

Slide 1 - Academic Quad (Introduction)

Nora: Hi everyone and welcome to Tufts! My name is Nate and I'm a sophomore from Needham studying electrical engineering. It's a gorgeous April spring day and I can't wait to show you around campus. We have two other tour guides joining us today: Matthew and Ruth. Please feel free to ask questions throughout the tour. I know that college decisions are more important than ever given our financial crisis. However, I hope that by the end of our tour you will be rest assured that, in the face of economic uncertainty, Tufts is working towards maintaining financial stability as well as the general public good through education.¹

Yanelle: Thanks, Nate! We're on the Sophomore Class Council together. I'm also from Needham but I'm studying economics. This afternoon, I'll talk about the academics here at Tufts.

Whitney: And I'm Ruth, a first-year from Jackson College. I'm from Connecticut and I'm planning on studying English. Today, I'll share my perspectives on the social life at Tufts and I'll be able to speak to the relationship between the different schools.

Nora: Thanks both of you! I think we're just about ready to get started. We're currently standing on the Academic Quad, where most of our dormitories and administrative buildings are located. Our students have most, if not all, of their classes in the buildings surrounding you. We'll start by briefly discussing the history of Tufts College. Tufts College was established in 1852 by Charles Tufts, who inherited the property on the hill twelve years earlier. When his friends asked him what he planned to do with the land, he replied that he would "set a light upon the hill."² That's where that famous phrase was coined!

Slide 2: Ballou Hall

Nora: The first seven students were admitted to Tufts College in 1854. These young men all lived and worked in this beautiful building behind us, Ballou Hall. Since then, Tufts expanded and

increased its' diversity through the addition of the women's college, Jackson College, in 1892. Our female students either commuted or boarded with families in the area, until 1894, when Metcalf Hall, the first women's dormitory, was built.³

Slide 3: Metcalf Hall (History of Jackson College)

Nora: Now, I'll speak briefly about the history of Jackson College. Despite the fact that twenty years after Tufts was opened, the founding Universalists "added three more colleges to the ... scene," all of which were coeducational right from the start, Tufts College remained exclusively male.⁴ Colleges all around the country were making the transition to coeducational institutions and the administration was feeling intense pressure to follow suit. A clergyman quoted in an article by the *Boston Advertiser* stated that "Tufts 'might have been one of the most powerful educational institutions in the country' if it had recognized the rights of women."⁵ Through coeducation, Tufts had the opportunity to improve public gender equality, and managing two separate schools so close to one another would not have been fiscally responsible.⁶ Finally, in 1892, the Trustees made the official decision to open the College to men and women, both of whom would be "on the same terms and conditions."⁷ This switch to coeducation had a tremendous impact on the public good, as it provided highly-intelligent women with the opportunity for an elite education. Many of the graduates of our women's college and other elite coeducational institutions have gone on to enter the "finest professional and graduate schools."⁸ In 1910, the women's college was formally named the Jackson College for Women. A little over twenty years ago, Tufts stopped offering separate classes for Jackson and Tufts students, but women still officially attend Jackson College.⁹ There was one coed fraternity, Heth Aleph Res. However, this organization was disbanded at the decision of administration in 1904.¹⁰

Slide 4: Miner and Paige (Tufts Divinity School)

Nora: Thanks for keeping up the pace, everyone. We are now standing in front of the Divinity School. Tufts College was originally founded by Universalists who intended to open a school that was not associated with a specific religion or church. However, when Tufts was established, an agreement was made that while Tufts College would be founded in Massachusetts, a theological school (the Canton Theological School) would be founded in New York. Although these schools were separate institutions, Mr. Packard felt strongly that Tufts College should offer a course in theology. Without this recommendation, the Tufts Divinity School would probably never have been established. In 1882, the Divinity School was officially inaugurated as part of the College. Ten years later, thanks to an extremely generous donation by Dr. Miner, a building for the Divinity School was built on the hill.¹¹

Slide 5: Tufts Oval (Tufts Athletic Association)

Nora: I also think it's worth highlighting the story of the Tufts Athletic Association, which was founded in 1874. This association was composed of three undergraduates, three alumni, and three faculty members. However, in 1894, after students in a mass meeting voiced their approval for the improvement of the Tufts Oval, the Tufts Athletic Association was dissolved. This was due to the fact that this association only granted the right to vote on relevant issues to those who had paid the fee. The Association was reformed, and a new system, which no longer consists of solely those able to pay, is now in place.¹² This is a terrific example of how Tufts students are given the power to ignite positive change around campus when we see exclusion within our student body. There are actually studies that prove that the most effective way to catalyze social change is through "small, local, and personal first steps."¹³ I truly believe Tufts students embrace this philosophy, especially in the uncertainty we find ourselves surrounded by today.

