



THROUGH THE EYES OF A STUDENT: 100 YEARS OF STUDENT LIFE AT WPI

A Major Qualifying Project Report

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Abstract

Through the use of WPI and local archives, this project investigated student life in Worcester from WPI's inception to 1965 in order to present a thorough account of daily life and a unique exhibit encompassing tech traditions for the first one hundred years of the university's history. Artifacts were chosen from the archives to create an exhibit titled *Through the Eyes of a Student: 100 Years of Student Life at WPI*, and was put on display in the Gladwin Gallery. This exhibit linked the students of WPI's past to the students of today through the investigation into traditions both past and present. An online accompaniment to the exhibit was also created in order to preserve the exhibit for years to come.

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Executive Summary

When students choose to attend an institution of higher education, they are joining not just the ranks of academia, but also the constantly changing setting of student life. Colleges work to provide each student with the highest quality of life that can be afforded without affecting the academic quality of the student who graduates from the institution. Student life often becomes a selling point for an institution, as each university can provide a unique and valuable experience for the potential academic attendee. It is vital that universities look at factors that affect student life, both past and present, to continue aiding the growth of student life on their own campuses.

As time has passed, institutions have recognized the impact that student life has on their graduates. In the early years of American higher education, students were looked at as being merely recipients of academic content. Professors kept students at an arm's length, and demanded rigorous dedication of students to their studies. Students were viewed by faculty as needing strict control and supervision, leaving no room for personal curiosity outside of the curriculum. As institutions evolved through different eras in history, and viewed the success of other models of education, it has become clear that it was, and still is, important to develop a student who is intellectually, physically and morally balanced, as well as creating in the student a desire to self-direct their learning. As the demands of curriculum changed, institutions also saw the rise of outlets to relieve the stress of academics. These outlets can be identified as the root of many of the traditions in existence at institutions both past and present. While the exact definition of a tradition cannot be generally applied to every activity at an institution, it can be manipulated to encompass both past and present aspects of the growth of student life on campuses. Additionally, it is important to note that the memorialization of these traditions is a unique investigation on its own. The reasoning behind the student's actions in regards to

traditions provides the foundation for the continuation, memorialization, or passing of each tradition.

This project investigated the development and progression of student life at Worcester Polytechnic Institute (WPI) during its first one-hundred years of its academic history. In order to accomplish this investigation, a few objectives were established. First, this project served to raise campus awareness of early WPI student life through the creation of a student life exhibit encompassing the changes in life and traditions at the university from 1865-1965. The exhibit established a common ground for the connection of the WPI student of today to the WPI student of the past while bringing to light artifacts from the Gordon Library Archives that are pertinent to WPI history as well as interesting to current students. Additionally, an investigation of the archival holdings resulted in the discussion of WPI's student history, providing a source for future student life reference. Finally, an online companion to the exhibit was created, allowing for the preservation of the exhibit for years to come.

In order to meet these objectives, much time was dedicated to combing through WPI's archival holdings. Specific focus was placed on first-hand accounts of time spent at WPI since its inception, as well as photographs of traditions and the men and women who partook in those traditions. Artifacts that were deemed of high importance in relation to the exhibit were prepared for display with the help of the WPI Archival Staff. These artifacts were incorporated into the theme of the exhibit, which brought the visitor on a journey through four years of WPI as seen through the eyes of the student. The exhibit was then, through the help of Digital WPI staff, transferred to an online space. This space included photographs of artifacts as well as brief narration explaining the importance of each piece. Lastly, research emphasis was placed on the

investigation of the connections between social change and changes in student life on WPI's campus.

In conclusion, the project provided an overview of the importance of student life on both WPI's campus and campuses worldwide. It additionally provides WPI with a concrete comparison between social changes both on and off campus, as well as connecting the student of today with the student of yesterday through the accompanying exhibit

1.0 Introduction

Universities make their name through academic education and the quality of life provided to the student during their time on campus. The lifestyle of the college student changes and develops over time as a reflection of the social norms, political atmosphere, and geographic location of the school, as well as the intellectual and social climate of any given campus. History echoes the stories of students who have passed through rigorous academic study, and boasts the foundation for future generations. At Worcester Polytechnic Institute (WPI), this is especially true. In order to celebrate the student of today, it is important to recognize the college lifestyle of the “techie” student of yesterday. From the inception of the Institute in 1865, to the one-hundred year anniversary in 1965, WPI fostered the growth of students through expectations, rules and traditions. Each has helped to grow the Institute into the stronghold on the hill it is now as the university prepares to celebrate its sesquicentennial.

At the beginning of the Institute’s life, students were seen as workers who ought to be kept busy. WPI’s demanding academic plan kept the student’s minds preoccupied, and the long hours required in the shops and lecture halls left little room for private socialization. Even the professors encouraged the blandness of the buildings in order to maintain the student’s focus on their studies. Of course, these led to small mishaps where students found ways to release some steam, much to the chagrin of most of the professors (Taylor, 1927). This cycle of hard, focused, dedicated work, balanced by the student creation of social activities, plays a major role in the history of the university as it grows through its first one hundred years. The growth of student character through the cycle lends itself to the creation of many of the traditions that the current WPI undergraduate enjoys today.

In order to connect the different generations of student life, it is important to acknowledge the outside forces acting upon the student body at different historical time periods. For example, social norms and pressures that were experienced by students during the late 1800's are extremely different from those experienced by their counterparts of the 1940's who took part in the Navy's V-12 Program while attending WPI (Tymeson, 1965). Various other factors that contribute a positive or negative affect on a student's time at an institution include living situations, school related debt, social or professional organizations, attitude of professors toward students, and collaborative learning (Lau, 2003). Student life in the early days of WPI history was gauged mostly through the eyes of the faculty who penned histories at the time. However, it is appropriate to look at WPI student life during the first one hundred years with the same lens as we do the next one hundred, as long as the political and social norms are kept in mind.

Scholars of the Institute as well as the Institute's students and employees have completed extensive research and provide detailed documentation of the Institute's history. Both published and unpublished histories of WPI reveal what type of incidents occurred between faculty and students, undergraduate classes and their rivalries, and economic standing of the school from the day that the doors opened. Previous scholars of the school have merely reported on the events, creating a lack of connection of events on WPI's campus to the outside political and social sphere. While it is clear that faculty of the Institute did not always approve of activities taken on by students, it is important to recognize the line where a discouraged student event became a proud tradition. Determining these connections allows for a further understanding of the previous WPI undergraduate, and unites all generations of WPI "Techies".

The goal of this project was to investigate previous generations of WPI students in order to further examine student life during the Institute's first one hundred years. Additionally, the project served to further understand the following key factors in WPI's growth: creation and maintenance of WPI tradition, interaction with the city of Worcester and other local schools, and daily student activities. This investigation was further bolstered by the creation of an exhibit celebrating student traditions in the Institute's first one-hundred years, which was displayed in the Gladwin Gallery of the Gordon Library. The research conducted, coinciding with the exhibit, allows for a stronger connection of the WPI student to his predecessor. Much of the historical information, including the display pieces chosen for the exhibit, was obtained from the WPI Archival Collection. Successfully portraying the life of students gone before in WPI history leads to a better understanding of the roots and traditions of the Institute for future generations.

2.0 Literature Review

Though considered to be a major part of any educational institution, the topic of student life was not formally recognized to be of importance until the late nineteenth century. In this chapter, we will define student life and discuss its importance on the academic and societal level. Additionally, we will examine the development of student traditions, and how these traditions play a major role in developing student life at institutions of higher learning. Lastly, we will examine how to create a successful museum exhibit which will provide useful information as to how a portrayal of student life at WPI can be shared in the form of an exhibit on campus.

2.1 What is Student Life?

Student Life is a topic often discussed without being carefully defined. Any time a student decides where to attend an institution of higher education, that student is also buying into the quality of life that the university provides on its campus. However, colleges did not always provide the atmosphere that we commonly acknowledge today. It is clear that, as American higher education has developed, student life has also developed (Nuss, 2003). Institutions, both past and present, have recognized the importance of graduating an individual who is balanced both intellectually and morally, and is ready to face the challenges of his or her generation. Jan Minoru Javinar, in her essay on *Student Life and Development*, defines the purpose of student life to be a “program to help students become more self-directed in their learning, behavior and actions to manage their own lives” (p. 86). This definition is just as applicable two hundred years ago, during the founding of many distinguished colleges and universities as it is today, and universities work toward the betterment of their students through implementing this mission statement.

2.1.1 Academia and Student Life from a Social Science Perspective

During early years of universities, from the late 1600's to the mid-1800's, a student's social life was not of high priority. Often, the lives of the students were continuously programmed to spend time in class, or at home preparing for class. Faculties of universities were empowered to act "in loco parentis" (Nuss, 2003) toward the students. This led to a strict control of rules and regulations of the colleges. For many schools, this method of faculty-student governance was continued into the late 1960's (p. 65). The discipline of this era was strict, and forced students into dedicating their complete efforts into their studies. Often, the only activities that engaged the students outside of their curriculum were religious exercises and university wide gatherings for speeches from the faculty or other well-known individuals of the time.

As time progressed and social contexts changed, students began their own organizations to better their lives while at school. During the mid-nineteenth century, we start to see the rise of extracurricular activities. These mainly revolved around athletic competitions, and were not always endorsed by the faculties of each university (Nuss, 2003). Some faculty members turned their noses up at athletics and physical education because they believed that the practice would turn students away from their studies as well as compromise their spiritual well-being, as was the case at WPI. Students, however, persevered, and continued to push for student activities, the earliest of which we recognized to be literary societies, debate clubs, campus publications and fraternities (Nuss, 2003).

It is important to note that, while many institutions struggled with the student athletic and physical education programs, some adopted the German model of higher education. Developed in the nineteenth century, this general education was meant to "strengthen, ennoble, and direct man himself" (Clark, 1993). Students in this educational model were encouraged to mold their

own education, working to supplement their scientific learning with an education of the whole being: physically, mentally and morally. This model gave independence to both professors and students because it put them in charge of the curriculum, instead of using the curriculum to drive the educational year, as American universities did. One example of the influence the German model had on the American educational system is seen in the Round Hill School, established in 1823 in Northampton, Massachusetts, by George Bancroft, a native of Worcester, and Joseph Cogswell, two German-educated Americans (Beauchamp, 2008). Their pre-university curriculum mixed development along uniform lines, the study of modern languages, and a friendly relationship between the professor and the student. The school is accredited with creating the first gym and gymnastics programs in the nation. However, America was unprepared for the change in the educational plan, and the school closed in 1834.

The late nineteenth century brought about strong changes in the way that colleges viewed their students. Before the Civil War, students were, as discussed earlier, dominated by the university faculty. The final decades of the nineteenth century brought about a change in thinking, both by United States citizens as a whole and by the academic elite. The changing social atmosphere allowed for the faculty focus to be moved away from the student's personal and parental need, and a larger focus was placed "through scientific research upon the extension of the boundaries of knowledge" (American Council on Student Education, 1937). This neglect of the student's personal need led to the lack of recognition of the student as an individual, and allowed the faculty to focus more solidly on the content of their educational prowess. Colleges and Universities recognized the negative effect this was having on students, and began to realize that they were going to have to provide support for both the academic and social aspect of the student experience.

Social changes and the new focus on modern life led to the hiring of college officers to relieve the faculty from the social and “parental” aspect of student life (American Council on Student Education, 1937). New members of the faculty found that their responsibilities grew as did the enrollment numbers of higher educational facilities. Faculty became counselors, providing guidance to extra-curricular activities as well as student health, social programs and advising on financial matters. It is important to recognize that the jobs conducted by these new college officers were not new in the college profession -- members of the faculty had been fulfilling these roles for students since the beginning of academic history. It is the unique divide that occurred between academic faculty and student affairs professionals during the latter part of the nineteenth century and the beginning of the twentieth-century that is notable as it became a permanent change carried through to the present day.

The divide during the early twentieth-century between academic affairs and student affairs was deep, and each branch of college life developed on its own (Colwell, 2006). While each university holds its own overarching ethos, history shows that the academic-student life divide also caused the development of new separate ideas, philosophies and ways of accomplishing tasks. At the center of the student life division was the driving forces of “personal development and citizenship...” whereas at the center of academic life was the “academic preparation of the students” (p. 2). Leading to an institutional divide, student life and academics did not work to bring the school to a common identity, as was hoped by the officers put in charge of student affairs.

In June of 1937, the American Council on Education Studies published a report detailing the importance of student affairs in the college and university setting. This document changed the way colleges looked at their recruiting tools as well as the way they treated extra-curricular

student activities. *The Student Personnel Point of View* (SPPV) report stated, “One of the basic purposes of higher education is the preservation, transmission and enrichment of the important elements of culture – the product of scholarship, research, creative imagination and human experience” (p. 3). This report marks the beginning of the serious commitment that colleges and universities have made to enhancing student life. Scholars still argue today that, even though the verbiage dates back to earlier days, the concepts presented in the SPPV are still in tune with the academic and student oriented goals of American higher education (Evans, Hamrick, & Schuh, 2002).

During the latter half of the twentieth century, academic faculty began to shift their teaching from research based methods in order to focus on the student’s actual learning on a certain topic. This again required a union between student affairs officers and academic faculty, as the focus on a learning-teaching relationship encompassed student experiences both in and outside of the classroom (Colwell, 2006). For the first time, academic faculty were held accountable for how the student was learning, not just how the professor was teaching. The understanding provided by this switch in thinking enacted a reunion between academic faculty and student affairs officers due to the interest in how students learn being derived from student affairs concerns. The opportunity created by this common ground has led to the expansion of the focus on the student and the increase in the educational institute’s ability to meet their students’ individual needs.

In the twentieth century, it is clear that the student life divisions are still growing in relation to their academic counterparts. Jan Minoru Janivar identifies two major issues faced by student life administrators in her article *Student Life and Development* (2000). “student life programs must contend with two issues: their value and worth to the institution and changing

student demographics” (Janivar, 2000). Student life officials are not equipped with the type of easily gradable and manageable statistics that their academic counterparts enjoy. Student life is a constant moving target, and will continue to be as each generation changes and moves through a university. The important part of student life, Janivar argues, are the student affairs officers maintaining the ability to maintain a strong connection with the college or university’s mission, and to continue to show the academic side why the students need opportunities to develop morally, physically and academically into well rounded individuals.

