

October 16th, 1919 Campus Tour of Tufts College

Tour Guides: Amina Dieng, Sam Zinn, Catherine DiRe

Introduction

Title Slide.

Sam: Hi everyone, welcome to our tour of Tufts University. My name is Sam, and this is Catie and Amina. As we all know, today is October 16th, 1919. For this tour, we'll be exploring the past decade of Tufts history. We'll be paying special attention to some of the most significant events in recent history - the Great War and the rise of the women's suffrage movement: a battle that remains ongoing both on Tufts campus as well as nationally today.

We'd like to start off with a brief timeline of events that have been critical to the development of Tufts as an institution over the past decade, both within the university and relating to the United States and the world as a whole.

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Catie: Our first event of significance is the creation of Jackson College for Women, which took place during May of 1910. Tufts implemented what was essentially a "separate but equal" policy for academics, in which male and female students took classes separately. This was done because of a sentiment that students were uncomfortable debating with members of the opposite sex, and because of concerns that women were achieving significantly higher in terms of grades, prizes, and awards than men. The arguments outlining this decision are found in "Circular of Information Relating to the Establishment of Jackson College for Women and Other Matters" (May, 1910 - Primary source).

Amina: Next on our timeline is the first official parade for women's suffrage, which was organized by the National American Woman Suffrage Association and took place in Washington, D.C. in the spring of 1913. This parade marked a key moment in the national dialogue on women's voting rights, and inspired a number of similar demonstrations throughout the decade, including one conducted by the women of Jackson College in 1915.

The next, and perhaps most significant event on our timeline, is the Great War - a time of unmatched danger, destruction, and chaos that has greatly reshaped the world order, and, until just last year, completely shifted Tufts' mission and functioning to that of military support. It is only very recently that Tufts has transitioned back into operating as a traditional university.

World War I

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Sam: First, we will begin by talking about the Great War and its influences on the Tufts Community. Although the Great War had been going on since 1914, the United States officially joined on April 6th, 1917^x. However, even before the U.S. joined the war, efforts to aid in the war had already begun at Tufts and on other campuses across the country.

Catie: The first official recognition of the role the U.S. could potentially play in the Great War happened when over one thousand Tufts students, faculty, and alumni attended a Preparedness Parade in downtown Boston in May of 1916. The faculty then resolved to create a special Committee on Preparedness in early 1917.^{xi}

Amina: Then on the same day that Woodrow Wilson delivered his war message to Congress, the Tufts faculty voted to recommend that seniors who were called into service during the academic year be given their degree as long as they were in good standing. Accommodations would be made for freshmen, sophomores, and juniors who were drafted so that the transition back into schooling would be easy.ⁱⁱ

Sam: Large transformation was underway at Tufts as potential for the U.S. war involvement rose. The Reserve Officers Training Corps, or ROTC, had been established by way of the National Defense Act of 1916, a federal law that sought to expand the Army and the National Guard; the creation of ROTC granted military its footing in higher education.^{xii} It was up and running in forty-six colleges by 1917 when Tufts faculty recommended that the President and Trustees consider the establishing an ROTC on Tufts' campus.ⁱⁱ

Catie: A few months later, the Office of Quartermaster General of the U.S. Army sent, to Tufts College, a request that the most successful of students in engineering be urged to consider employment in the military and to begin their applications soon.^{xiii} Tufts's administration then decided to create the Student Army Training Corps, or SATC, to temporarily take the place of ROTC in summer of 1918. Its purpose was to train enlisted men for military assignments.

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Amina: In order to fund the programs operating on campus, Tufts relied on sponsorship for the U.S. War Department. They agreed to send Tufts \$2.00 per day for each man during the period

of his residence and instruction. To put that amount into context, \$2.00 was only enough to purchase two radio frequency ammeters.

Sam: Some correspondence between the Department of War and the school followed; In the following week, Tufts's President drafts a letter to be sent to the Committee on Education and Special Training in the Department of War, stating that the the necessary housing, feeding, and instruction of the intentional programs would be impossible for \$2.00 per man per day.^{xiv}

Catie: After a back and forth, the Department of War has the last say. The executive secretary offers his regrets that there has been no mutually satisfactory agreement met and that it is not their intention for Tufts to experience financial loss, but explains that it is up to the institution to make accommodations on their budget. Ultimately, Tufts finds a way to budget the funds well enough to even make a tiny profit.