Slide 6: Clarence Houston's House (Faculty & Financial Difficulties)

Nora: However, as you may know or suspect, Tufts has been handed some financial difficulties due to the Great Depression. To give you an idea of how sparse this area was, and still is, only one home was built in all of Somerville last year. That house was built by Clarence Houston, a Tufts professor and athletic director, who still lives right here on campus in that same house.¹⁴ The administration are doing their best to work through the current financial setbacks. Last year, the College was forced to make all faculty appointments one-year long.¹⁵ Tufts is working towards its goal of a full-time faculty, but for now, the majority of our faculty are part-time and come from Harvard.¹⁶ This partnership allows Tufts students to also have access to Harvard courses.¹⁷ This exemplifies the intersection of institutions in the Boston area as well as the overall commitment to learning despite limited resources.

Slide 7: Fletcher School of Law and Diplomacy

Nora: Our relationship with Harvard was also very important for the addition of the Fletcher School of Law and Diplomacy. In 1930 President Cousens began communication with individuals at Harvard regarding the opening of the Fletcher School.¹⁸ Both Harvard and Tufts realized they would benefit by collaborating to found the Fletcher School, so they came together in 1932 to devise a plan regarding the establishment of this graduate school. The plan was revised just this year, and currently Fletcher is known as “The Fletcher School of Law and Diplomacy, administered by Tufts College, with the cooperation of Harvard University.”¹⁹ One of the biggest complications regarding the opening of Fletcher was its library. Tufts College, due to its financial hardships, was not able to purchase the books necessary. Many conferences and negotiations were held, but the final solution was presented when, in 1933, the World Peace Foundation donated “40,000 volumes to the institution.”^{20, 21}

Slide 8: Tufts Medical School

Nora: Another example of how quickly Tufts is expanding can be seen in our Medical School. In 1893, seven faculty members from the College of Physicians and Surgeons in Boston established a medical school with support from Tufts College. These faculty members were so unhappy at their previous college that they decided to found their own medical school that would be supported by and affiliated with a college or university. The first class was even coeducational! Thirty years ago, the Medical School became the largest school of this field in New England. However, the lack of endowment has made it difficult for the school's growth to keep up with its increasing enrollment. As a result, admission to the Medical School is becoming more elite and just last year the standard was raised to a bachelor's degree. Tufts college is currently working to raise enough money to move the facility to a larger location, in downtown Boston.²² Unfortunately, we're at a very peculiar moment in time because the College's plans for growth and accessible education are constrained by the recent economic decline.

Slide 9: Cousens Gymnasium (Sports)

Whitney: Thanks, Nate for that history lesson but I'm sure all of you prospective students are interested in learning about what it's like to actually be a student here! Since we're at the Gym and Nate already mentioned the Athletics Association, I want to begin by reaffirming the importance of sports to student life at Tufts. Football games are practically tradition here and lately they have instilled a united college front and a degree of patriotism especially in light of the rise of Nazi Germany and the recent invasion of Manchuria by Japan.²³ I'm actually a cheerleader with several other girls at Jackson, which further unites the two undergraduate student bodies. Aside from football, we have many successful sports teams including baseball, basketball, golf, cross country, hockey, wrestling, field hockey, swimming, and tennis.²⁴ Thanks to the new facilities afforded by Cousens Gymnasium, squash was even played at Tufts for the first time last year!²⁵ However, I

must be honest and share that this gym is actually separating Jackson from the rest of the student body. It was even stated that the purpose of the Cousens Gymnasium is “the physical education of men students” while Jackson Gymnasium is described as “a small building...with facilities for various dramatic activities.”²⁶

Whitney: If sports aren't for you, don't worry. This may be a tour-guide cliché, but there truly is something for everyone here. We have a very talented student body and some of my favorite performance groups include the Glee Club and Orchestra. I also love to watch my friends from Jackson act in the plays staged by Three P's - last year they performed “Cock Robin.”²⁷ There are also academic organizations such as the Historical Society, the Chemical Society, and the German Club.²⁸ Since unemployment is on everyone's minds right now, joining one of these groups may help hone a skill needed in the workforce after graduation.

Slide 10: Theta Delta Chi (Greek Life)

Whitney: As we approach some of the fraternity houses, I'd like to jump back to what Nate mentioned about Greek life at Tufts. There are ten fraternities which include Zeta Psi, Theta Delta Chi, Delta Upsilon, Delta Tau Delta, Alpha Tau Omega, Alpha Delta Sigma, Alpha Kappa Gamma, Alpha Delta, and Phi Beta Kappa.²⁹ The four sororities are Chi Omega, Alpha Xi Delta, Sigma Kappa, and Alpha Omicron Pi. I must say that I've wanted to pledge Chi Omega ever since they won the Scholarship Cup last year.³⁰ This achievement reflects the overlap and importance of both scholarship and social engagement across in all activities here at the College. The majority of on-campus social events involve Greek life and I highly recommend pledging so that you can be invited to the parties hosted at the fraternity houses like Delta Upsilon's infamous “Poverty Party.”³¹ We also have campus-wide dances organized by the Evening Party Association, which is comprised of representatives from each fraternity.³² One of the most highly anticipated events is

the Junior Prom. This year, it was held in our new gym, and it was remarked that on that evening, “the real beauty and convenience of the new Cousens Gymnasium was first realized.”³³ These social opportunities are a great way to escape some of the external stresses we’re seeing abroad and the uncertain future for us as students. In last year’s Jumbo Book, the question was aptly posed: “now we’re Seniors and what have we got to look forward to? The army of the unemployed.”³⁴ I’m going to enjoy my time as a an undergraduate!