2.1.2 Academia and Student Life to 1965 from a Historical Perspective

Higher education, though a fairly new and improving concept during WPI’s founding in 1865, was not new in a world perspective. During the colonial period in the United States, nine colleges were founded based on the principles and learned routines that had survived in Europe. Some were formed by students themselves; others were formed within the scope of the church. The institutions formed by groups of students boasted of independence in the selection of faculty by the students, the ability to set academic schedules and control the awarding of degrees. Each provided a pathway for the undergraduate to earn a bachelor’s degree, as well as master’s degree if they were to stay at the school and continue their studies (Cohen, 2007). The institutions controlled by the church were dedicated to the preparation of students as clergymen, and their studies focused primarily on church doctrine and theology. Later colonial universities “consolidated the trends coming from England and Scotland. College governance, finance, faculty-student relations, curriculum and instructional practices were codified in this era, so that, when hundreds of new colleges were founded after the formation of the United States, they followed the model even as their emphases shifted” (p. 18).

Institutions of formal higher education began in 1636 with the legislative act passed by the Massachusetts General Court that led to the establishment of Harvard College (Rudolph, 1963). At its inception, Harvard was meant “to train the schoolmasters, the divines, the rulers, the cultured ornaments of society—the men who would spell the difference between civilization and barbarism” (p. 5). The original aforementioned nine colonial schools began with Harvard, and continued on amongst the colonies. They took upon themselves a higher purpose to provide cultured men for the leadership of the individual colonies. While the remaining eight schools were formed on the Harvard model, each colony provided for its own, and took on its own shaping of curriculum.. As time passed, each school began to develop its unique twist on the education of young men.

The Great Awakening, occurring in the mid-1700’s, is often referred to as the precursor to the American Revolution, as the evangelical movement of the time became a key part of the development of democratic thought. This awakening was reflected in the opening of colleges in America, and led to the establishment of colleges such as Dartmouth, the College of Rhode Island, and Queen’s College. Though these colleges were born from religious roots, they maintained a strong academic tradition and focused students on acquiring broad and well balanced backgrounds (Rudolph, 1963). In doing so, the “college develops a sense of unity where, in a society created from many of the nations of Europe, there might otherwise be aimlessness and uncontrolled diversity” (p.13). Rudolph goes so far as to call the original colleges to be main supporters of the state, at the time meaning England, and an instructor in loyalty.

As the Colonial Era drew to a close, only one in one thousand colonists had been to college (Cohen, 2007). The largest graduating class up to this point in American history was

sixty-four, from Harvard in 1771. It is important, however, that one does not overlook the importance of education in the colonist's revolution of 1776.

Between 1776 and 1820, American institutions of higher education began to suffer greatly. The federal government, though one entity when viewed from the outside, was divided amongst three agenda: the northern manufacturers, the southern agriculturalists, and the western expansionists. The term "college" became loosely applied to any type of educational system, and mainly foreshadowed the advent of secondary education (Cohen, 2007). Some colleges opened their doors but were unable to give final degrees before shortly closing down. As towns were spread far and wide, each felt that the only way to support their legitimacy was through the opening of a "college", which reflects the high failure rate for institutions, as there was no possible way to maintain enrollment if each small town established their own institution. Even the legitimacy of curriculum was in question during this period, leading to American education being mocked by the European system. This is largely due to the failure of the American government to provide a ministry for the control and standardization of education. Rumors of a National College came about under President Monroe, but failed to come to fruition as the "beacon, setting standards for curriculum, degrees and professional qualifications" (p. 58) that it was hoped to be. Much of American education continued to struggle on this way until the onset of industrialization.

In 1870, America began to experience changes, including those in higher education, in regard to the way it did business. Learned men were returning from Europe with phenomenal educational experiences centered on the modernization of factories and production. The end of the Civil War made room for what Arthur Cohen, in his book *The Shaping of American Higher Education*, calls the "University Transformation Era" (p. 97). During this Era, the government

passed the College Land Grant (Morrill) Act of 1862, and the Servicemen's Readjustment Act of 1944, which are now recognized as the "two most important pieces of legislation ever enacted by the U.S. Congress in terms of their influence on the course of higher education" (p. 97). What was once a lack of centralization in the government which hampered the growth of education blossoms in the late 1800's to support for the establishment of institutions. These acts, and those later passed by the federal government, provide the opportunity for veterans to attend college and become part of the educated workforce.

This time period additionally saw a four-fold increase in the number of institutions of higher education, and supported the expansion of the graduating classes (Cohen, 2007). Institutions, with the long term goal of becoming universities, during this time began backing away from a religious-centered curriculum, became more active in community involvement, and began valuing the importance of research in the advancement of knowledge. The trifecta of these objectives allowed for the university to make massive strides in educational pursuits. Research and learning from the example of other universities became key factors in the growth of Universities as they continued to move into the twentieth century (p. 107).

The twentieth century acknowledges the focus of education in order to work in specialized fields. While originally one had to have degrees for certain jobs, the number of jobs that required degrees grew at an expedited rate, encouraging the attendance at a university before starting a professional life. Universities began to adopt their own specialized foci, such as liberal arts, business, research, technical aspects or professional training, creating an atmosphere where each university provides something different to a student. By creating different foci, the educational system became competitive while working to continue influencing the markets and professional workspace. As the United States comes out of World War II triumphantly, we see a

reflection in the terms of a golden age for higher education. From 1944-1975, all pieces of the educational system expanded in a positive way (Cohen, 2007). Citizens had an overwhelming belief that, with the government's help and the hard work of an individual, the American college or University was a dream that could be realized by anyone.

2.1.3 Why is Student Life Important?

Academic programs across the nation have recognized the importance of teaching students leadership development and organizational management, but they have neglected to identify the importance of student life programs on campus. (Janivar, 2000). It is still a prominent school of thought, as it was back in the late nineteenth century, that programs acting outside of academic grounds are unnecessary and a waste of the student's time and of the college's resources. Many student affairs groups are working to prove to colleges that they are an integral part of the academic experience by showing that the programs provided contribute both intellectually and interpersonally to the student's growth (pg. 89).

Bruce Colwell (2006) argues that the common ground between academic and student life professionals is the focus on student learning. Though each school of thought approaches student learning in a different way, it is one common goal that each aspect of higher education is working toward. Colleges have recognized the importance of making their students marketable upon graduation, and student life and the opportunities afforded to the student while enrolled in academic study play a large role in this marketability. The SPPV challenges faculty to view the education of a student on the whole, emphasizing "the development of the student as a person rather than...the intellectual training alone" (American Council on Education, 1937). This

statement, though made in the early twentieth century, holds true for colleges of today.

Education has grown into a joint collaboration between the book work and the “people” work.

The breaking down of boundaries between the academic side of the institution and the student life side of the institution is extremely important for the success of student life. If all parties recognize the importance of the relationship between the two sides, then new approaches to the inception of academically driven student life are likely to come to the foreground (Sandeen, 32). The topic of student affairs is becoming more important than ever, but it is also important that the student affairs personnel “demonstrate with their knowledge, insight and organizational skills that they have something real to contribute to the academic process” (p. 32). It will not be acceptable for student life activities to be seen as only diversions to the main academic program. The importance of student life is derived from its ability to complement the academic load providing a more diverse and rewarding experience for the undergraduate.

The 1998 joint report, *Powerful Partnerships: A Shared Responsibility for Learning*, published by the American Association of Higher Education, the American College Personnel Association and the National Association of Student personnel Administrators, emphasizes the importance of students learning actively, through experiences, as opposed to only passively receiving knowledge (p. 4). This is in direct connection to the importance of student affairs and inter-student activities. Without the experiences derived through human interaction, students can only learn in one dimension -- academics. Involving experience takes the education into a multi-dynamic setting, taking education and student participation “in activities in and beyond the classroom; building programs that feature extended and increasingly challenging opportunities for growth and development” (p. 4). The report later discusses the importance of learning embodying the “whole person” (p. 5), understanding that we “are intrinsically tied to others as

social beings” (p. 6), and that “learning takes place informally and incidentally, beyond explicit teaching or in the classroom, in casual contacts with faculty and staff, peers, campus life, and community involvements” (p. 8). All of these factors, as set forth to institutions of higher education, define the importance of student affairs and student life on a day-to-day basis.

2.1.4 Acknowledging Bias in the Student Affairs Division

It is important to recognize that many of the sources encouraging student affairs and student life at American institutions of higher education are written by scholars whose focus has always been the advancement of student affairs in an academic setting. However, continued discussion of reports written stressing the importance of student life, as well as to the difficulties seen between the academic sphere and the social sphere shall help to balance the bias. Furthermore, this discussion of the positive aspects of student life serve to provide a background to the growth and changes student life divisions have experienced since their inception.

2.2 Student Traditions

Passed from person to person, traditions embody something that means more than just a few words or a repeated activity. Tradition holds memories of the past and honors those memories by the continued repetition as it passes from one generation to the next. In this section, the concept of tradition, both in and out of academia, will be defined, as well as the acknowledgment of academia’s reaction to the furthering of tradition.

2.2.1 *What Defines a Tradition?*

Tradition, as broadly defined by Paul Valliere in the *Encyclopedia of Religion*, is a “belief or practice in any field of culture...that is received from the hands, lips or the example of others rather than being discovered or invented...is received on the assumption that the authors and transmitters are reliable and therefore the tradition valid...and is received with the express command and conscious intention of furthering transmission without substantial change” (p. 1). Valliere makes the further distinction between tradition and fashion or rumor, saying that tradition focuses on the loyalty of the new member to carry out the tradition without altering or speculating on how it can be made better. This continues to be the case with traditions carried out both in academia and on the social side of student life at educational institutions.

2.2.2 *Tradition and its Effect on Academia*

A generation that supports or creates a tradition, when discussing Academia, is a much shorter span of time than a more traditional generation. In this case, traditions mature rapidly as every four years the entire make-up of an academic institution is completely changed. In their report on traditions in the academic sphere, W.H. Crowley and Willard Wallar (1979) raise the point that college generations do not leave the full scope of the picture once they graduate, as we are more traditionally used to when we think in terms of familial generations (p. 377). Traditions in the college atmosphere stay alive and intact for longer than other traditions due to the patriarchs of the tradition continuously returning and holding younger generations to the same standards that they were once held to. Often, colleges face difficulties when dealing with their alumni because a battle over a seemingly small change may cause an alumnus five-alarm fire because the change will mean something different from what they experienced (p. 378).

Some student traditions, Crowley and Wallar argue, will never die, because they are rooted in the deep past. For example, students still hold professors at an arms-length due to the relationships between faculty and students during the nineteenth century, when one group was almost the sworn adversary of another (p. 379). Traditions in a specific school's academia often are derived from when students had more control over the governing of the population. Student ideas and attitudes that are passed on are traditions just as things enacted in a physical setting are traditions as well. The student body participating in certain activities after a school team wins a game acts as a tradition, with often negative repercussions from the perspective of the faculty, encompasses campus tradition, binding the students together on common ground. Many of these traditional incidents, both socially through ideas and physically through actions, carry forward from year to year and create an outline for future college generations at the individual university.

It is important to acknowledge that traditions that develop at institutions of higher learning are influenced by the social propaganda surrounding them. As America began to modernize, the expectations of students modernized as well, causing changes in the schools of thought entertained by the students. "To no small degree the control culture of the campus reflects the control culture of the larger society. "Adult society variously affects campus patterns" (Crowley and Waller, 1979). Crowley and Waller's article cites the connection between the business world's accepted practices and the practices that are more impromptu. The reflection of both types of activities can be seen in the student body through things such as long standing academic tradition and student incited tradition. The concern for the faculty, then, becomes finding and guarding the line where impromptu tradition begins, and is encouraged by alumnus and current students.

2.3 Creating a Museum Exhibit

Museums across the globe are visited by millions of people every year. The visitors at museums have chosen to fully immerse themselves in a culture, though often people do not realize that this immersion is happening. “Visitors consciously choose a place to go, a place where they can expect certain kinds of experiences...especially through the edification of exhibits at a museum” (Dierking & Falk, 2002). It is up to the museum and exhibit curators to provide this immersion through their exhibits and through the overall museum setting. The success of an exhibit is a direct reflection of the experience provided by the curator and how well the curator met expectations of museum visitors.

2.3.1 Developing an Exhibit

Creating an exhibit is an extremely involved process that requires archival research, education in how to handle archival pieces, thematic selection of exhibition pieces and the overall designing of the use of the given space. In his book, *Museum Exhibition: Theory and Practice* (1996), David Dean presents four phases in exhibit planning (see Figure 1 below).

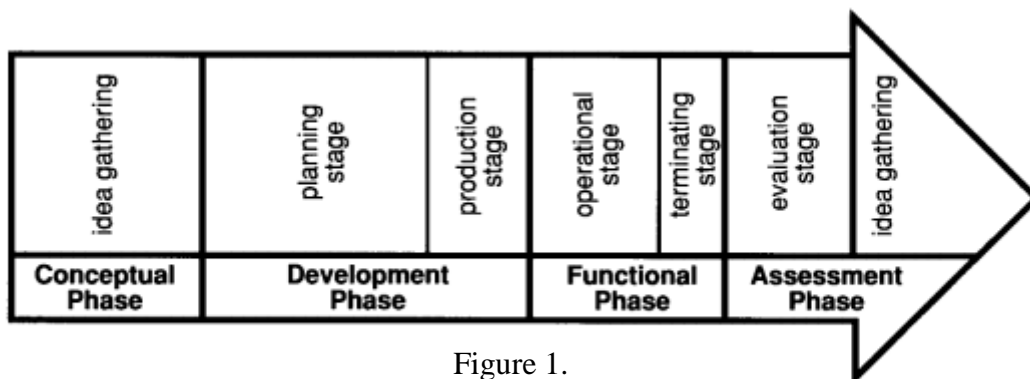


Figure 1.
Four Stages of Exhibits
(Dean, 2002)

The first of these is the Conceptual Phase. During this phase, the curator is doing research for the exhibit. He or she will spend many hours comparing how the exhibit will tie into the museum's mission and still please the audience, as well as identifying the archival holdings that are relevant to the exhibit.