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Amina: Tufts also capitalized on the wartime efforts to draw more prospective students to the College. In January of 1918, Tufts sent the principals of local Boston high schools a letter explaining that they all had a common interest in young men who were approaching the draft age. Because of the high demand for men who could participate in military activities, Tufts announced that it would begin offering intensive courses in chemistry and electricity for promising high school students.^{xv}

Sam: Whereas students admitted to Tufts were usually required to take an entrance exam, those entering this program were exempt. Instead, the principals would send a letter of recommendation and transcript on behalf of the student that would like to apply for the courses at Tufts. These high school students, being groomed for military service, were expected to devote themselves to the “war courses” completely. The official email disclosed that the at the “moment the student demonstrates his unfitness or shows any lack of industry he will be dropped” by Tufts.^{iv}

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Amina: Though the 1918-1919 school year had a delayed start due to a national influenza outbreak, there was already an overt military presence on campus by October. Besides just accommodating students, Tufts also transformed campus amenities to be as useful towards war efforts as possible. Parts of the Eaton Hall were converted to be used as barracks, West Hall was outfitted with cots, increasing its capacity from 65 to 320, Goddard Gymnasium became a YMCA, and students marched across the Academic Quad in military uniforms and fatigue clothing.ⁱⁱ

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Catie: The first contingent on campus was a group of 100 men who operated in the Army Vocational Section, receiving special training as a machinists, carpenters, and automotive maintenance men. There were wartime lectures that all students were required to attend, covering topics like food conservation and international relief work. The women of Jackson College could also earn college credit for taking Red Cross-sponsored courses in nursing and first aid.ⁱⁱ

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Sam: However, just as quickly as Tufts began wartime operation, the school had to end all programming. After the German surrender on November 11, 1918, Tufts received federal orders to demobilize the SATC as soon as possible. The administration also postponed the establishment of an ROTC unit for the time being. By December, SATC had been completely disbanded, nearly overnight. The transition back to an academic institution from a military establishment was rocky, but by the time winter semester came around, campus was business as usual. In recollection, over 1,000 Tufts men, including alumni, served in the War, resulting in 21 casualties.ⁱⁱ

Jackson College

Slide 10.

Catie: In 1910, the Jackson College was founded at Tufts College after the board decided that it was not beneficial for men nor women to attend the same college.

Sam: The separation of men and women was done because of a sentiment that students were uncomfortable debating with members of the opposite sex, and because of concerns that women were achieving significantly higher in terms of grades, prizes, and awards than men. The board was concerned about how women were drastically out performing men and thought that men were getting too distracted in the classroom and were unmotivated to do well. In the years since coeducation had been instated, the enrollment of Tufts had begun to decline.^{xvi}

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Amina: The board believed that men were becoming discouraged in class and were therefore underperforming. The hope was that by separating men and women, men would be more motivated to perform better and that both groups would feel more uncomfortable on campus.

Catie: The white, Protestant male is oftentimes viewed as the “ideal student” to many colleges. In order to maintain appeal to such students, colleges must cater to them, which often means disregard other groups - like women, people of color, etc.^{xvii}

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Sam: The creation of Jackson College could be seen as one of those times when colleges tried to appeal to these white men because the university was essentially prioritizing the success of male students over females to the point where a whole new college was created.

Amina: The board also had financial incentives to creating Jackson College. If it was true that coeducation had sourced the decline in liberal arts enrollment, then segregation of the sexes would increase the number of male and female students. Separate schooling could only stand to increase the inflow that the college expected, which was a win in the administration’s book.

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Catie: In 1913, the first women’s suffrage parade was organized in Washington, D.C. by the National American Woman Suffrage Association. Although men and women were officially attending separate colleges, they only remained separate on campus for about a year.^{xviii}

Catie: The first year of Jackson College's history, women lived separately from men and attended separate classes. The following year, classes and labs would begin to integrate once again. Graduates of Jackson College would even receive a Tufts diploma.^{xix}

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Sam: The experiences for men and women at Tufts were not vastly different. Both men and women were held to the same standard in the admissions process and both Tufts College and Jackson College had the same academic requirements. Women, however, were forced to live either on campus in one of the female only designated dorms or at home with their families.^x

Amina: The creation of Jackson College highlights an important tension on the Tufts campus. Jackson College was founded with the intention of creating a separate but equal space for women. Many believed that the creation of Jackson College was beneficial for both men and women. But can separate ever truly be equal?

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Catie: Many would argue that the creation of Jackson College was built upon inequality. Although men and women were often in class together and resided near each other, the basis Jackson College's creation was built the belief that women were at fault for men's underperforming in school; therefore, Jackson College was created to foster a better learning environment for men - not women. Women had been learning just fine in classes along men.

Sam: Jackson College was created under the false pretense that it would produce equality when, in fact, all it did was perpetuate inequality based on the premises of its foundation.

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Sam: We would like to conclude our tour with a discussion of the four metaphors of higher education - the sieve, the temple, the incubator, and the hub.

Sam: When looking at how the sieve metaphor plays out at Tufts, we can look at the formation of Jackson College. Jackson College was created based upon a false pretense of equality. However, the creation of Jackson College just further stratified Tufts. Men were made to be a priority and their education was put ahead of women's. This was done to appeal to white males by protecting them from the competitiveness that a coeducational school brought. The creation of Jackson College maintained a student body at Tufts College that is white, male, and protestant.