Whitney: A more recent development in the social climate at Tufts has been the growth of a strong political spirit. Many of the students here are anti-war and speak liberally against imperialism and capitalism. This appears to be a trend among the schools in the northeast. For example, we participate in inter-collegiate debates. Last year, five students from the International Relations Club were sent to represent Tufts at the New England Conference of International Relations Clubs at the University of New Hampshire.³⁵ Just this past October, the Fabian Society, the International Relations Club, and the Round Table Forum sponsored a political symposium in the Chapel: “Tufts being a liberal college, the purpose of the symposium was the presentation of all four parties’ principles.”³⁶ Our liberal spirit is a defining characteristic of the student body here and *The Campus Dog* paper even stated “liberalism is our slogan, we want to make Tufts College liberal-minded.”³⁷ Just last month, I attended a program held by the Chapel on the “Avoidance of War,” during which we discussed the flaws of the policy of armed intervention.³⁸ It seems that this anti-war sentiment is fueling student activism now more than ever and it is mobilizing students towards a common purpose.

Slide 11: Goddard Chapel (Rules & Religion)

Whitney: The parents with us today must be wondering how we ever find the time to study with so many social opportunities! I’d like to assure you that the administration does keep a careful eye

on us students. For example, us Jackson freshmen must be back in the dormitory by 8pm. We must also attend chapel twice a week.⁴⁰ Lately, President Cousens has also been emphasizing our Universalist values saying that “justice, benevolence, self-control and tolerance are elements of character that face extinction.”⁴¹ I think that our extra-curricular activities help reaffirm these traits and shape our identity as moral and engaged students.⁴² The administration has also expressed fear about what the end of the Prohibition will mean for college students so perhaps our curfews will become earlier, too.⁴³ Moreover, the Horribles Paradise was discontinued after debate that it was not “in the true spirit” of Tufts.⁴⁴ We speculate that this is because the administration does not want us to perpetuate the kind of chaos we’re seeing abroad and the fact that our barbarous costumes no longer align with the image of the “normal” students that Tufts wants to promote.⁴⁵

Whitney: To end my discussion about the social life at Tufts, one of the most exciting developments is that of on-campus employment. Our very own President Cousens has applied for Tufts to receive federal aid by way of employment to be paid for through the State Emergency Relief Administrator.⁴⁶ Jobs for men now include including extra-mural work (library), intra-mural work (cataloging books, rearranging museum specimens, typing), as well as research and laboratory work opportunities.⁴⁷ This is very promising because us students are constantly fighting between the economy and the enjoyment of college, for our student activities fee is even \$10.⁴⁸ However, our College also must balance its need to maximize profit while serving the public - its students - so we are thankful for this initiative. Since jobs are on everyone’s minds lately, I’d like to close with an anecdote about President Cousens. He received a letter from a student lamenting about her unemployment, to which he responded that “college is not primarily a place in which one prepares specifically for a vocation, it is a place where one is given certain values, intangible and imponderable though they may be, which are of supreme importance.”⁴⁹ These social

organizations and activities constitute one aspect of college that shape these intangible values, our social networks, and our skills/interests even at difficult times like the present.⁵⁰

Slide 12: Barnum Museum (Introduction to Academics)

Yanelle: While history and social life are important, I'm sure you all want to learn more about the true reason you're coming here: academics. Tufts College is home to six different schools which are: the School of Liberal Arts, Jackson College for Women, the Engineering School, the School of Religion, the Graduate School and our newest addition, The Fletcher School of Law and Diplomacy. The School of Liberal Arts offers both Bachelor's in Science and Bachelor's in Arts degrees. You may choose among the twenty-seven majors we offer, which come from a wide range of disciplines such as languages, hard sciences like Physics or Chemistry, social sciences like Sociology or Psychology, or even Public Speaking and Shorthand and Typewriting.⁵¹ The School of Liberal Arts also offers students the option to earn an Associate of Arts degree which many students choose to pursue if they anticipate they will not be able to spend four years at Tufts due to marriage or any other reasons. The School of Engineering offers civil, mechanical, electrical and chemical engineering. If you're already thinking about your future after Tufts, you'll find it useful to know that our Graduate School offers nineteen programs to choose from, and The Fletcher School offers a Master of Law and Diplomacy. There's already talk of adding more programs but in the meantime Fletcher students may take courses at the Graduate school or at Harvard.⁵² The options are endless, so you should consider becoming a double Jumbo - it's never too early!