The Developmental (second) Phase (p. 9), is divided into two stages. The first stage is planning, where the curator is mapping out the exhibit, creating a plan to further the visitors' education, establishing and estimating a budget, as well as looking for unique ways to promote the exhibit. The second stage in this phase is the production stage. Now, artifacts are beginning to be prepared for display, which includes mounting pictures and large items and creating structures to support different artifacts. In this stage, the museum begins to reach out to its potential visitors, enacting advertising plans to garnish excitement. This is the most hands-on stage because it is when the exhibit actually comes to life. During this stage, curators may choose to conduct a sample evaluation of their work by inviting a small group to see the exhibit in order to gain preliminary reactions and criticism of the exhibit.

In the third Functional Phase (p. 10), the exhibit becomes operational, and is seen by visitors on a regular basis. At this time, the curator is looking for feedback, as well as investigating ways in which he or she can improve the exhibit. In the second half of this phase, all work on the exhibit has been completed and finalized. Toward the end of its running time, the curator will again be involved in the preservation of the artifacts as they return to their original home and the exhibit is taken down.

The final Assessment Phase (p. 10) is arguably the most important phase to carry forward. In the evaluation portion of this phase, the curator receives feedback on the success of all aspects of the exhibit, from advertising to day-to-day use. Lastly, the curator looks to other scholars to

collect ideas for the next exhibit. This process is often long and tedious, but allows for the exchange of ideas between one or more institutions. The final step to this phase leads the curator back into the Conceptual Phase to begin the creative process anew.

2.3.2 *What Makes an Exhibit Successful?*

While museums put countless hours into the creation of exhibits and making sure that the exhibits are interesting to visitors, not every exhibit hits its mark. Exhibits are not just created to provide visitors with a way to fill time; they are supposed to educate the visitor and leave an intellectual impression. Dierking and Falk, in their book *The Museum Experience* (2002), assert that exhibits must focus on two goals in order to maintain the educational aspect of exhibits. The first is to “reshape institutional goals to make them more compatible with what we currently know about visitors’ experiences” (p. 129), while the second involves “enhancing museum experiences so they will yield meaningful learning more in line with these goals” (p. 129).

In order to accomplish the first goal, it is important that museums are honest regarding the impact a visit has on a person’s life. Most visitors only visit a given museum once in their life, even though exhibits may often change (p. 131). Curators must be creative and honest enough to recognize that the exhibit must be truly aligned with the visitors’ expectations if one visit, equaling a few hours in a person’s entire life, is going to have a true effect on the visitor. The museum must know its target audience for each exhibit, and work hard to promote to that target audience. To this end, we see the first goal of a museum begin to blend into the second early stated goal of museums. Knowing the target audience involves recognizing what will result in “meaningful learning” (p. 129). The analysis of each exhibit through the aforementioned process can help the museum to become more aligned with its individual goals. Through this, the

museum can initiate a “visitor centered view of museum management, a view that appreciates the ever growing importance of public activities in the life and well-being of the museum” (p. 133).

2.3.3 Creating an Online Exhibit

The advent of the internet has allowed for ideas to disseminate across the world. Research that at one time could only be completed in the location where the documents were housed can now be conducted by simply logging onto the internet at the nearest computer. The internet has revolutionized the way the world conducts business, as well as the way that we engage with history. Online exhibitions have allowed museums to take their mass appeal to a new level. Exhibits that have an online component allow for museums to display their artifacts to the world while simultaneously preserving them. For example, a picture of the artifact will last forever once posted to the online exhibit, whereas constant display under lighting and viewing will reduce the life span of the artifact.

However, just adding an artifact to an online display case does not serve as a full digital exhibit. In his report, *Best Practices in Creating Quality Online Experiences for Museum Users*, Barbara Jean Soren identifies the different qualifications for what she considers to be a quality digital exhibit. The first qualification, knowing the audience, is often complicated by the accessibility of the exhibit. Though the exhibit is intended for one group of people, there will inevitably be people who happen across the exhibit and browse just to browse. To go hand in hand with this, Soren encourages that feedback forms available to visitors of the exhibit website include a spot to identify why the visitor looked at the exhibit, which will allow the curator to categorize visitors. Soren emphasizes that the success of a digital exhibit does not lie in the strict

adherence to one type of exhibit tactic, but in the combination of the best parts of each tactic in order to make the exhibit successful for your audience. Tactics he acknowledges provide success in the online exhibit world are the “onion skin approach” (where information is given in layers so that visitors can access as much or as little as they want), and the “creative works model” (where the subject of the exhibit leads the visitor, allowing for options in the interactivity for the user) (Soren, 2005).

Additionally, Soren provides explanation for six different types of online exhibits as defined in the chart below.

Exhibit Type	Explanation
Share/Obtain Information	Provides users with the feeling that the information is accurate and concrete.
Learn/Experience	Provides user with the feeling that the exhibit is story like, promoting interaction and excitement when the reader finds new things. Provides the WOW! Factor.
Communicate	Provides the user with the ability to increase awareness through social communication, chat groups and discussion regarding the topic at hand.
Experiment	Provides the user with the opportunity to find things that are surprising, complex, challenge and promotes action within the exhibit.
Explore a Database	Provides the user with further research regarding the topic at hand.
Exchange Ideas	Provides the user with the ability to establish and create network and forums, allowing them to come back at later times and interact with other users

Figure 2.
Types of Online Exhibits
(Soren, 2005)

Each type of exhibit provides unique experiences for the visitor, and a combination of these types of exhibits to fit the need of the overarching theme is encouraged. These definitions are meant to act as suggestions for exhibit creation, and Soren emphasizes that there are many more ways an exhibit can be curated and still be successful. However, he argues that full success can only be achieved if feedback on the exhibit is obtained, allowing the curator to make it stronger, since it can be visible for extended periods of time.

2.4 Summary

Examining the rise of student life and student traditions across the country and in academia allow for a better understanding for a focused examination of individual institutions of higher education. As discussed, the social and political atmosphere in each generation affects the students, and provides the room for the growth and development of traditions and generationally isolate behavior. The discussion of the creation of successful museum exhibits will provide useful information in how best to portray the growth of student life in an educational and memorable way.

3.0 Methodology

The purpose of this project was to help to retrace the development of student life at Worcester Polytechnic Institute (WPI) from its inception in 1865 to its centennial in 1965. Additionally, this project included an historical exhibit using the WPI Archival holdings, which provided a physical component that can be appreciated by all WPI faculty, staff and students. The definition of student life as well as its advent in other institutions, as discussed in the literature review, served to frame the investigation of the Institute's first one-hundred years. This methodology acts a compass for the further research, identification of student life, and the creation of the historical exhibit which provided an interactive dissertation of student life and traditions in WPI's first one-hundred years.

3.1 Identification of Pillars of Student Life at WPI

The main themes of student life, as identified through the research of student life at other institutions of higher learning, allowed for a more precise look at WPI's student life. In order to identify the main pillars of student life at WPI in comparison to other institutions, I conducted archival research at the Institute's Archives, located in the Gordon Library. Identification of the pillars was done through a comparative analysis, looking at historical social norms as well as norms that are adopted at other colleges and universities and relating them back to similar activities conducted at WPI. Additional research into social, economic, and industrial history from 1865 to 1965 provided ideas as to why certain student affairs programs were accepted at the Institute while others were denied.

3.2 Conduct a Research Inventory

In order to establish a history of WPI student life it was imperative that examination of this topic be conducted through primary materials. In order to document the student perspective on WPI, I investigated student produced publications as well as unpublished histories of WPI. The publications to be investigated include, but are not limited to, Tech Bibles dating back to the late 1870's, the *WPI Journal* as well as the *WTI*, *Peddler* yearbooks, early published class histories as penned by members of

the respective classes, and class scrapbooks. Additionally, donated family collections, photographs, and scrapbooks were examined in order to provide the most descriptive sense of student affairs at WPI. These primary sources are all located in the WPI Archives, where most of my research time was spent.

In order to maintain the scope of the project, I placed specific emphasis on WPI as it compares to other contemporary engineering educational institutions, as well as other local Worcester universities. When dealing with the student publications, I used the aforementioned research materials, along with the card catalog system, to identify a timeline for the advent of student organizations as well as traditions garnered by the students. The system provided a more concise way to identify discussion of traditions and key words in the WPI Archival holdings without having to continuously dig through each source. When dealing with the archival materials such as the Tech Bibles and the *Peddler* year books, I conducted a survey of the publications for every five years, noting the changes from one publication year to the next. If there was a considerable difference between the two selected dates, I went back through the available bibles for the years in-between to identify the change in tradition and its cause.

Additionally, I investigated student life at other colleges through published histories. This allowed for a comparison between WPI and other universities, and helped to show when the advent of student life occurred at differently focused schools. Published histories for other Worcester institutions such as Clark and Holy Cross provided information regarding student life in their early years, which set in motion a further discussion of the time period's social expectations, how they affected each school individually, and American higher education as a whole.

This inventory is the basis for the analysis of WPI student life and traditions. For the final outcome of the project, Ms. Margaret Anderson, the WPI Archivist, played a significant role in helping to support and provide guidance in my research during this phase of the project.

3.3 Creation of the Exhibit

Through the aforementioned research, I developed the idea of creating an exhibit that works hand in hand with the analysis of WPI's first one-hundred years. Since there were many changes to the Institute

during this time, I chose to focus the exhibit on life at WPI through the eyes of the student. The exhibit, which was put on display in the Gladwin Gallery in WPI's Gordon Library, took the reader through the life of a student in different years of academic study at the school. In order to create the exhibit, the following steps had to be accomplished.

First, I identified colorful and visually interesting objects through exploration of the WPI Archives. The identification of material was done through examination of the textile collection, individual tradition related objects, donated family collections, and other objects of interest that emphasize student life at WPI. Each artifact was chosen for its unique ability to tell the story of the student. After the identification of material, each item was checked for survivability in the atmosphere that they would be displayed. Any objects that were not in good condition or not deemed to last very long if continually exposed were returned to their proper place. Record of the removal of each artifact was kept through the system provided by WPI Archival Staff.

Once the items had been cleared for use by the WPI Archival staff, I finalized plan for the exhibition of the items. The exhibit presented student traditions and their progression through the years as its major theme, and followed the first one hundred years of the Institute's history. During this preparation phase, each object was prepared for display by constructing the appropriate supports, exhibition covers, framing and mats to display artifacts. Posters were ordered through WPI in order to have a space, especially for the narration of the exhibit. During this stage, I worked closely with Ms. Kathleen Markees, WPI's preservation librarian, and Ms. Jessica Branco Colati, the Assistant Director for Curation, Preservation and Archives.

The next stage was installation of the exhibit. This included the processing and display of all objects. The exhibit was advertised to the student body, as well as the WPI trustees, the Tech Old Timers, and other groups with interest in the exhibit. This allowed for a further connection of the student of today to the student of the past. Additionally, during the exhibition phase, I worked to create an online portion of the exhibit with the help of Ms. Colati. The online portion of the exhibit will preserve the history detailed in this project for future generations.

4.0 Exhibit Discussion

Through the Eyes of a Student: 100 Years of Student Life at WPI takes the visitor on a whirlwind tour of student life at WPI in its first 100 years. This chapter will begin by describing the gallery used for the display of the exhibit, including the final layout plan of the exhibit. The chapter will then move to discuss the rationale for selecting artifacts as well as detailing the layout of the each thematic unit of the exhibit. Finally, photographs from the exhibit will allow the reader to step into the physical space of the exhibit and witness the artifacts on display.

4.1 Exhibit Space

The exhibit was put on display in the Gladwin Gallery of WPI's Gordon Library. Located on the ground floor next door to the Archives, the Gladwin Gallery has been the home to many WPI related exhibits. The space underwent construction during the terms of the project, making it a more climate controlled and protected space through the addition of a glass storefront door. Please refer to Appendix A, a layout of the Gladwin Gallery, for the dimensions of the workable space as well as the dimensions of the cases used to display the artifacts.

4.2 Artifact Selection Reasoning

Artifact selection is the central pillar upon which an entire exhibit is created. If chosen properly, the artifacts present the audience with a way to connect visually with the textual side of the story told through the display. Each exhibit designer carries his or her own unique vision, which is communicated to the audience through the exhibit arrangement. In *Through the Eyes of a Student: 100 Years of Student Life at WPI*, specific emphasis and deliberate thought was placed into the selection of each object. This section outlines the process undertaken to assemble the

visual work of the exhibit. Please refer to Appendix B for a full list of the artifacts included in the exhibit.

4.2.1 Introduction

The focus of this portion of the exhibit is to catch the audience's attention. A brief introduction places the audience back in time to the conception of the Worcester County Free Institute, as WPI was originally named. The first artifact encountered by the audience is an authentic copy of the Act passed by the House and Senate of Massachusetts in 1865, incorporating the Institute. Authentically reproduced and displayed here, the artifact marks the establishment of a vision, just as it marks the beginning of my vision, executed by the exhibit that follows. It brings the audience back to the beginning of the history of WPI, and helps to focus the reader on the time period in which the Institute was born. Surrounding this replica are Tech Beanies and Tech Bibles ranging from the beginning of the beanie tradition at WPI to the close of the 100 years. These are common artifacts that easily connect WPI's past with WPI's future.

I have chosen to display the Beanies from the classes of 1922, 1934, 1946, and 1965. The class of 1922 Beanie was chosen primarily because it encompasses the tradition of beanie wearing. Clearly worn and loved, the beanie is faded, and inscribed with the words "Rope Pull, 1918." It re-emphasizes the importance of the beanie as a trophy piece donned by the freshman class. The Beanie from the class of 1965 represents the traditional growth during the first one hundred years. It provides a closing cap on the time period being handled in the exhibit.

The WPI Tech Bible has been a staple for students since 1897, when the first Bible was printed and issued to the freshman class. At the time, the Bible was known as the Student

Handbook, and was called thus until 1960. The three Tech Bibles displayed in the exhibit are from 1909, 1936, and 1964. The student handbooks are fragile, thin, and leather bound. They are interesting artifacts for the display as they mark the beginning of the earliest WPI tradition that is still carried forward. This handbook provides a direct connection between WPI's past and students of today. The handbook from 1936 provides the first discussion of the freshman rules and the necessity of wearing the tech beanie. It serves as a mid-way check to the ending of the time period examined, and allows the audience to view the changes instituted over the first thirty years of the Tech Bible. The final Tech Bible, from 1964, closes the period and rounds out the discussion of the continuation of tradition. Though the Tech Bible has grown to encompass much more than originally planned, it still holds the information crucial to a successful freshman year.

