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 is 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

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

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.

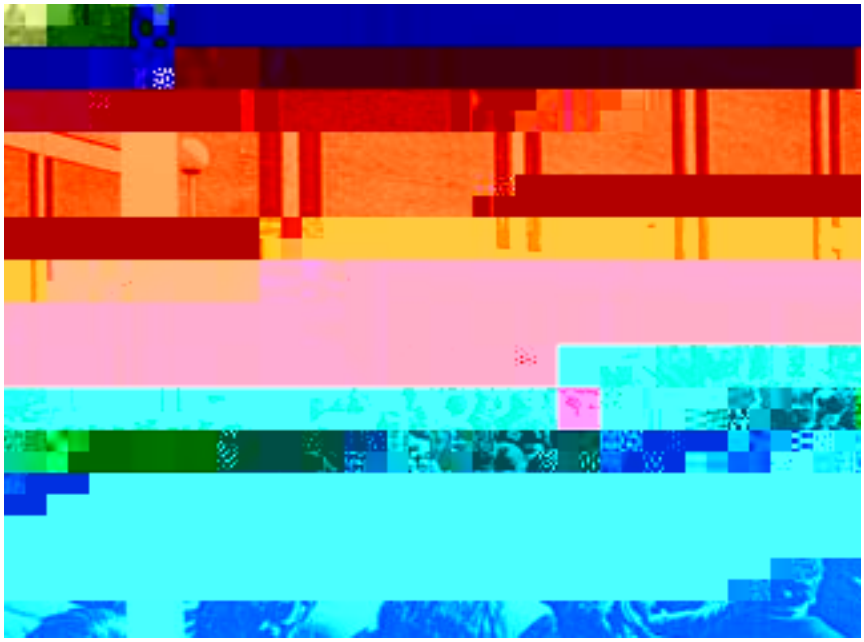
The Committee, in looking forward to meeting the physical requirements

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 aw 0 -1t0004 T(e)-5ctu.ier212, 197e mng fh the m(itte)-5(; that he hadbee(n ivirtedn)-6(os srvee on(an c)-5(c(rediting eNa)-5(m)6dn)-6 for the)]TJ0.0004 Tc 0.0028 Tw T*[As mmitt(e)-5(,)-3(unde2 the chirf)-8(m)12(in)-6sship fhD(e)-5(anPaul L. McKasklse of theUntt)-7iversity anFrvani scmrges thed evlop(m)6(e)-5(nthatm)6WiNe unde2

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 0. 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

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 11) 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 11, 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 corp as space Eth9 Tw Tots in eiducrepors of that prog

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

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

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 foundered. 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-raisin` 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.

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

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#

†

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

Chairman: .....Robert R. Emerson (1951-1970)
Irving C. Jacobs (1970-1975)
C. Norman Peacor (1975-)

Vice Chairman: .....Irving C. Jacobs (1967-1970)

Appendix B

Administrative Officers

President:	*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
Vice President (Business)	*1958-1979*	Leon D. Chapin
	1979-	Robert W. Gailey
Vice President (Academics)	*1966-1973*	Robert L. Campbell
	1973-1976	Richard F. Gottier
	1976-	Allan W. Bosch
Dean, School of law	*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
Dean, School of Business	*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.
Dean, School of Engineering	*1957-1963*	Clifton H. Ewing
	1963-1968	George A. Marston
	1968-1977	Don C. Lemmon
	1977-	R. Luther Reisbig
Dean, School of Arts and Sciences	*1968-1973*	Earl C. Chapin
	1973-	Robert L. Campbell
Dean of Students	*1951-1954*	

Appendix C

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 WN

Appendix D

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Lithographed by John C. Otto Company, East Longmeadow, Massachusetts
Designed by Kenneth G. Conley

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