Slide 13: Jackson Freshmen with Freshmen Pins (Student Representation)

Yanelle: In order to make sure they provide the best services and resources to all students, administrators decided to limit freshman enrollment to 1,125 students this year. Eight hundred and

fifty spots were reserved for men entering Tufts College and the Engineering School, and two hundred and seventy five spots were reserved for women entering Jackson College and the School of Liberal Arts.⁵³ The Fletcher School accepted thirty-two students into its second class, a significant growth from its inaugural class of twenty-one students. The number of applicants was considerable, and the students in this class represent fifteen states and two foreign countries.⁵⁴ We are very proud to welcome international students to our campus! Speaking of class representation, this year's Tufts College freshman class is composed of students from six states and the Canal Zone, while Jackson College first-years represent seven different states.⁵⁵ Although most Tufts students are from Massachusetts, there has been an increase in out-of-state students, and we are excited to keep those numbers growing. In addition to serving students, this year faculty decided to offer free courses to unemployed individuals who live in the area, and who are interested in learning a new skill or a new topic. As an institution devoted to making the world a better place, we are aware that many have lost jobs due to the Great Depression, and this is our way of giving back to the community that surrounds us.⁵⁶

Yanelle: One of the things that has made international and out-of-state enrollment possible is the opportunity to earn scholarships for academic merit. Fletcher and Graduate School students have the opportunity to earn teaching fellowships, which can help offset the costs of attendance.⁵⁷ Tufts and Jackson College students also have the chance to earn scholarships, but the majority of these are reserved mostly for Tufts College students. However, I do have to point out that these scholarships are usually awarded after the first semester of freshman year, so students should expect to pay the full cost of attendance their first semester. In order to earn a scholarship, students must receive faculty recommendations, which are highly based on academic merit. Some scholarships are also based on financial need. Additionally, there is an exception to the rule I

previously mentioned regarding mandatory first semester tuition for Tufts College students: The Prize scholarships. These scholarships are offered to students who graduated from a high school in New England, Pennsylvania, New York or New Jersey. This is a highly competitive full-tuition four-year scholarship based on academic achievement. Students must be nominated by their high school principal and take a test administered by Tufts which includes questions on English, Mathematics and History.⁵⁷ There are twenty-eight Tufts College freshmen selected for this prestigious award every year, and I was very lucky to be among those last year. If you are curious about this scholarship, I would be happy to answer questions when the tour is over.

Slides 14,15: Academic Fraternities & Tufts Weekly

Yanelle: One of the most exciting academic traditions on campus is the Academic Convocation. Every year, this event takes place on the third Wednesday of October in Goddard Chapel. At this event, scholarship and award recipients, as well as the commencement speakers for each of the colleges for that year's graduating class, are announced.⁵⁸ All of these honors are selected by our faculty on a wide range of qualifications, and it is always exciting to see who gets to address their graduating class. I'm sure hoping it's me in two years! In addition to these rewards, there are many avenues through which students can get involved academically. For example, there are two academic Greek organizations on campus: Phi Beta Kappa and Tau Beta Pi. Phi Beta Kappa is the national honorary scholastic fraternity, and Tau Beta Pi is the national honorary engineering fraternity.⁶⁰ Organizations such as these provide members with countless benefits that will last a lifetime! Additionally, there are numerous student organizations based on specific majors such as the German club or the Physics club, or the very-new Psychology club.⁶¹ Students interested in world affairs may choose to join the Tufts Model League of Nations, an exciting club that allows students to improve their public speaking, research, writing, and analytical skills through debates

on current issues. Our team is pretty fantastic and travels to various schools where we often make headlines for how well our students do on the simulations.⁶² If simulations aren't your thing, students have started a movement to allow faculty to teach a non-credit course on current events. It's still unclear whether this will occur, but if it does it's another great way to learn about what's happening around the world.⁶³ If you are an aspiring writer, you may also choose to be a part of the Tufts Weekly staff, in which students have the opportunity to write about current events and news on campus. There's even a co-ed section on the Weekly, which is always something our campus looks forward to!

Slides 16-20: Libraries

Yanelle: Last but certainly not least, you're probably wondering where can students actually study and take in all this wonderful information they're learning? Well, that's Eaton Memorial Library. Eaton has many resources and a main reading room that is maintained by students. There are also smaller departmental reading rooms around Eaton that you may take advantage of. It's open six days a week, excluding Sundays.⁶⁴ However, after many requests from students, residential students will be able to use the space for a few hours on Sundays. While this may seem unfair to commuter students, librarian Raymond Walkley explained that library records demonstrate that resident students are those who make use of the library on Saturday. Therefore, it makes sense to open Eaton Library for these students on Sundays as well. That being said, commuter students do have the opportunity to take books home for the weekend.⁶⁵ If you ever find that Eaton is too crowded, there's a number of smaller libraries or study spaces around campus you can definitely make use of. For example, Robinson Hall houses an engineering library, Metcalf Hall houses our music library, Crane Chapel houses our Theological Library and of course, the Fletcher School houses Ginn Library.⁶⁶ As mentioned earlier, with 40,000 texts donated from the World Peace

Foundation, it is the most comprehensive international relations library in the country.⁶⁷ And if being inside just isn't your thing, you've now seen how beautiful the campus is. So as long as there isn't a snowstorm coming our way, you can definitely make use of all the study space we have outside. I know I sure do!