Hanging on the wall are photographs of students from 1915. The photos, all black and white, some more faded than others, give the audience the opportunity to recognize the scale of the exhibit. There was considerable change both within the walls of the Institute as well as in the outside world, and this is especially noted in the change of poise, clothing, and faces of the men who joined the ranks of the learned engineers over the Institute's first one-hundred years. In a short piece of dialogue, the audience gains an understanding for the layout of the exhibit, and how they will be traveling through the four years of undergraduate study, encountering aspects of student life that a typical WPI student encountered. Each portion of the exhibit is separated into a school year, i.e. Freshman, Sophomore, Junior, Senior, discussing history and traditions experienced in each year. The discussion of each year notes the chronological changes on WPI's campus over the one-hundred years. The viewer's attention is further called to the historical timeline, starting from the inception of the Institute in 1865, and continuing to the one-hundred

year mark. This line serves as an overall view of the chronological history, and also puts social changes outside of WPI in the perspective of how they affected life on the hill.

4.2.2 Freshman Year

This portion of the exhibit focuses on the different factors playing into the adjustment of young men into the life of college gentlemen. When the Institute was first founded, entry standards were very stringent, and concentrated the search for incredibly focused students. While this tradition carries on today, many of the factors affecting adjustment from young man into academic gentlemen have changed incredibly. While students still receive Tech Beanies and Tech Bibles, the tradition was not one that was started with the beginning of the institute. The first Tech Beanies were issued to the freshman class in the early 1900's. The wearing of the Beanie became a quickly established tradition, imposed on the freshmen class by the sophomore class. The Beanie became a sense of pride for students, and an easy identifier for members of the freshman class.

In its first one hundred years, students felt a strong sense of pride as they moved through the different class years. In the early 1900's freshman and sophomore conflicts began to come to a head. This led to the establishment of the Freshman Rules, a set of rules placed upon the freshman class by the sophomore class, who had earned their right to be true, unimpeded upon students at the Institute. I have chosen to display the Freshman Rules poster from 1912, and it is the earliest Freshman Rules poster in the WPI Archival Collections. It is colorful, worn, and attractive in its content. Though the Freshman Rules vary from year to year, depending on the perspective of each sophomore class, this provides a concrete example of what was generally expected of the freshman class.

This case displays photographs of these traditions, including many celebrating a student's early arrival on campus and the donning of traditional freshman attire and following the Freshman Rules. Next to these photographs are drawing models, as well as the sketches from the first class required to complete a drawing class, in 1871. These materials are important because they reflect the push during this time by the federal government, who required all towns bigger than 10,000 people to offer art related classes. This made WPI one of the first to pioneer these classes.

4.2.2 Sophomore Year

Sophomore year at WPI in its first one hundred years provided the opportunity for student to truly become a part of the WPI upperclassmen community. The Freshman-Sophomore Rivalry, a tradition that has carried on today, was established when the Class of 1893 decided to adopt a live goat as its mascot. The tradition was lost for three decades, but was revived in 1928 when the Class of 1893 brought a bronze casting of the original goat's head to their class reunion, passing off the tradition to the next generation. This section of the exhibit revolves around the development of the Goat's Head tradition, as well as the changes that have been made to the tradition during its first one hundred years. It survived a rocky road, being discontinued by faculty, fading in and out of popularity, and a development of a game system in order to earn the right to possess the goats head.

The first artifacts displayed in this section are papers from Gompei Kuwada, a Japanese student and the original owner of the Goat from the class of 1893. Included in these papers is a sketch of the first goat, as completed by Mr. Kuwada. This provides an understanding for the audience about the inception of the Goats Head tradition, and helps to anchor the section of the

exhibit in a time period. This section also serves to provide the reader with a brief overview of the different rivalry events, and how they have changed over the years. This is accomplished through photographs of students at different events. These photographs connect the students of yesterday with the students of today by providing common ground over the fierce and determined appearance of the students participating in the competitions, which still occurs today. One particularly strong example of the Freshman-Sophomore Rivalry is seen in the presence of two paddles from the Paddle Rush, one of the original events of the Rivalry. Though the Paddle Rush has changed multiple times, from the early Cane Rush to the now present Pennant Rush, the paddle provides a physical connection to the past. Inscribed with the words “Sophomores Won” and the scribbled names of those who partook in the event, the 1932 paddle is a living artifact representing the changing nature of not just the Paddle Rush, but also the other events of the Rivalry.

4.2.4 Junior Year

This section provides a brief overview of the more generic outlets of student life at universities in the early years of the American College Renaissance. However, it is important that the audience understands that, for its first thirty years, WPI had a three year program, featuring the elimination of the Junior Year. In 1893, under the Presidency of Doctor Fuller, a four year course was introduced to the Institute. The four year educational plan is now the common path, and it is a little known fact that the Institute did not always support this plan.

Artifacts in this section of the exhibit provide a general overview of activities and organizations available during this time period. The display of Fraternity membership certificates provides a link from WPI when Fraternities were first established to now, when Fraternity life

encompasses a large portion of the student population. The 1941 Skull certificate of membership, belonging to the Roys' Family Collection, introduces the audience to the most talked about honor society on campus, which chooses and initiates its members during their junior year at the university. The Certificate is not something that most students at WPI will ever see, unless they are initiated into Skull, and therefore provides a uniquely interesting piece in this section of the exhibit. The certificate is accompanied by Interim President Phillip B. Ryan's (WPI '65) Skull beanie, which is the common identification of Skulls worn during traditional WPI celebratory days. President Ryan's memorabilia in this thematic unit also include a Phi Kappa Theta Fraternity Paddle and a Phi Kappa Theta Slide Rule.

A similarity across all universities takes shape in the discussion of ways that students blow off steam. One way this was accomplished at WPI was through different pranks and non-traditional ceremonies. The first prank discussed in the exhibit is that of the stealing of the Boynton Tower clock hands. These are mounted on an enlarged photograph of the Boynton Tower clock. The hands are peeling wooden hands, and are actually replacement hands, for the original hands which had been stolen off the clock in 1929. The clock hands on display in the exhibit were stolen in the late 1950's, and were returned anonymously to the office of the President in the late 2000's as the deathbed wish of the student who had stolen them. These hands were chosen for inclusion due to their unique story and ability to show the diversity of the mischief accomplished by students of the time. The next incident of mischief discussed in the exhibit include sketches by students of the long forgotten and lost tradition of the Cremation of Chauvenet, the Professor who wrote the Math Textbook in the late 1800's. The first discussion of this obscure tradition, which included burning of an effigy of Chauvenet is detailed in the history provided after their graduation by the class of 1877. The sketch illustrates the burning of

the effigy, and the text surrounding the sketch explains the short-lived tradition. This sketch was chosen because it is a little known tradition that has been buried by more recently adopted traditions. However, it played an important role to unify the students during this time period.

The junior section also encompasses the sports memorabilia from the time period. Among these are ribbons given as awards during the 1914-1915 academic year, a 1921 football team cup presented to the team coach, a cheerleader megaphone dated 1928, and a football jersey donated by a member of the class of 1939. These artifacts are colorful reminders that sports were always a large part of student life, as the student body, especially in the early years, was strongly drawn to exhibition of student strength, speed, and willingness to compete for a win. Each represents a time honored tradition of school spirit and pride that is still celebrated by students of today. WPI often maintained strong sports records in its early years, though sports and recreational activities were not always supported by WPI faculty. In the early years of the Institute, sports and outdoor recreation were frowned upon and discouraged. This section of the exhibit represents the changing attitudes as the hundred years progressed. The lack of sports memorabilia from the 1800's reflects the faculty debate surrounding the advent of sports at institutions of higher learning.

4.2.5 Senior Year

This portion of the exhibit is focused primarily on the specific traditions associated with Senior Year. For much of WPI's early history, the week prior to graduation acted as the homecoming week for WPI alumni. In this regard, graduation week became a melding of the past of WPI with the future of WPI. WPI celebrated homecoming and alumni reunions during graduation week up until 1930, when an official homecoming day was planned in the fall. While

homecoming day is a tradition shared amongst most universities, WPI's graduation week reunions are unique, and therefore require attention.

Artifacts representing this week include class reunion buttons from the classes of Class of 1929, 1945, 1949, 1955, and 1964. It was customary for returning alumni to celebrate their class pride through these buttons, and thus represents the intense pride each class earned during their time spent focused on freshmen-sophomore rivalry competitions as well as later marks left on the school through student involvement. Additionally, class banners are displayed, further emphasizing class pride and the celebration of what was accomplished during their years as WPI students.

Diplomas from 1871, 1896, and a Master's Degree from 1953 round out the senior section, showing the change amongst WPI faculty and staff, as well as the name changes that have occurred since WPI's incorporation. It is important to note that the first Bachelor of Science degrees were not awarded at WPI until 1875; up until that point, students had to have worked in their field for a certain number of years before being deemed worthy by the school to receive a full degree. In 1875, this was reevaluated, as WPI students were deemed to be struggling behind their university peers who had obtained full degrees from other Institutions. This exhibition of degrees and certificates shows the changing nature of WPI degrees as well as the traditional designs used on the diplomas.

4.2.6 The Timeline

This timeline acts as a way to keep the history of the Institute grounded in its one hundred years of history. Since the exhibit is broken down along the lines of the student experience during each stage of college life, the timeline helps to put the advent of each tradition

in perspective. Additionally, the timeline anchors the audience by providing dates of historical importance such as the World Wars, the Great Depression, Women's Rights movements, etc. This allows the audience to view the changes on WPI's campus in the perspective of changes occurring in the society, and allows for further identification with student life at WPI in the given time period.

4.2.7 Reflection Corner

This area of the exhibit puts the visitor inside the great hall of the Robert Sanford Riley dormitory. A picture of the great room was enlarged on a vinyl mat so that it takes up an eight by five foot wall space. When sitting in the captain's chairs at the small table, the visitor is transported to another era. There is a marble composition notebook sitting open on the desk which invites visitors to leave their names and personal memories from their time at WPI. It is my hope that this will allow the Archives to collect histories that will otherwise soon be lost.

4.3 Final Exhibit Description

The Exhibit opened on April 10th, 2014 with a large showing from the WPI community. Jessica Branco Colati, Interim President Ryan, and Phillip Clay, Dean of Undergraduate Student Life spoke during the opening event. The speakers remarked on the creation of the exhibit, what student life was like when President Ryan was an undergraduate, and the changing nature of student life from Dean Clay's perspective. This section will provide a photographic journey through the exhibit in its first few days of being open.

4.3.1 Introduction



Image 1. Introduction Space



Image 2. Introduction Display Case

4.3.2 Freshman Year



Image 3. Freshman Space



Image 4. Freshman Display Case

4.3.3 Sophomore Year



Image 5. Sophomore Space



Image 6. Sophomore Display Case

4.3.4 Junior Year



Image 7. Junior Space



Image 8. Junior Display Case



Image 9. Boynton Tower Clock Hands



Image 10. Athletics Display Case

4.3.5 Senior Year



Image 11. Senior Space



Image 12. Senior Display Case

4.3.6 The Timeline

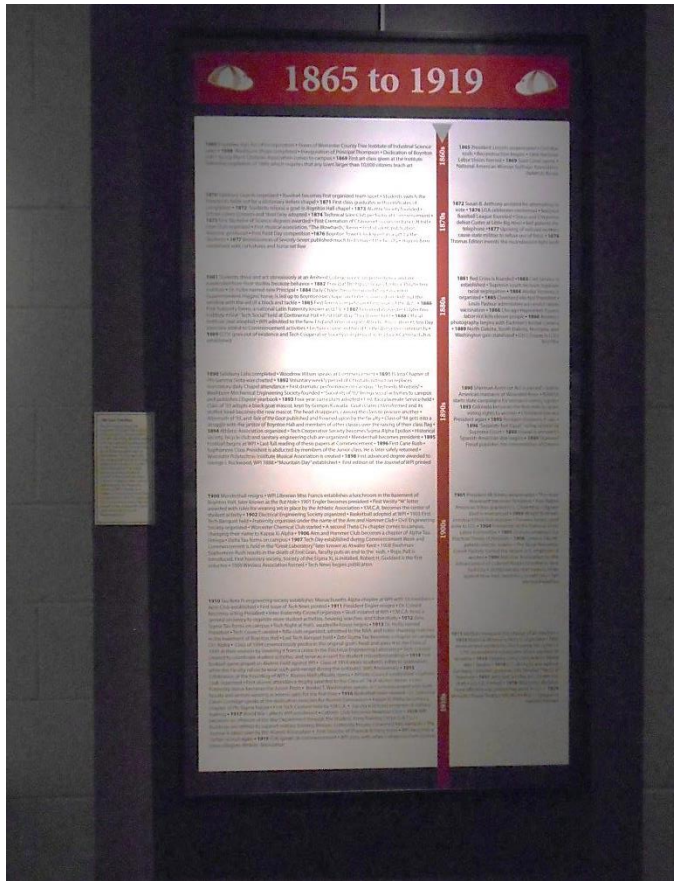
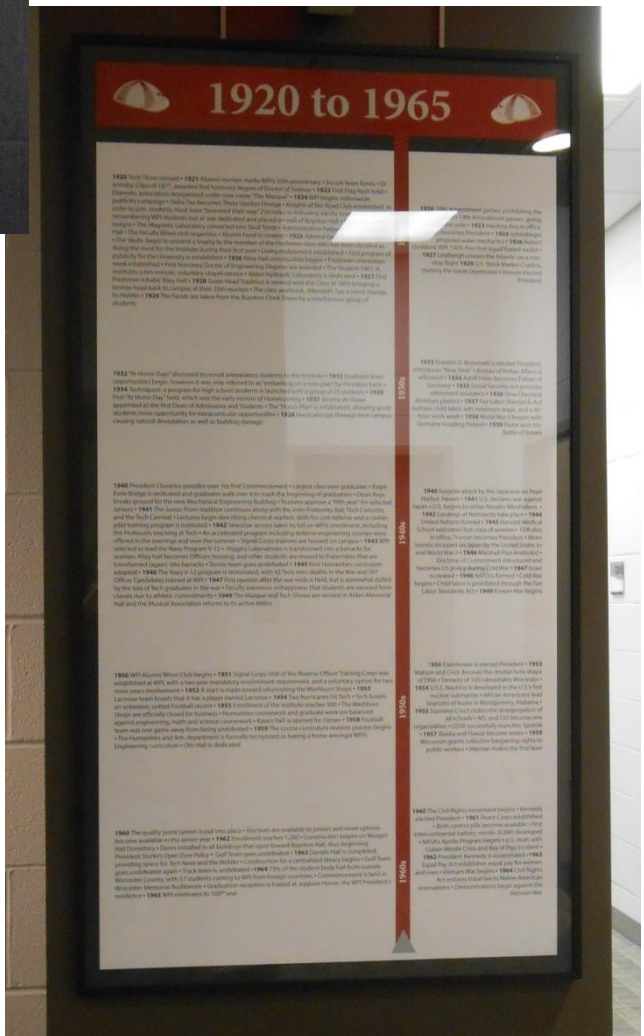


Image 13. First Half of the Timeline

Image 14. Second Half of the Timeline



4.3.7 Reflection Corner



Image 15. Reflection Corner

4.3.8 Overall Exhibit View



Image 16. View from the Entrance to the Exhibit



Image 17. View from the Middle of the Exhibit

4.4 Online Exhibit Discussion

An online accompaniment to the exhibit was created in order to preserve the exhibit past its last viewing date. This accompaniment includes photographs of all artifacts used in the exhibit along with a description of that artifact and how it ties into the exhibit. The online portion of the exhibit can be found through the WPI Digital Commons, attached to the Gordon Library Archives webpage. An interactive element is also a part of the online exhibit, allowing the viewer to walk zoom in and out through the exhibit as if they are viewing each case. This preservation was important to the project because it allows the exhibit to have a lasting impact long after it closes.