Amina: The incubator metaphor is relevant when considering the implications of Tufts's role in the Great War. Categories likely affected by the large military presence on campus include sociopolitical attitudes and levels of civic participation. Students emerging from diverse backgrounds with different cultural dispositions and relationships to national identity would have varying feelings toward the militarization of campus. Presumably, there were many pressures to participate in military-related activities and a level of exclusion existed for those who chose not to partake.^{xx}

Catie: When looking at the temple metaphor, we can look at the academic requirements of both Tufts College and Jackson College. Interestingly enough, the requirements for both schools were the same. To be admitted, students had to take English, Algebra, a romance language, History, and Geometry. Once at Tufts, students had to take at least 3 semesters of a language, students had to take at least 2 sciences, 2 math, etc. These are requirements that Tufts feels very strongly about and that will probably continue to exist for a long time.

Sam: Many professors were general teachers, teaching all of history, all of English, all of Biology, etc. except for professors in the medical field, those were more specialized specific medical professors taught dermatology, neurology, etc.

Catie: We see an interaction between different institutions especially during WW1 as the government and the university came together to aid war efforts. The creation of the SATC showed how much Tufts worked with the military to help in the war. Tufts made many extensive accommodations to help support national efforts This can be seen as an intersection between Tufts and the military/government, but also with the economy.

Amina: Lastly, we see how the institution of the family play a role in the Tufts community. Women at Jackson College have to either live with their families at home or in Tufts dorms; this is not a requirement for men. They also had to abide to strict policies regarding chaperonage. For example, no Jackson College student was allowed to dine with a man in any public place after 6pm without the Dean's permission.^{xxi}

Amina: While the women of Jackson College were fighting for their rights, Tufts in many ways was reinforcing the measures that supported gender inequality.

Catie: There is also an interaction with religion as an institution because although Goddard Chapel opened up to students of all religions, the majority of Tufts students are still Protestant and must attend daily morning prayer every morning at 8:30.

Sam: Finally, we will discuss the Hub metaphor or, the many crossroads of different institutions. During the Great War, student contingents were formed and would train on Fletcher Field. Only a few years before the on-campus war efforts began, Tufts bolstered its physical education requirements. It required two hours of physical activity, per week, October through May, with outdoor exercises if the weather permitted it. Regular practice with any sports team was a valid substitute. During the war efforts, the intimacy of learning and military influence only grew. The upstairs of Bromfield-Pearson, a historically engineering-based building, was turned into a shop to help with wartime efforts.

Amina: The 1910s represents a transformative decade in terms of the lasting impressions that decisions made now might go on to have. The debate of coeducation and how resources might be allocated between Tufts College and Jackson College will continue. The Great War's presence on campus was brief, though very intense, initiating many discussions of politics and finances amongst the administrations, but also trickling down to faculty and students, who played very large roles. As for now, Tufts is still recovering from being a quasi-military establishment and continuing to figure out how to run two different schools.

Catie: We hope you all enjoyed the tour and thank you for letting us be your guides!

^x America enters World War I. (n.d.). Retrieved October 16, 2017, from <http://www.history.com/this-day-in-history/america-enters-world-war-i>

^{xi} Sauer, A., Branco, J., Bennet, J., & Crowley, Z. (200). *Concise Encyclopedia of Tufts History*. doi: <https://dl.tufts.edu/catalog/tei/tufts:UA069.005.DO.00003/chapter/c6s1>

^{xii} Army ROTC. (n.d.). Retrieved October 16, 2017, from <http://www.cadetcommand.army.mil/history.aspx>

^{xiii} Student Army Training Corps, 1917-18. Student Army Training Corps, 1917-18. Box UA173/001. Folder 1. Letter from Quartermaster General of U.S. Army to Tufts. Tufts University. Digital Collections and Archives. Medford, MA.

^{xiv} Student Army Training Corps, 1917-18. Student Army Training Corps, 1917-18. Box UA173/001. Folder 1. Letter from Office of Tufts President to War Dept. Tufts University. Digital Collections and Archives. Medford, MA.

^{xv} Student Army Training Corps, 1917-18. Student Army Training Corps, 1917-18. Box UA173/001. Folder 1. Letter from Office of Tufts President. Tufts University. Digital Collections and Archives. Medford, MA.

^{xvi} Jackson College, Publications, 1910-1950, Circular of Information Relating to the Establishment of Jackson College for Women and Other Matters, , UP119, Digital Collection and Archives, Tufts University

^{xvii} Labaree, D. F. (2017). A System Without A Plan. In *A Perfect Mess: The Unlikely Ascendancy of American Higher Education* (pp. 1-22). Chicago ; London: The University of Chicago Press.

^{xviii} This Day in History: The 1913 Women's Suffrage Parade. (n.d.). Retrieved October 16, 2017, from <https://obamawhitehouse.archives.gov/blog/2016/03/03/this-day-history-1913-womens-suffrage-parade>

^{xix} Jackson College, Publications, 1910-1950, Catalogue of Jackson College for Women 1910-1911, UP119, Digital Collection and Archives, Tufts University

^{xx} Stevens, M. L., Armstrong, E. A., & Arum, R. (2008). Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education. *Annual Review of Sociology*, 34(1), 127-151. doi:10.1146/annurev.soc.34.040507.134737

^{xxi} Jackson College, Publications, 1910-1950, Rules and Regulations of the Association for Self-Government of the Students of Jackson College, UP119, Digital Collection and Archives, Tufts University