Nora: I think that concludes our tour for today! I hope we were able to give you a better glimpse into what it truly means to be a Tufts student today. If you have any remaining questions, please feel free to ask any of us.

Whitney: We'd be more than happy to give you directions, provide lunch recommendations, or answer any remaining questions. After all, that is our job.

Endnotes

1. This is our main contradiction/tension. We refer to this in the context of Tufts opening the Fletcher School, the Cousens Gym, offering courses to the unemployed, and supporting its students with on-campus jobs and activities, all in the midst of political and economic instability.
2. MacDougall, Alan and Benjamin Cohen. 2003. Pp. 6 in *Tufts Then & Now: A historical tour of the Medford/Somerville campus*. 2nd ed. Medford, MA: Tufts University.
3. MacDougall, Alan and Benjamin Cohen. 2003. *Tufts Then & Now: A historical tour of the Medford/Somerville campus*. 2nd ed. Medford, MA: Tufts University.
4. Miller, Russell. 1986. Pp. 163 in *Light on the hill: A history of Tufts College, 1852-1952*. Boston, MA: Beacon Press.
5. Miller, Russell. 1986. Pp. 165 in *Light on the hill: A history of Tufts College, 1852-1952*. Boston, MA: Beacon Press.
6. This is a referral to our tension of increasing profit versus benefitting the public good.
7. Miller, Russell. 1986. Pp. 176 in *Light on the hill: A history of Tufts College, 1852-1952*. Boston, MA: Beacon Press.
8. Goldin, Claudia and Lawrence F. Katz. 2011. "Putting the 'Co' in Education: Timing, Reasons, and Consequences of College Coeducation from 1835 to the Present." *Journal of Human Capital*, 5(4): 377-417. Retrieved October 13, 2017.
<http://www.jstor.org/stable/10.1086/663277>
9. MacDougall, Alan and Benjamin Cohen. 2003. *Tufts Then & Now: A historical tour of the Medford/Somerville campus*. 2nd ed. Medford, MA: Tufts University.
10. Becque, Fran. 2013. "A Fraternity of Firsts - Heth Aleph Re at Tufts University." *Fraternity History & More*. Blog Retrieved October 14, 2017.
11. Start, Alaric Bertrand. 1896. *History of Tufts College, 1856-1896*. Medford, MA: Tufts College.

12. Start, Alaric Bertrand. 1896. *History of Tufts College, 1856-1896*. Medford, MA: Tufts College.
13. Stall, Susan. 2010. "CIVIC SOCIOLOGY." *The Sociological Quarterly*, 51(4): 537-549. Retrieved October 14, 2017. <http://www.jstor.org/stable/40927657>
14. Bennett, John, Jessica Branco, Zachary Crowley, and Anne Sauer. 2000. *Concise Encyclopedia of Tufts History*. Medford, MA: Tufts University.
15. Freeman, Lynne R., Jessica Sharkness, and Dawn Geronimo Terkla. 2017. *Tufts University Fact Book 2016-2017*. Medford, MA: Tufts University.
16. This is a referral to the sieve metaphor. Due to the financial constraints suffered as a result of the Great Depression, Tufts could not implement any faculty appointments longer than one year, thereby excluding those with greater financial needs.
17. MacDougall, Alan and Benjamin Cohen. 2003. *Tufts Then & Now: A historical tour of the Medford/Somerville campus*. 2nd ed. Medford, MA: Tufts University.
18. Bennett, John, Jessica Branco, Zachary Crowley, and Anne Sauer. 2000. *Concise Encyclopedia of Tufts History*. Medford, MA: Tufts University.
19. Bennett, John, Jessica Branco, Zachary Crowley, and Anne Sauer. 2000. *Concise Encyclopedia of Tufts History*. Medford, MA: Tufts University.
20. Bennett, John, Jessica Branco, Zachary Crowley, and Anne Sauer. 2000. *Concise Encyclopedia of Tufts History*. Medford, MA: Tufts University.
21. The collaboration with Harvard University to found the Fletcher School of Law and Diplomacy is an example of the hub metaphor, due to the intersection of resources and administration.
22. Tufts Medical News, 1931-01-1938. Tufts University. Digital Collections and Archives. Medford, MA.
23. Rudolph, Frederick. 1962. "The Rise of Football." P. 380 in *The American college: a history*. New York: Knopf. Retrieved October 15, 2017 (<http://www.jstor.org/stable/j.ctt46nf7n.22>).
24. Tufts College. 1933. "Campus Directory." *Tufts Weekly*, January 18, 5.
25. McNiff, Francis J. 1933. "The History of the Class of 1933." P. 60 in *Jumbo Book*. Medford/Somerville, MA: Tufts University.
26. Jackson College. 1934. "Buildings and Equipment." P. 91 in *Jackson College Handbook*. Jackson College of Tufts University.
27. McNiff, Francis J. 1933. "The History of the Class of 1933." P. 60 in *Jumbo Book*. Medford/Somerville, MA: Tufts University.
28. Tufts College. 1933. "Campus Directory." *Tufts Weekly*, January 18, 5.
29. Tufts College. 1933. "The Interfraternity Council." P. 112 in *Jumbo Book*. Medford/Somerville, MA.
30. Tufts Digital Collections and Archives: activities and organizations records 1857-2013. 1933. "Scholarship Cup Records."
31. Munro, Melville S. n.d. *Delta Upsilon Poverty Party, 1930*. Tufts University Digital Collections and Archives.
32. Tufts College. 1933. "Campus Directory." *Tufts Weekly*, January 18, 5.
33. McNiff, Francis J. 1933. "The History of the Class of 1933." P. 59 in *Jumbo Book*. Medford/Somerville, MA: Tufts University.
34. Macomber, Elizabeth S. 1933. "Jumbo Book." P. 62 in *Jumbo Book*. Somerville/Medford, MA.