5.0 American Social History and WPI

Institutions of higher education find that their students and curriculum often reflect the state of the country outside the walls of learning. Students often take the changes to heart, causing turbulence and change inside the school that reflects evolving thought. WPI is no exception to this. Students usually were the first to recognize the importance of change, and helped to call the faculty attention to such necessary social changes. This chapter examines social change that occurred in the United States during the first 100 years of WPI history, and how that social change directly affected institutional change. Further comparisons of WPI History and American Social History can be found in Appendices D and E, the WPI 100 Years Timeline and the American History Timeline.

5.1 WPI's Inception and the Late 1800's

At the time of its founding in 1865, WPI reflected the strictness of institutions of higher education across the country. The Civil War had just ended, and Reconstruction was beginning

in the South, which opened the door for further industrialization in the North. WPI is not far behind this trend, and Worcester welcomed the opening of the Washburn Shops in 1868. The shops became a focal point for the WPI student, a place where the first hands-on learning in industry and manufacturing would serve them well (Taylor, 1937). The students worked to keep the shop open, though at times it struggled through its existence. The Shop itself mirrored the industrial nature of Worcester, as well as its northern counterparts. The overarching industrial culture of the United States at this time played a large role in the success of the creation of the Institute, as the engineering field would grow to become very important. In 1889, there was a shift in the focus of the Washburn legacy, as the Washburn & Moen Company becomes the largest industrial employer in Worcester. Ten years after this, the company sells to the American Steel & Wire Company, showing the impact of big business on smaller localized businesses. The Washburn Shops at WPI changed its focus often during this time, learning from its societal counterparts that the best way to remain successful was to create unique products that did not compete with national goods.

Faculty felt strongly that students should not be distracted during their time at the Institution, as did many other faculties across the country. However the students themselves could not be persuaded. Sports found an early home at the Institute in 1870, when the first baseball team was formed. The love of baseball is reflected in the hearts of the American people as a whole when in 1876 the National Baseball League is formed, supporting the idea of the importance of sports and recreation in everyday life. In 1894, the Institution recognizes the national importance of sports as well as the importance of sports at the institution and a formal athletic association is organized. While most extracurricular opportunities were mostly frowned upon by professors during this time, there was one that was supported wholeheartedly by the

faculty of the Institution. In 1868, the Young Men's Christian Association (YMCA) was brought to campus, and remained a major part of campus life for the next hundred years. Though it gained and lost support many times over the years, students found themselves drawn to the YMCA for its religious orientation that was often echoed in student's homes. It created a sense of governing for the student population, and for the faculty, it was place away from the rigor of academics that provided strong morals and a purpose. It is also during the late 1800's that Worcester itself sees an interest rekindled in religion that is reflected through the building of Saint Peter's Catholic Church and other houses of worship.

5.2 WPI 1900-1935

The early 1900's brought much change to the social side of WPI. The first fraternities, as well as many other social organizations and clubs established themselves, reasserting the importance of bonds between men of the same institution. Along with these bonds came the development of many of the traditions WPI celebrates today through the Freshman-Sophomore Rivalry. The sense of brotherhood established by these organizations set up the stage for the feeling of necessity that many WPI students had during the onset of World War I. Due to students' patriotism and the Selective Service Act being passed in 1917, enrollment at WPI suffered during these years. In the spring of 1918, WPI became an offshoot of the War Department, developing the Student Army Training Corps (S.A.T.C). Many fraternities and buildings became military barracks, increasing the already militarized atmosphere of the country. This lasted only into December of 1918, but increased the sense of brotherhood and belonging that men had to their beloved Tech.

After the War, Tech returned to her former glory, creating new traditions in the wake of the war. Students who were lost during the War were remembered through the creation of a plaque which was dedicated in 1924, as was true for many places of remembrance across the country during this time. Across the country, a new hope in social progress began, calling for WPI to establish its first national publicity plan, which reached men across the country, and the world. Though the Depression begins to take hold in late 1929 and early 1930, WPI and its students still feel the strength provided by the industrial background and success of Worcester during this time period. After FDR introduces the “New Deal” across the country, President Ralph Earle follows suit presenting the “New Plan” for WPI, which included the addition of graduate level education to carry the Institute into the future. Students respond well to this change, and other changes at the Institute which involve providing new living arrangements which increase the brotherhood of the Techie.

5.3 WPI 1936-1950

WPI students continue through the 1930’s to pursue extracurricular opportunities available to them. The war and subsequent depression inspired students to use all of their resources to better themselves, which is reflected in the continuation and creation of student organizations on WPI’s campus. Realizing that students were no longer going to tolerate the faculty’s hard line position boasting the importance of academics over extracurricular activities, the first Dean of Admissions and Students Jerome W. Howe instituted the “Honor Plan” in 1937, which allowed students who were in good academic standing more time to pursue extracurricular activities. This works well for the Institute when only a year later a Hurricane rips through campus, and students respond whole-heartedly to help with the rebuilding process. Though

students stepped-up to support the school in its time of need, faculty still expressed unhappiness that sports-related absences were now excused absences from class. The Institute continues to recreate itself during this period, earning a stronger reputation until the Attack on Pearl Harbor in 1941.

After War is declared on Japan in 1941, students once again felt the call of patriotism, and many left to serve their country in the war. As Selective Service took a toll on the American workforce, it also once again took a toll on WPI's enrollment. The students that were left were re-organized into the Navy V-12 Program, which once again mobilized the school as a training ground for Officers. At the end of the war in 1946, 43 Tech men (both faculty and students) had been killed, and 767 Officer Candidates had been trained at WPI. The hardline military attitude comes to a halt across the country, after the War, and WPI is no exception to this. As men and women began to celebrate again for their return to normal civilian life, Tech students reopened their traditions to theater and music, with a newfound appreciation of the humanities.

5.4 WPI 1951-1965

Turbulent times try the patience of Americans across the country from 1951-1965. While American's face challenges in the form of the Korean War and the Vietnam War, WPI continues to grow and exceed expectations. The most major atmospheric change for the Tech Student comes in 1951, with the Signal Corps Reserve Officer Training Corps establishment. Students were required to participate for two years, with a voluntary continuation of involvement. Other than this, however, old Tech reaches milestones marking the school's success, including the enrollment of the school reaching 1,200 students in 1962, boasting fifty-seven students from foreign countries, and only twenty-five percent of students who lived in Worcester County.

These successes were reflected across the country in the growth of institutions of higher education, as the baby-boomer generation began to pursue academic careers as supported by the GI Bill. During these years, the student becomes more of “shaker and mover” than a strictly academic position.

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Appendix A: Gladwin Gallery Layout

GLADWIN GALLERY LAYOUT



Exhibit Cases

Dimensions are approximate. Front access to sliding cases can make installation of smaller objects difficult.

STYLE	# available	INTERIOR DIMENSION (HxWxD)			EXTERIOR DIMENSION (HxWxD)		
		H	W	D	H	W	D
Tall case	2	55	39	13	78	42	16
Lift-top case	4	7	58	26	34	60	28
Sliding front case	2-3	8	58	28	38	60	30

Appendix B: List of Exhibit Artifacts with Dimensions

- Introduction:
 - Commonwealth of MA Act, incorporating WPI 15" x 20"
 - Composite of Individual Students 36" x 42"
- Tech Beanies (Freshmen Section)
 - Class of '18 8" x 10"
 - Class of '22-inscribed with "Rope Pull" 8" x 10"
 - Class of '30 7" x 7"
 - One Tech Bowtie 2" x 4"
 - Class of '42-Donated by William Ames 7" x 7"
- Freshman Rules Posters (Freshmen Section):
 - 1912 12" x 17"
 - 1917 14" x 21"
 - 1942 10" x 13"
 - "Dear Mr. Fleming" Letter of Warning 8 ½" x 11"
- Tech Bibles (Freshmen Section)
 - 1909 5 ½" x 2 ½"
 - 1936-Donated by Morton S. Fine 5" x 3"
 - 1964 4 ½" x 3"
- Photographs (Freshmen Section)
 - 8 Freshmen in Beanies Doing Bunny Ears (William Ames) 8" x 10"
 - Freshman Beanie Clad Choir 8" x 10"
 - Freshman Helping Another Freshman with His Bowtie 5" x 7"
 - Freshmen Carrying Books 8" x 10"
- Paddle Rush Paddles (Sophomore Section):
 - 1932 – inscribed with "Sophomores Won" and names 19" x 3 ½"
 - 1939 – Inscribed with names and dates 19" x 3 ½"
 - Theta Chi Black Paddle 22" x 4"
 - "Techs & Sophomores in Paddle Rush" Newspaper Article 4" x 8"
 - 1962 Phi Kappa Theta Paddle-President Phil Ryan 19" x 4"
- Gompei/Goats Head Memorabilia (Sophomore Section):
 - Photographs of competitions
 - Paddle Rush (3) 8" x 10"
 - Tech Carnival (1) 8" x 10"
 - Rope Pull (2 in Scrapbook Donated by Morton S. Fine) 15 1/2" x 6"
 - 9th Annual Tech Carnival Pamphlet (Donated by Frank Fleming) 6" x 9" (closed)
 - "Tech Faculty as Thespians" Newspaper Article 8" x 7"
 - 23rd Annual Tech Carnival Pamphlet 8 ½" x 5 ½"
 - Sketch of the first Goat by Gompei Kuwada 5" x 7"

- Sports Memorabilia (Junior Section):
 - 1914 and 1915 Sports Awards Ribbons (6) 2" x 6 ½"
 - 1921 Football Team Cup Award 4" x 7" x 10"
 - 1928 Cheerleader Megaphones 5" x 7"
 - Football Jersey (1939)
 - Piece of the Original Tech Football Goal Posts (1954) 7 ½" x 2 ½" x 5 ½"
 - Athletic Council Award (1942) 12" x 9"
- Students Blowing Off Steam (Junior Section):
 - Hands from Boynton Tower Clock-Minute Hand: 37 ½" Hour Hand: 32"
 - Painting of the Buckskin Story (Photograph) 8" x 10"
 - Cartoon Drawing of Chauvenet Cremation (aftermath p. 106) 5" x 7"
 - "Order of Exercises at the Burial" Program 10" x 6"
 - Cremation/Trial/Execution of Chauvenet Black Card 4" x 5" (closed)
 - Inter-fraternity ball mug 5" x 7"
 - Fraternity Socks (Phi Kappa Theta-Donated by Bernard Tetreault) 6" x 15"
 - Slide Rule 2" x 21"
 - Phi Kappa Theta Slide Rule-President Phil Ryan case: 3" x 13" rule: 1 ½" x 13"
 - Undated Skull Cap 7" x 8"
 - 1960 Skull Cap-Donated by Bernard Tetreault 7" x 8"
 - 1964 Skull Cap-President Phil Ryan 7" x 8"
 - Skull Certificate of Membership 7" x 9"
- Diplomas (Senior Section):
 - Class of 1871 12" x 17 ½"
 - Class of 1895 15" x 19"
 - Honorary Doctorate Degree 8 ½" x 13 ½"
- Banners (Senior Section)
 - Reunion Banner 5' 3" x 3 ½"
 - Class of 1890 Banner with ribbon and Class President's photograph 16 ½" x 6 ½"
- Class Reunion Buttons (Senior Section):
 - Class of 1929 6" x 6"
 - Class of 1945 2 ½" x 2 ½"
 - Class of 1949 3 ½" x 3 ½"
 - Class of 1955 2 ½" x 2 ½"
 - Class of 1960 2 ½" x 2 ½"
 - Class of 1964 2 ½" x 2 ½"
- General Commencement Memorabilia (Senior Section):
 - Class of 1881 Commencement List 10" x 4"
 - Technical Institute Commencement Pamphlet 1873 5 ½" x 9"
 - 1961 Program for Commencement Week 5 ½" x 3 ½"
 - 93rd Commencement Program 1961 8 ½" x 11"

- 58th Commencement Program 1928 6" x 9"
- Tickets to Commencement 1874 (3) 2" x 4"
- 4th Commencement Examination of the Senior Class 5 ½" x 8 ½"
- 72nd Commencement Program 1942 6" x 9"
- Red Leather Bound Commencement Week Program 1931 4 ½" x 6"

Appendix C: Narration of the Exhibit

Introduction

WPI's first century was marked by many changes, both inside and outside of the classroom. The curriculum expanded rapidly from when the first class matriculated in 1868 through 1965, offering new ideas and embracing emerging technologies. Tech traditions, organizations, athletics, and events rounded out a student's life as a Techie. Through this exhibit, step into the shoes of a Techie! The exhibit is organized into four main thematic units: Freshman, Sophomore, Junior, and Senior years. Each theme will take you through the common experiences of a student at that stage in his academic career. The themes also span ten decades of WPI, allowing you to see the changes in traditions over time. A timeline anchoring key moments of WPI's first 100 years alongside major moments in American history offers context for the growth of WPI and the expansion of the nation.