35. Tufts College. 1933. "Delegates Appointed to Represent Tufts at N.H. Conference." *The Tufts Weekly*, November 3, 1.
36. Tufts College. 1929. "The Truth About The Tufts Political Rally." *The Campus Dog*, 1.
37. Tufts College. 1929. "The Truth About The Tufts Political Rally." *The Campus Dog*, 1.
38. Tufts College. 1934. "Dr. Page Discusses America's Chances." *The Tufts Weekly*, March 1, 1.
40. Jackson College. 1933. "Dormitory Rules." P. 5 in *Jackson College Handbook*. Medford/Somerville, MA.
41. Anon. 1934. "President Cousens Addresses the Universalist Church of the Divine Paternity in Central Park West." *Herald Tribune*, February 19.
42. Stevens, Mitchell L., Elizabeth A. Armstrong, and Richard Arum. 2008. "Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education." *Annual Review of Sociology* 34(1):132. Retrieved October 15, 2017 (<http://www.jstor.org/stable/29737785>).
43. Marsh, Daniel L. 1933. Letter to President Cousens. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007
44. Renee. 1930. Letter to President Cousens. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.
45. Magolda, Peter M. 2000. "The Campus Tour: Ritual and Community in Higher Education." *Anthropology & Education Quarterly* 31(1):24. Retrieved October 15, 2017 (<http://www.jstor.org/stable/3196269>).
46. President Cousens. 1934. Letter to Dr. Payson Smith, State House. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007
47. President Cousens. 1934. "Federal Emergency Relief Administration." Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.
48. Tufts College. 1934. "Fees for Student Organizations." P. 73 in *Jackson College Handbook*. Medford/Somerville, MA.
49. President Cousens. 1934. Letter to Mrs. Chester B. Story. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.
50. Through the lens of student life, both the metaphor of the incubator and the tension of profit versus public good are revealed. The activities/organization from sports, politics, Greek life, chapel/religion, and the arts influenced the mobilization of student groups (anti-war protests), the division of students (Jackson College versus Tufts College students), and the unification of students for school traditions (sports, football). They also all worked to shape students into upright, conscientious individuals who were as concerned with their future as they were about escaping their responsibilities and enjoying college. They themselves were deeply influenced by local and national events and so were the types of activities that were popular (debates, peace rallies, parties). The aspect of on-campus employment highlights the chosen tension because Tufts was aiding its students that needed financial support at a time when it would have been most fiscally prudent to accept only full-paying students. In the frame of the incubator, these jobs were nonetheless preparing students for graduation and for entering the workforce.
51. Tufts College. 1934. "Areas of Study." *Tufts Catalogue/Bulletin*. Tufts University Digital Collections and Archives. Medford, MA.
52. Tufts College. 1934. "Fletcher School Opens for Second Year." *Tufts Weekly*. October 11.
53. Tufts College. 1934. "Enrollment." *Tufts Catalogue/Bulletin*. Tufts University Digital Collections and Archives. Medford, MA.
54. Tufts College. 1934. "Fletcher School Opens for Second Year." *Tufts Weekly*. October 11.