- **Portraits of 1916**

- WPI students sported many fashions over the first 100 years of its existence. From stiff, high-collared suits to rolled-up sleeves on warm Worcester days, appropriate academic attire and grooming was always in the back of the mind of a WPI student. These portraits remind us that though different in style and mannerisms, each individual student truly has helped carry on the traditions of the Institute.

- **Incorporation Act:**

- This Act of Incorporation of the Institute, dated May 13, 1865, marks the beginning of Worcester Country Free Institute of Industrial Science's journey to becoming Worcester Polytechnic Institute.

- **Tech Beanie**

- The first Tech Beanies were issued to the freshman class in the early 1900's. The wearing of the beanie quickly became an established tradition imposed on the freshmen class by the upperclassmen. Over time, the wearing of the Tech Beanies generated a sense of pride for the freshman class, and served as a distinguishing factor of student life for visitors to campus.

- **Tech Bible**

- The WPI Tech Bible has been a staple for students since 1897, when the first edition was printed and issued to the freshman class. Up until 1960, the Bible was known as the Student Handbook. Though the Tech Bible has expanded over time, it still holds the information crucial to a successful freshman year.

Freshman Year:

New lodgings, new schoolmates, and high expectations met students who passed through the doors of Boynton Hall, Washburn Shops, and other buildings that would form campus during WPI's first 100 years. Entry standards were extremely stringent from WPI's inception, driving down the size of entering classes to less than sixty students each year from 1868 to 1895. Young gentlemen who joined the Tech community tackled six-day weeks with exams on Saturday mornings. They devoted countless hours to rigorous academics, struggled with a lack of ways to express their frustrations with the perceived rigidity that was WPI's faculty, and were challenged to navigate a number of campus traditions enforced by upperclassmen. Though frustrating, this academic year was, and still is, marked by unique experiences known only to freshmen at the Institute.

- **Freshmen Rules Posters:**

- From the beginning of their WPI career, students felt a strong sense of pride as they moved through the different class years. In the early 1900s, tension frequently arose between the freshman and sophomore classes. This led to the establishment of the *Freshman Rules*, a set of rules placed upon the entering class by the sophomore class, who had earned their right to be “true, unimpeded upon” students at the Institute. Although the Freshman Rules vary from year to year depending on the whims of the sophomore class, they clearly illustrate what was generally expected behavior-wise of the freshman class.

- **Chemical Bottles and Drawing Supplies:**

- Glass chemistry bottles, like these here, were a common sight in Washburn Shops and Boynton Hall classrooms. Used to hold chemicals and mixing agents, these bottles were a “school supplies” staple in the early WPI laboratories. From the start, all students were required to complete drawing classes. These sketches and models are products of the first drawing class at the Institute in 1869. The introduction of the program went hand-in-hand not only with industrial skills of the time, but also with federal legislation of 1869, which required all towns larger than 10,000 people to offer art and drawing programs.

Sophomore Year:

Tech students were emboldened to make their mark on campus in their second year. They were established academically and began to readily engage in activities outside of the classroom. In their status as upperclassman, sophomores went through a period of feeling their oats in

relation to the incoming freshman class. It is no secret that class rivalries existed from the very beginnings of the Institute. These rivalries became more focused when the Class of 1893 introduced a goat as their mascot. Gompei, as the goat was affectionately known, quickly became the center of many a class rivalry. Class rushes were an early part of WPI traditions, until Emil Gran suffered a broken neck at a spontaneous rush in 1908 and passed away a few days later. The first official WPI Freshman-Sophomore Rivalry, a rope pull, was introduced soon after, offering a safer alternative to the original, disorganized occurrences.

- **Gompei Kuwada's Goat Sketch**

- Gompei Kuwada, the Class of 1893, acted as the original goat-keeper. His class joked that he was chosen mostly because he had the right initials – G.K. This sketch shows the head of the goat, which underwent taxidermy in order to make the beloved mascot immortal. The Class of 1894 stole the Goat's Head from the Class of 1893, only to return it in 1913, at the Class of 1893's 20th reunion. In 1928, a bronze casting of the original Goat's Head was made, marking the onset of the competition for the Goat's Head Trophy through rivalry events.

- **The Rope Pull:**

- The Freshman-Sophomore Rope Pull began in 1908 as the first Institute-sanctioned rivalry event. Early on, students would compete over a portion of Institute Pond, and the first class to enter the water lost. Over the years, fraternities began to lay claim to different aspects of the rope pull, and designated a brother each year to wear a certain costume representative of their house. The Rope Pull is still held each fall during Homecoming.

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- **Tech Carnival:**

- The Freshman-Sophomore Rope Pull began in 1908 as the first Institute-sanctioned rivalry event. Early on, students would compete over a portion of Institute Pond, and the first class to enter the water lost. Over the years, fraternities began to lay claim to different aspects of the rope pull, and designated a brother each year to wear a certain costume representative of their house. The Rope Pull is still held each fall during Homecoming.

- **The Paddle Rush:**

- The Paddle Rush has its origins in the first Cane Rush of 1896. This was the earliest form of class rivalry, resulting in high rates of injury. Students would place canes, and later, paddles, along a mid-line, and then race to grab them from both sides of the field. The class in possession of the most canes or paddles at the end of the allotted time was the winner. There was no restriction on physical contact during this event, which made it incredibly rough. The Paddle Rush officially replaced the Cane Rush in 1908. In 1923, the Paddle Rush was reworked to become the Flag Rush. For this event, members of the sophomore and freshmen classes brought their own supplies to construct a flag pole. The flag of each class was placed at the mid-field -- the class that erected its flag pole and lifted their flag first was the winner. The Flag Rush was abolished two years later, but was soon revived again as the Pennant Rush, with many of the same rules of the Paddle Rush, except using pennants instead of paddles. These paddles capture the long-standing Goats Head tradition and are inscribed with the names of the members of the winning 1936 sophomore class.

Junior Year

WPI did not always feature a four-year curriculum. When first incorporated as the Worcester County Free Institute of Industrial Science, only a three-year course of study was offered. Classes were identified as Freshman, Middlers, and Seniors. In 1887, under the leadership of President Homer Fuller, the Institute became WPI. In 1893, at the end of Fuller's term, a four-year course of study was introduced. Seemingly under constant stress from their rigorous academic pursuits, Tech students looked for unique and creative ways to blow off steam. Several of the clubs present on campus during WPI's first 100 years were chapters or representatives of larger, national organizations. At its centennial, WPI boasted 71 clubs and organizations bringing social diversity and entertainment to students of the university

- **Skull Certificate of Membership and Cap:**

- The Skull Senior Honor Society was established at WPI in 1911. Every year, the senior members of Skull would tap their replacements from the Junior Class. This was the most prestigious honor society on campus, operating mostly in secret to the general body of students. In 1925, the Magnetic Laboratory, renamed Skull Tomb, was designated for the specific use of the Skulls. In 1925, the organization began to award a trophy to a chosen member of the Freshman Class who had done the most for the school. The somewhat elusive and secret traditions of Skull carry on today.

- **Fraternities at WPI**

- The first national fraternity came to WPI in 1891. Over the next 70 years, fraternities played a significant role in campus activities. Fraternities frequently

decorated their house for Homecoming, as the photograph here illustrates. The decoration tells the famous story of “Buckskin,” Superintendent Higgins’ horse, who was led up to the top floor of Boynton Hall only to be found the next morning in the chapel. Buckskin refused to go back down the stairs, so the students had to lower him out a window to the ground on skids and with the help of a block and tackle.

- **Sketch of the Cremation of Chauvenet:**

- This long-lost WPI tradition first appeared in the Class of 1877’s book *Reminiscences*, though the exact date of the first “cremation” is not currently known. The freshman class created an effigy and coffin of Chauvenet, a Mathematics professor in Europe and author of their mathematics textbook, and brought them to be cremated at nearby Bancroft Tower in Salisbury Park. It was up to the Middlers (sophomores) to break up the bonfire whenever the freshman revealed it would happen. Much singing, beating, and craziness accompanied this rather odd tradition.

- **Boynton Clock Tower Hands:**

- These are the original Boynton Tower Clock Hands, stolen in 1929 as a part of a fraternity pledge event. The clock hands were returned to President Dennis Berkey’s office during the President's open to campus office hours in Spring 2013 by Bradley Merrill (WPI '13). Mr. Merrill was given the clock hands by a friend of his Grandmother, Ms. Lana Mars, who is the daughter of the fraternity man who had stolen them back in 1929.

Athletics

In the Institute's early history, any activity that would distract students from learning was frowned upon by the faculty. In 1870, the baseball team became the first authentic sports organization. Though organized, sports did not garner much support until 1895, when the football program began to take shape at the Institute. Later, sports became a stronger influence on student morale, and there was even an organization centered on student spectators who traveled to away games. This organization, The Knights of the Road Club, only accepted members who had bummed a ride across 250 miles to cheer on the Engineers. The items of memorabilia shown here gives a unique view into the early sports activities and competitions at the school, as well as the people who cheered those teams on.

- **Athletic Memorabilia**

- The items in this case represent the pursuit of the athletic spirit by the Tech Student. One such item that exemplifies this spirit is the piece of the original goal post from Alumni Field, erected in 1914. The piece reads "UNDEFEATEN", proudly boasting the scores of matches against other contemporary colleges and universities.

Senior Year

Senior year is always bittersweet for the Tech student. After four years, it is time for many students to leave campus and venture out into world as the 16 members of the Class of 1871 did on a sunny July 26 of that year. In the Institute's early years, Commencement was directly aligned with class reunions. The week before Commencement was almost entirely dedicated to

activities mixing alumni, graduates, and students. In 1965, WPI boasted a graduating class of 245, marking the success of a 100 year-old institution. Each new alumni class reflects the challenges and changes faced by the university, while simultaneously celebrating connections to Tech that last much longer than the four years spent within its walls. Despite changes over time, with its ceremonies and traditions WPI continues to nurture the immense pride felt by the generations of alumni who have gone out into the world to forge the way for future WPI students.

- **Class Reunion Buttons and Banners:**

- In the early years of WPI, it was customary for returning alumni to sport class year buttons at their Reunions held during Commencement week. This practice would help classmates recognize each other after many years away from campus. The buttons themselves often sparked the embers of old Class Rivalries. In 1930, “At Home Day” was held and quickly established as a WPI tradition. It soon evolved into a full Homecoming program, offering alumni an opportunity to come back to campus each year to celebrate their time on Tech Hill with the entire WPI community.

- **Diplomas and Degrees:**

- The first classes to graduate from WPI were issued diplomas instead of degrees. To receive a degree, the students were required to complete work in their respective fields following graduation. In 1875, faculty and alumni discovered that Tech students, lacking full degrees, were not being accepted to graduate schools or hired into positions in industry, significantly impacting the value of a WPI education. To address these matters, the first formal Bachelor of Science

degree was awarded in 1875. The policy, curriculum, and name changes the Institute underwent during its first 100 years are reflected in the degrees and diplomas on display here.

- **Class of 1951 Reunion Banner**

- WPI alumni take great pride in attending their class reunions. For many years, the class who was most well represented at the annual reunions would be awarded a trophy, to be returned to the reigning class at the next reunion. This banner, celebrating graduation 50 years later, illustrates the time, efforts, and traditions that are incorporated into a class homecoming.

- **Class of 1871 Golden Jubilee**

- This photograph depicts the Class of 1871 and their families on their 50th graduation anniversary. It is clear that the WPI traditions do not end with the number of members in the graduating class. Starting with 16 students at graduation, the original WPI alumni family grew exponentially as the members of the class worked to leave a legacy for their families and future students of the Institute. In the hearts of its graduates, WPI does not end when they receive their diploma. In fact, it is just the beginning.

100 Years Timeline

Are you curious about the evolution of student life outside of the academic sphere of WPI? The left side of this timeline starts with the Institute's incorporation in 1865, and carries through the first full one hundred years of Tech History. On the right side are major social events occurring in the United States during the same time period. The social history timeline provides an anchor to the real-world issues that Tech Students were coping with everyday. For example,

check out WPI's transfer to a military school during World War II under the Navy's V-12 Program! This dual timeline shows the true growth of the student life aspect of the Institute during its beginning years.

Reflection Corner

Do you have any memories of Tech that you would like to share after your visit today? Feel free to sit down, relax, and travel back to your freshman dorm. Were you in Sanford Riley hall? Daniels Hall, or maybe Morgan Hall? Take a minute to travel through your Tech memories and leave them for the next generation to enjoy. Please help us leave a legacy for future techs to enjoy the opportunity to learn about the past through exhibits such as these!

- **Welcome to the Sanford Riley Great Room!**
 - Students who lived in Sanford Riley Hall should recognize this photograph to be of the Great Room on the first floor of the building. This room was used by students over the years for meetings, a quiet place to study, or a place to gather and socialize during free time. The portrait over the mantle is of Robert Sanford Riley himself, keeping watch over the students living in the building that bears his name.

Appendix D: WPI 100 Years Timeline

- May 13, 1865-** John Boynton, Stephen Salisbury, Ichabod Washburn and Seth Sweester come together to create the vision for Worcester County Free Institute. The charter incorporating the Institute is signed.
- November 10, 1865-** Doors of the Worcester County Free Institute open.
- 1868-** Washburn Shops completed and opened for use. Inauguration of Professor Thompson and the dedication of Boynton Hall. Young Men's Christian Association (Y.M.C.A.) comes to campus, after being derived from weekly prayer meetings.
- 1869-** First art class given at the Institute as a result of the Legislation of 1869, which required any town larger than 10,000 citizens teach art.
- 1870-** Salisbury Guards organized (SY 108). First sports team organized in baseball. Students switch the President's bible for chapel exercises out for a dictionary right before chapel begins.
- July 26, 1871-** First class of 15 members graduates with certificates of completion.
- 1872-** Students release a goat in the chapel in Boynton Hall.
- July 30, 1873-** Alumni Society founded. Crimson and Steel Gray adopted as school colors.
- 1874-** Technical Glee Club performed at Commencement.
- July 1875-** First Bachelor of Science Degrees awarded. First Cremation of Chauvenet occurs on Bancroft Hill. Glee Club organized. The "Blowhards", WPI first musical association is formed. First publication of the *Antenna of 1875*, the first student publication on campus. First Field Day competition held, and a spring and fall Field Day competition is held until the fall field day is done away with in the mid-1890's—Events include potato race, sack race, three-legged race, wheelbarrow race, elephant race, and more serious track and field events.
- 1876-** Boynton Tower Clock given as a gift by the Students to the school. (TT 46).
- 1877-** *Reminiscences of Seventy-Seven* is published much to dismay of the faculty. Higgins Barn, located next to campus is vandalized with caricatures, and Mr. Higgins' horse is released.
- 1881-** Group of mischievous students breaks into Oread Castle, a Women's Institution, inspect the grounds, then leaves peaceably. Students dress and act obnoxiously at an Amherst College Glee Club Performance and are suspended from their studies because of the event.
- 1882-** Principal Charles Thompson leaves for Rose Polytechnic Institute. Doctor Homer Fuller named the new Principal.
- 1884-** Stephen Salisbury Dies. Daily Chapel becomes mandatory. Class of '84 publishes the *Antenna*, their class yearbook. *The Tech Pilgrims Promise* published. "Buckskin", Superintendent Higgins' horse, is led up to the second floor of Boynton Hall and left in chapel. Buckskin has to be lowered on skids out the window with the aid of a block and tackle because he would not go down the stairs. Election night riot calmed by the Worcester Police, giving the Institute Students a bad reputation.
- 1885-** First Tennis competition occurs. First issue of the *WTI* college paper was printed. Y.M.C.A. comes to campus.
- 1886-** WPI welcomes its first fraternity, a national Latin fraternity known as Q.T.V. Thomas Club for debate and discussion established.

- 1887-**Baseball is revived. The *WTI* becomes a member of the New England Collegiate Press Association, and changes its name to the *WPI*. First “Tech Social” is held at Continental Hall. First Half-Way-Thru Dinner is held. Name change to Worcester Polytechnic Institute.
- June 1888-**Official Institute Seal adopted. WPI admitted to the New England Intercollegiate Athletic Association. Class Day exercises were added to the Commencement bill of activities. Class of '88 publishes the *Log of '88*, their yearbook. Thomas Club is disbanded. Lecture course instituted for the Worcester Community.
- 1889-** Q.T.V. goes out of existence. Tech Cooperative Society, the next thing closest to a fraternity, is organized. Camera club is established.
- 1890-** The Tech Elect, an electrical engineering society was organized by Professor Kimball. Salisbury Labs is completed and dedicated. Woodrow Wilson speaks at commencement.
- 1891-**Pi Iota Chapter of Phi Gamma Delta was chartered. Electric lights installed on streets of Worcester. WPI becomes a member of the National Association of College Christian Associations.
- 1892-** Weekly period of Christian instruction is made voluntary, as opposed to attending Chapel every day. First dramatic performance, “Techsedo Minstrels,” occurs on campus to raise funds for the athletic association. Washburn Mechanical Engineering Society is founded. “Socialists of '92” organizes to bring social activities to campus, and publishes the class yearbook *L'Expose*.
- 1893-** Four year course adopted. Last time a valedictorian spoke at graduation. The tradition was changed this year to a class-elected speaker. First Baccalaureate Service held. Class of '93 adopts a black goat mascot, kept by Gompei Kuwada. The goat is later undergoes taxidermy and its stuffed head becomes the new mascot. The Goat head disappears, so the class of '93 procures another one. The Class of '93 publishes *Aftermath of '93*, and *Tale of the Goat*, their class books which were frowned upon by the faculty. The class of '93 and '94 have a bonfire war after the Half-Way-Thru dinner. “The number of hours demanded of each student has become unreasonable” battle cry by Professors is started. The Class of 1894 gets into a struggle with the janitor of Boynton Hall and members of other classes over the raising of their class flag.
- 1894-** Dr. Fuller resigns. Formal Athletic Association is organized. The Tech Cooperative Society obtains a charter from Sigma Alpha Epsilon, a national fraternity. The orchestra, banjo and guitar, and glee clubs are revived. A historical society, bicycle club and sanitary engineering club were organized. Thomas Corwin Mendenhall becomes President. Athletic Association established at WPI.
- 1895-** Football begins to take shape at WPI. Last time thesis papers were read in length at Commencement. *Echoes of Tech Verse* published by Francis W. Treadway, '90, and John W. Chalfant, '96.
- 1896-**First Cane Rush happens for the first time. The *WPI* is abruptly discontinued in July. Bonfires are condemned by Dr. Mendehall, but students built one on election night anyway, sparking a controversy over the suspension of probation of the guilty parties. Sophomore Class President, Harry C. Smith, is abducted by members of the Junior class, he is later safely returned and faculty force a pledge from all classes that they will not interfere with other class operations. Worcester Polytechnic Institute Musical Association is created.
- June 1898-** First advanced (Master of Science) degree awarded to George I. Rockwood, 1888.

- October 1898**-“Mountain Day” Established. *The Journal of W P I* makes its appearance in its first printed edition.
- December 1900**-Mendenhall Resigns. (1900) Miss Francis, librarian (SY 194), establishes a lunchroom in the basement of Boynton Hall, later known as the “Rat Hole”.
- June 1901**-Edmund Engler becomes president. First Sports Varsity “W” letter awarded. Rules regarding the wearing of the Varsity “W” are set in place by the Athletic Association. Y.M.C.A. becomes the center of student activity.
- 1902**- Electrical Engineering Society organized by Professor H.C. Smith. Basketball adopted at WPI. Half-Way-Thru banquet is interrupted by members of the Class of 1903 who abduct the Class of 1902’s President.
- 1903**- First Tech Banquet held. Fraternity organizes under the name of the Arm and Hammer club. Civil Engineering Society organized, Washburn Engineering Society becomes the Mechanical Engineering Society, Worcester Chemical Club started. A second Theta Chi chapter comes to campus, and changes their name to Kappa Xi Alpha.
- 1904**-Electrical Engineering Society becomes a branch of the American Institute of Electrical Engineers.
- 1905**- Pi Omega Pi comes to WPI’s campus, Physics Colloquium established.
- 1906**-Arm and Hammer Club was installed as a Chapter of Alpha Tau Omega National Fraternity. Delta Tau forms on campus.
- 1907**-Tech Day established during commencement week (SY230).
Commencement is held in the Engineering Laboratory (later renamed Atwater Kent), known as the “Great Laboratory”.
- 1908**-Freshman-Sophomore Rush results in the death of Emil Gran, faculty puts an end to the rush and the Rope Pull is introduced. First honorary society installed-Society of the Sigma Xi, Professor Kinnicutt was the first president-Robert Hutchings Goddard is the first inductee. Cosmopolitan Club (SY 225) organized.
- 1909**- Pi Omega Pi is admitted to the National Fraternity, Theta Chi. Wireless Association formed. First Rope Pull occurs between the class of 1912 and the class of 1913. *Tech News* begins its publication.
- 1910**- Tau Beta Pi, national engineering society, establishes the Massachusetts Alpha chapter at WPI, with a membership of 19. Aero Club established. (September) First issue of *Tech News* printed.
- 1911**-Engler Resigns. Dr. Levi Conant becomes acting President. Inter-Fraternity Council organizes on a tentative basis, and is finalized in 1915. Skull was instated at WPI. Y.M.C.A. hires a general secretary who organizes more student activities, finding housing and bible study.
- 1912**-Zeta Sigma Tau is formed on campus. Tech Night at Poli’s vaudeville house begins.
- 1913**- Dr. Ira Hollis named President. Tech Council created. Rifle club is organized and admitted to the National Rifle Association, shooting matches occurred in the basement of Boynton Hall. Last Tech Banquet is held. Zeta Sigma Tau becomes a chapter of the national fraternity Lambda Chi Alpha. Class of 1894 ceremoniously produces the original goats head and gives it to the class of 1893 at their reunion by lowering it from a crane in the Electrical Engineering Laboratory. Tech Council is created to coordinate student activities and serve as a court for student misunderstandings.
- November 14, 1914**- First football game is played on Alumni Field against Rensselaer Polytechnic Institute. Class of 1914 becomes the first class to wear academic robes to

- graduation, the Faculty refused to wear such garb, except during the Institute's 50th Anniversary.
- June 6, 1915-** Celebration of the Founding of WPI. Alumni field is officially opened. Athletic Council is officially established. Catholic Club is organized. First alumni attendance trophy awarded to the Class of '74 during the alumni dinner. Inter-Fraternity dance is converted to the Junior Prom. Booker T. Washington speaks at Commencement, where faculty and seniors wear academic garb for the first time.
- June 1916-** Alumni gym opened and dedicated. Basketball revived. Lieutenant Governor (at the time) Calvin Coolidge speaks at the dedication exercises for Alumni Gymnasium. Kappa Xi Alpha receives a charter as the Epsilon Deuteron chapter of Phi Sigma Kappa. First Tech Carnival is held by the Y.M.C.A. Faculty institutes program of military training.
- 1917-** World War I affects WPI enrollment. Catholic Club takes the name of the Newman Club.
- Spring 1918-** WPI becomes an offshoot of the War Department through the Student Army Training Corps (S.A.T.C.), and buildings are refitted to support a military training lifestyle. Fraternity houses are converted into barracks. The *Journal* is taken over by the Alumni Association. Director of Physical Activity is hired.
- December 14, 1918-** WPI becomes a civilian school again, demobilization of the S.A.T.C.
- Spring 1919-** FDR speaks at commencement. WPI joins with other small colleges to form the Eastern Intercollegiate Athletic Association.
- 1920-** 'Tech Night' at local theatres is discontinued. Tech Show is revived.
- Spring 1921-** Alumni reunion marks WPI's 50th anniversary. Soccer inaugurated. Dr. Henry Prentiss Armsby, Class of 1871, is awarded the first honorary degree of Doctor of Science.
- 1923-** First Flag Rush is held, to help revive the Cane Rush in a safer context. Dramatic association is reorganized under the new name "The Masque"
- 1924-** WPI begins a nation-wide publicity campaign. Delta Tau joins with other local chapters to become Theta Upsilon Omega. WPI student Merle C. Cowden is chosen as Theta Upsilon Omega's first National President. Knights of the Road Club is established—in order to join students must have "bummed their way" for 250 miles in following varsity teams. Tablet remembering WPI Students who were lost at War is dedicated and placed on the wall of Boynton Hall. President Hollis resigns. The Magnetic Laboratory is converted into Skull Tomb. Administration helpers are hired in Boynton Hall. The Faculty Wives club organizes. Alumni Fund is created.
- 1925-** Admiral Ralph Earle becomes President. The Skulls begin to present a trophy to the member of the Freshmen class who has been decided as doing the most for the Institute during their first year. Living endowment established. First program of publicity for the University is established.
- 1926-** Riley Hall construction begins. Freshman orientation week is established. First honorary Doctor of Engineering Degrees are awarded. The Student Y.M.C.A. institutes a ten-minute, voluntary chapel service. Alden Hydraulic Laboratory is dedicated.
- 1927-** First Freshmen inhabit Riley Hall.
- 1928-** Goats Head Tradition is revived with the Class of 1893 bringing a bronze head back to campus at their 35th reunion. The class yearbook, *Aftermath*, has a name change to *Peddler*.
- 1929-** The Hands are taken from the Boynton Clock Tower by a mischievous group of students.
- 1932-** "At Home Days" discussed to recruit preparatory students to the Institute.

- 1933-**Graduate level opportunities begin, however it was only referred to as “embarking on a new plan” by President Earle.
- 1934-**“Techniquet”, a program for high school students is launched with a group of 25 students.
- 1936-**First “At Home Day” held, which was the early version of Homecoming.
- 1937-**Jerome W. Howe appointed as the first Dean of Admissions and Students. The “Honor Plan” is established, allowing Good Students more opportunity for extracurricular opportunities.
- 1938-**Hurricane rips through tech campus causing natural devastation as well as building damage.
- 1940-**First Commencement that President Cluverius presides over. Largest class ever graduates from Tech. Ralph Earle Bridge is dedicated, and the first class of graduates walks over it to signify the beginning of graduation. Dean Roys breaks ground for the new Mechanical Engineering Building. Trustees approve a “fifth year” for selected seniors, where they could further their education—NOT referred to as a graduate program, as it issued diplomas and not degrees.
- 1941-** The Junior Prom tradition continues along with the Inter-Fraternity Ball, Tech Concerts and the Tech Carnival. Lectures begin describing chemical warfare, drills for civil defense and a civilian pilot training program is instituted.
- 1942-**Selective service takes its toll on WPI’s enrollment, including the Professors teaching at Tech. An accelerated program including defense engineering courses were offered in the evenings and over the summer. Signal Corps trainees are housed on campus.
- 1943-**WPI selected to lead the Navy Program V-12, Lieutenant Commander Albert Schwieger, a young professor, is named as the Program Commander. Higgins Laboratories is transformed into a barracks for seamen, Riley hall becomes Officers housing, and other students are moved to Fraternities that are transformed (again) into barracks. Tennis team goes undefeated.
- 1945-**First Humanities curriculum adopted.
- 1946-** The Navy V-12 program is terminated, with 43 Tech men deaths in the War and 767 Officer Candidates trained at WPI.
- 1947-**First reunion after the war ends is held, but is somewhat dulled by the loss of Tech graduates in the war. Faculty expresses unhappiness that students are excused from classes due to athletic commitments.
- 1949-**Enrollment at WPI is still low after the war. The Masque and Tech Shows are revived in Alden Memorial Hall and the Musical Association returns to its active status.
- 1950-**WPI Alumni Wives Club begins.
- 1951-**Signal Corps Unit of the Reserve Officer Training Corps was established at WPI, with a two year mandatory involvement requirement, and a voluntary option for two more years involvement.
- 1952-**A start is made toward refurbishing the Washburn Shops.
- 1953-**Lacrosse team boasts that it has a player named Lacrosse.
- 1954-**Two hurricanes hit tech. Tech boasts an unbeaten, untied Football record.
- 1955-**Enrollment of the Institute reaches 900. The Washburn Shops are officially closed for business. Humanities work and Graduate work are balanced against engineering, math and science work. Kaven Hall is opened for classes.
- 1958-**Football team was one game away from being undefeated.
- 1959-** The course curriculum revision process begins. The Humanities and Arts department is

formally recognized as having a home amongst WPI's Engineering curriculum. Olin Hall is dedicated.