55. Tufts College. 1934. "Freshman Class is Widely Distributed." *Tufts Weekly*. September 27.
56. This is a reference to the temple metaphor as well as the tension of public good versus profit. Tufts' academic actions in response to the Great Depression demonstrate a sanctification of knowledge by making courses accessible to those affected by the Great Depression. This is yet another example of our tension because making these courses free was not the most economic viable move for Tufts, yet serving the public good was more important in this particular situation.
57. Tufts College. 1934. "The Fletcher School." *Tufts Catalogue/Bulletin*. Tufts University Digital Collections and Archives. Medford, MA.
58. Tufts College. 1934. "Scholarships." *Tufts Catalogue/Bulletin*. Tufts University Digital Collections and Archives. Medford, MA.
59. Tufts College. 1934. "Scholarships." *Tufts Catalogue/Bulletin*. Tufts University Digital Collections and Archives. Medford, MA.
60. Tufts College. 1934. "Academic Organizations." *Jumbo Book*. Tufts University Digital Collections and Archives. Medford, MA.
61. Tufts College. 1934. "New Psych Club to Organize Under Fox." *Tufts Weekly*. November 15.
62. Tufts College. 1934. "League Meeting at Harvard: Tufts and Jackson Send Many Delegates." *Tufts Weekly*. November 8.
63. This is another reference to the temple metaphor. This demonstrates the sanctification of knowledge by focused on learning for the sake of understanding the world. There was a lot happening around the world during this decade, and students were eager to expand their knowledge and talk about it in the context of a classroom. They wanted the course to be placed under economics, government, or history and for it to meet once a week.
64. Tufts College. 1934. "Eaton Memorial Library Will Remain Open To Resident Students on Sunday Afternoons." *Tufts Weekly*. November 15.
65. Tufts College. 1934. "Eaton Memorial Library Will Remain Open To Resident Students on Sunday Afternoons." *Tufts Weekly*. November 15.
66. Tufts College. 1934. "Facilities." *Tufts Catalogue/Bulletin*. Tufts University Digital Collections and Archives. Medford, MA.
67. Tufts College. 1934. "Fletcher School Opens for Second Year." *Tufts Weekly*. October 11.

References List

Primary Sources

Anon. 1934. "President Cousens Addresses the Universalist Church of the Divine Paternity in Central Park West." *Herald Tribune*, February 19.

Crane Theological School Photos 1887-1965, UA008/003 Box 10. Tufts University. Digital Collections and Archives. Medford, MA

Duette. [Alumni House], n.d. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/3017> (accessed October 10, 2017).

Exterior View of the Medical and Dental School Building. 1907. Tufts University. Digital Collections and Archives. <http://hdl.handle.net/10427/38001> (accessed October 14, 2017).

Hardy. View of the Academic Quad from the Rez, ca.1890. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/2419> (accessed October 10, 2017).

Jackson College. 1934. *Jackson College Handbook*. Medford/Somerville, MA.

Jarvis, Dorothy. Dr. Pratt and medical staff. 1929. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/009910> (accessed October 10, 2017).

Marsh, Daniel L. 1933. Letter to President Cousens. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.

McNiff, Francis J. and Elizabeth S. Macomber. 1933. *Jumbo Book*. Medford/Somerville, MA: Tufts College.

Miner Hall. 1892. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/1004> (accessed October 10, 2017).

Munro, Melville S. Ballou Hall, ca. 1930. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/2455> (accessed October 10, 2017).

Munro, Melville S. Fletcher Hall, ca. 1920. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/834> (accessed October 11, 2017).

Munro, Melville S. Metcalf Hall. 1920. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/1824> (accessed October 10, 2017).

Munro, Melville S. Sliding Into Third Base, ca. 1930. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/608> (accessed October 10, 2017).

Munro, Melville S. n.d. *Delta Upsilon Poverty Party, 1930*. Tufts University Digital Collections and Archives. Retrieved October 14, 2017
(<https://dl.tufts.edu/catalog/tufts:MS036.011.DO.00485>).

Munro, Melville S. *The Barnum Museum from the Quadrangle*. ca, 1934. Tufts University Digital Collections and Archives. Retrieved October 15, 2017
(<https://dl.tufts.edu/catalog/tufts:MS036.001.062.00001.03340>).

Munro, Melville S. *The Jackson Freshman Button*, ca. 1930. Tufts University Digital Collections and Archives. Retrieved October 15, 2017
(<https://dl.tufts.edu/catalog/tufts:MS036.008.023.00001.00384>).

Munro, Melville S. *"Literary Lions" are elected to Phi Beta Kappa*. 1930. Tufts University Digital Collections and Archives. Retrieved October 15, 2017
(<https://dl.tufts.edu/catalog/tufts:MS036.001.066.00001.02958>).

Munro, Melville S. *Staff of the Tufts Weekly printing the most recent edition, ca. 1934*. Tufts University Digital Collections and Archives. Retrieved October 15, 2017 (<https://dl.tufts.edu/catalog/tufts:MS036.001.060.00001.03476>).

Munro, Melville S. *Eaton Library, ca. 1908*. Tufts University Digital Collections and Archives. Retrieved October 15, 2017 (<https://dl.tufts.edu/catalog/tufts:UA136.002.DO.02512>).

Munro, Melville S. *Robinson Hall and Hodgdon Gate, ca. 1930*. Tufts University Digital Collections and Archives. Retrieved October 15, 2017 (<https://dl.tufts.edu/catalog/tufts:MS036.011.DO.00851>).

Munro, Melville S. *Miner and Paige Halls and Crane Chapel, ca. 1931*. Tufts University Digital Collections and Archives. Retrieved October 15, 2017 (<https://dl.tufts.edu/catalog/tufts:MS036.011.DO.02879>).

Munro, Melville S. *View of Reading Room Edwin Ginn Library - Goddard Hall, ca. 1939*. Tufts University Digital Collections and Archives. Retrieved October 15, 2017 (<https://dl.tufts.edu/catalog/tufts:MS036.011.DO.00560>).

Notman. Members of the Zeta Psi fraternity, ca. 1921. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/357> (accessed October 10, 2017).

President Cousens. 1934. Letter to Dr. Payson Smith, State House. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.

President Cousens. 1934. "Federal Emergency Relief Administration." Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.

President Cousens. 1934. Letter to Mrs. Chester B. Story. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.

Renee. 1930. Letter to President Cousens. Tufts University Digital Collections and Archives: Office of the President records, 1828-2007.

Tufts Medical News, 1931-01-1938. Tufts University. Digital Collections and Archives. Medford, MA.

Tufts College. 1933. "Campus Directory." *Tufts Weekly*, January 18, 5.

Tufts College. 1933. "Delegates Appointed to Represent Tufts at N.H. Conference." *The Tufts Weekly*, November 3, 1.

Tufts College. 1929. "The Truth About The Tufts Political Rally." *The Campus Dog*, 1-2.

Tufts College. 1934. "Dr. Page Discusses America's Chances." *The Tufts Weekly*, March 1, 1.

Tufts Digital Collections and Archives: activities and organizations records 1857-2013. 1933. "Scholarship Cup Records."

Sigma Kappa Sorority. 1926. Tufts University. Digital Collections and Archives. Medford, MA. <http://hdl.handle.net/10427/005060> (accessed October 11, 2017).

Tufts College. 1934. *Tufts Catalogue/Bulletin*. Tufts University Digital Collections and Archives. Medford, MA.

Tufts College. 1934. "New Psych Club to Organize Under Fox." *Tufts Weekly*. November 15.

Tufts College. 1934. "League Meeting at Harvard: Tufts and Jackson Send Many Delegates." *Tufts Weekly*. November 8.

Tufts College. 1934. "Eaton Memorial Library Will Remain Open To Resident Students on Sunday Afternoons." *Tufts Weekly*. November 15.

Tufts College. 1934. "Fletcher School Opens for Second Year." *Tufts Weekly*. October 11.

Tufts College. 1934. "Freshman Class is Widely Distributed." *Tufts Weekly*. September 27.

Secondary Sources

Becque, Fran. 2013. "A Fraternity of Firsts - Heth Aleph Re at Tufts University." *Fraternity History & More*. Blog Retrieved October 14, 2017. (<http://www.franbecque.com/2013/02/16/a-fraternity-of-firsts-heth-aleph-re-at-tufts-university/>)

Bennett, John, Jessica Branco, Zachary Crowley, and Anne Sauer. 2000. *Concise Encyclopedia of Tufts History*. Medford, MA: Tufts University.

Freeman, Lynne R., Jessica Sharkness, and Dawn Geronimo Terkla. 2017. *Tufts University Fact Book 2016-2017*. Medford, MA: Tufts University.

MacDougall, Alan and Benjamin Cohen. 2003. *Tufts Then & Now: A historical tour of the Medford/Somerville campus*. 2nd ed. Medford, MA: Tufts University.

Magolda, Peter M. 2000. "The Campus Tour: Ritual and Community in Higher Education." *Anthropology & Education Quarterly* 31(1):24-46. Retrieved October 15, 2017 (<http://www.jstor.org/stable/3196269>).

Miller, Russell. 1986. Pp. 163 in *Light on the hill: A history of Tufts College, 1852-1952*. Boston, MA: Beacon Press.

Stevens, M. L., Armstrong, Elizabeth A. Armstrong, and Richard Arum. 2008. "Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education." *Annual Review of Sociology* 34(1):127-151. Retrieved October 8, 2017. <http://www.jstor.org/stable/29737785>

Start, Alaric Bertrand. 1896. *History of Tufts College, 1856-1896*. Medford, MA: Tufts College.

Stall, Susan. 2010. "CIVIC SOCIOLOGY." *The Sociological Quarterly*, 51(4): 537-549. Retrieved October 14, 2017. <http://www.jstor.org/stable/40927657>

Rudolph, Frederick. 1962. "The Rise of Football." Pp. 373-93 in *The American college: a history*. New York: Knopf. Retrieved October 15, 2017 <http://www.jstor.org/stable/j.ctt46nf7n.22>.