1960-The quality point system is put into place. Electives are available to juniors and more options become available in the senior year.

1962-Enrollment reaches 1,200. Construction begins on Morgan Hall Dormitory. Doors installed in all buildings that open toward Boynton Hall—thus beginning President Harry Purnell Storke's Open Door Policy. Golf Team goes undefeated.

1963-Daniels Hall is completed, providing rooms for *Tech News* and the *Peddler*. Centralized Library construction begins. Golf Team goes undefeated again. Track team is undefeated.

1964-Only Twenty-five percent of students lived in Worcester County. Fifty-Seven students are from foreign countries. Commencement is held in Worcester Memorial Auditorium.

Graduation reception is hosted at the Jepson House, home of the WPI President.

1965-WPI marks its 100th year.

Appendix D: American History 100 Years Timeline

- 1865** Vassar College for women opens.
Abraham Lincoln Assassinated, Andrew Johnson becomes President.
Civil War ends, Reconstruction begins.
- 1866** National Labor Union formed.
Worcester County Homeopathic Medical Society formed.
- 1867** Alaska is Purchased.
Nebraska admitted as a state.
- 1868** 8-hour day for federal employees established.
- 1869** National American Woman Suffrage Association (NAWSA) formed.
Knights of Labor Formed.
Suez Canal Opens.
Ulysses S. Grant elected President.
- 1872** Susan B. Anthony Arrested for attempting to vote.
- 1873** Worcester Home for Aged Women opens.
- 1874** Cathedral of Saint Paul in Worcester Built.
- 1875** Worcester Society of Antiquity formed.
Worcester's Union Station is built.
- 1876** National Baseball League founded.
Sioux and Cheyenne defeat Custer at Little Big Horn.
Colorado admitted as a state.
Alexander Graham Bell patents the telephone.
USA celebrates its centennial.
- 1877** National uprising of Railroad Workers; state militias refuse to use force.
Coal Companies prosecute and hang ten "Molly Maguires" coal miners.
Rutherford Hayes is awarded the Presidency.
Reconstruction era ends.
- 1879** Women lawyers permitted to argue cases before the Supreme Court
Thomas Edison invents the incandescent lightbulb.
Worcester Worcester's baseball team formed.
- 1880** Winslow Skate Company, Worcester MA, is named America's largest.
- 1881** James Garfield elected President. Dies in office in September.
Chester Arthur becomes President.
Red Cross is founded.
- 1883** Civil Service is established.
Maxim invents the Machine Gun.
Supreme court decision legalizes racial segregation doctrine.
Worcester Drop Forge Works (later Wyman-Gordon Company) founded in Worcester by Horace Wyman and Lyman Gordon.
- 1884** Alaska Territory is organized.
Worcester celebrates its bi-centennial.
Saint Peter's Catholic Church is built in Worcester.
- 1885** Grover Cleveland elected President.

- Louis Pasteur administers successful rabies vaccination.
Norton Abrasives company is founded in Worcester.
- 1886** Chicago Haymarket Square labor riot kills 11 people.
Worcester Daily Telegram begins its publication.
Hatters' and Furnishers' Association formed in Worcester.
American Federation of Labor (AFL) is founded.
- 1888** First federal labor relations law applies to Railroad workers.
Amateur photography begins with Eastman's Kodak Camera.
Charles H. Morgan starts Morgan Construction Company in Worcester, MA.
- 1889** North Dakota admitted as a state.
South Dakota admitted as a state.
Montana admitted as a state.
Washington admitted as a state.
Benjamin Harrison is elected President.
Fred Ott's Sneeze is U.S.'s first film.
Washburn & Moen Company becomes largest employer in Worcester.
- 1890** Sherman Antitrust Act is passed.
Idaho is admitted as a state.
Wyoming is admitted as a state.
Native American assaure at Wounded Knee, South Dakota.
NAWSA starts state campaigns for women's voting rights.
Oklahoma territory organized.
- 1892** Colorado becomes the first state to grant voting rights to women.
Carnegie Steel Homestead Strikes
Emma Goldman & Sasha Beckman leave Worcester, Beckman attempts to assassinate H.C. Frick.
- 1893** Grover Cleveland elected President again.
Wilhelm Rontgen discovers x-rays.
- 1895** Utah admitted as a state.
"Separate but Equal" ruling determined legal by the Supreme Court in *Plessy v. Ferguson*.
- 1896** *Ferguson*.
Black Women's clubs formed through the National Association of Colored Women.
Worcester Art Museum School established.
- 1897** Page Electric Company incorporated in Worcester.
Erdman Act makes it illegal to fire workers for union membership.
- 1898** Hawaii is annexed.
Spanish-American War.
Cuba occupied by the US.
Worcester Art Museum Opens.
Worcester City Hall is built.
Guam, Phillipines, and Puerto Rico are annexed.
- 1899** Sigmund Freud publishes the Interpretation of Dreams.

- Washburn & Moen Company is sold to the American Steel & Wire Company.
American Samoa is annexed.
- 1900** Bancroft School is established in Worcester.
Bancroft Tower is erected.
- 1901** President McKinley is assassinated by anarchist Leon Czolgosz.
Theodore Roosevelt becomes President.
Five civilized Native American Tribes granted U.S. Citizenship.
Worcester magazine begins publication.
- 1902** Cuba is released after U.S. Occupation
President Roosevelt begins the conservation of National Forests with the New Lands Act.
Antracite Coal Strike of 1902, reaches controversial settlement.
Square Deal is announced.
- 1903** Wright Brothers' construct their first airplane.
Department of Labor and Commerce created.
Panama separates from Colombia through U.S. assistance.
Panama leases canal zone to U.S.
Heald Machine Company is incorporated in Worcester, MA
- 1904** President Roosevelt enforces U.S. right to be involved in Latin American Politics.
Formation of the National Child Labor Committee.
Assumption College in Worcester is established.
Electric trams service Worcester.
- 1905** Albert Einstein proposes the Practical Theory of Relativity
- 1906** Rockwood Sprinkler Company formed in Worcester.
- 1907** Oklahoma admitted as a state.
Sigmund Freud visits Clark University in Worcester, MA. It was his only US visit.
- 1908** Indian territory becomes the eastern half of Oklahoma.
General Electric Patents electric toaster.
The Royal Worcester Corset Factory is named the largest employer of women in the US.
- 1909** National Association for the Advancement of Colored People is founded in New York City.
20,000 Female shirtmakers strike against New York sweatshop conditions.
- 1910** William Taft elected President.
- 1911** Fundamentalism takes hold with the publishing of "Five Points".
Robert A. Millikan measures the charge of an electron.
Sanford Riley Stoker Corporation incorporated in Worcester.
- 1912** Triangle Shirtwaist Fire.
New Mexico is admitted as a state.
Arizona is admitted as a state.
Oregon, Kansas, and Arizona grant voting rights to women.
- 1913** Woodrow Wilson is elected President.
First Secretary of Labor appointed.

- Donal Tullock publishes *Worcester: City of Propriety* in honor of the National Metal Trades Association meeting in Worcester
- National Women's Party is organized.
- 16th Amendment establishes the Income Tax system.
- 1914** 17th Amendment establishes direct election of senators.
- Panama Canal Completed.
- "Picketing not Illegal" ruling declared by the Clayton Anti-Trust Act.
- 1916** World War One begins with Germany invading Belgium.
- U.S. Declares war against Germany.
- Albert Einstein proposes the General Theory of Relativity.
- 1917** Keating-Owen Act outlaws child labor.
- Virgin Islands Annexed.
- Selective Service Act creates the draft.
- Great Migration begins.
- 1918** Communist U.S.S.R. formed.
- Keating-Owen Act is overturned by the Supreme Court with Hammer vs. Daggenhart ruling.
- 1919** Worcester is declared the most efficient war production zone in the U.S.
- Great Strike wave results in one of every five workers walking out.
- Versailles Peace Treaty ends WWI.
- 1920** League of Nations is formed.
- 18th Amendment passes, prohibiting the use of alcohol.
- 19th Amendment passes, giving women the right to vote.
- Attorney General A. Mitchell Palmer launches Palmer Red Raids throughout the
- 1921** nation.
- Warren Harding is elected president.
- 1923** American Birth Control League is founded.
- Warren Harding dies in office, Calvin Coolidge becomes President.
- 1924** Italy becomes the first fascist state.
- Citizenship Act passes, which allows Native Americans to be citizens without it impacting their Tribal status.
- 1926** Schrodinger proposes wave mechanics.
- Railroad Labor Act prohibits discrimination against union members.
- 1927** Robert Goddard (WPI 1909) fires first liquid fueled rocket.
- 1928** Lindbergh crosses the Atlantic on a non-stop flight.
- 1929** Heisenberg's publishes his "uncertainty principle" work.
- U.S. Stock Market Crashes, starting the Great Depression.
- 1930** Herbert Hoover becomes President.
- Worldwide depression begins.
- 1931** Worcester starts a city works program to hire laid-off workers.
- 1932** Higgins Armory Museum opens.
- Norris-LaGuardia Act prohibits federal involvement in labor disputes.
- American Federation of State, County and Municipal Employees is founded in
- 1933** Wisconsin.

- Franklin Delano Roosevelt is elected.
 FDR introduces the "New Deal".
 Bureau for Indian Affairs is reformed, and the further sale of Indian lands is stopped.
- 1934** stopped.
- 1935** Adolf Hitler becomes Fueher of Germany.
 Social Security Act provides for retirement insurance.
 Birth Control information is no longer regarded as being obscene.
 Wagner Act (National Labor Relations Act) establishes the National Labor Relations Board.
 NLRB guarantees right of workers to orgaze and imposes obligation on employers to bargain in good faith.
- 1936** to bargain in good faith.
- 1937** Dow Chemical develops plastics.
 Fair Labor Standards Act outlaws child labor, sets minimum wage and a 40-hour work week.
- 1938** work week.
 World War II begins with Germany invading Poland.
 Worcester Junior College established.
 Worcester based Reed & Prince Manufacturing Company perfects the recessed head screw, saving factories time and money.
- 1939** head screw, saving factories time and money.
- 1940** Radar wins the battle of Britain.
- 1941** Surprise attack by the Japanese Navy on Pearl Harbor, Hawaii.
 U.S. declares war against Japan.
- 1942** U.S. begins to utilize Navaho Windtalkers.
- 1944** Landings at Normandy take place.
- 1945** United Nations is formed.
 Harvard Medical School welcomes its first class of women.
 FDR dies in office, Harry Truman becomes President.
 Atom bombs dropped on Japan by the United States to end WWII.
- 1946** Phillipines given their independence.
 Biggest strike in U.S. history spreads across the country.
 Marshall Plan is instituted.
 Doctrine of Containment is introduced by George Kennan. This becomes US policy during the Cold War years.
- 1947** policy during the Cold War years.
 U.S. Administers the Pacific Islands as a Trust Territory after its capture from Japan.
 U.S. begins to contain the spread of communism.
 Taft-Hartley Act puts limits on activities undertaken by union members
- 1948** Israel is created.
 NATO is formed.
 Cold War Begins.
 Child labor is prohibited through the Fair Labor Standards Act.
- 1949** Francis E. Kennedy establishes the Kennedy Die Casting Company in Worcester.
- 1950** Korean War Begins.
 Guam territory is organized.
 Dwight D. Eisenhower is elected President.

- 1952** Worcester Roman Catholic Diocese established.
Worcester Foundation for Experimental Biology begins research on the creation of a birth control pill.
Dr. Hudson Hoaglund leads the research at the WFEB in Shrewsbury, MA.
- 1953** Massachusetts Route 146 highway is built.
Watson and Crick discover the double helix shape of DNA.
Congress terminates over 60 Native American Tribes as political units.
- 1954** Tornado of 1953 devastates Worcester.
U.S. Nautilus is developed as the U.S.'s first nuclear submarine.
Television begins to thrive, the radio transitions to being mainly music.
African Americans lead boycotts of buses in Montgomery, Alabama.
Jamesbury Corporation is founded by Howard G. Freeman in Worcester, specializing in high performance ball valves.
Rockwood Sprinkler Company is incorporated as the Jamesbury Corporation in
- 1955** Worcester.
Supreme Court orders the desegregation of all schools.
AFL and CIO become one organization.
The Soviets' successfully launch Sputnik, the first satellite.
- 1956** Commerce Bank & Trust Company is formed in Worcester, MA.
- 1957** FLEXCON Company is founded by Worcester Businessman Myles McDonough.
- 1959** Alaska and Hawaii become states.
Wisconsin grants collective bargaining rights to public workers.
- 1960** Maiman makes the first laser.
The Civil Rights movement begins.
- 1961** John F. Kennedy is elected president.
The Peace Corps is established.
Birth control pills are made available.
First intercontinental ballistic missile (ICBM) is developed.
President Kennedy launches the Apollo Project.
U.S. puts the first man on the moon.
Cuban Missile Crisis.
- 1962** Bay of Pigs Incident
President Kennedy gives Federal Workers the right to bargain.
President Kennedy is assassinated, Lyndon Johnson becomes President.
- 1963** University of Massachusetts Medical School is established in Worcester.
United Farm Workers is formed.
Equal Pay Act establishes equal pay for women and men.
Vietnam War begins.
- 1964** Quinsigamond Community College is founded in Worcester.
Gulf of Tonkin Incident.
Civil Rights Act restores tribal law to Native American Reservations.
- 1965** Demonstrations begin against the Vietnam War.