The Heritage Series: Suffolk University College of Liberal Arts and Sciences

David L. Robbins

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Introduction

On the seal designed by founder Gleason L. Archer in 1908 for the Suffolk School of Law, there was emblazoned the motto “Honestas et Diligentia,” “honesty and hard work.” Inscribed prominently on the new University seal in 1937, that phrase has become a central feature of Suffolk folklore, a distillation of the spirit and values that infused the institution’s pioneer days. Like the motto which appeared upon it, however, the design for the University seal was borrowed; Archer had first employed it in the seal he created in 1936 for the College of Liberal Arts. That seal bore Gleason Archer’s motto for the new undergraduate institution: “Omnibus Lux Scientiae,” “the light of knowledge to all.” The College seal, however, ceased to be used after 1937. It remained unknown to subsequent generations of Suffolk students, while the Law School seal continued in use side by side with the University seal.

This pamphlet aims to illuminate the Liberal Arts College’s history and identity, which, like its seal, have long remained unexamined and obscure in the shadow of the Law School. As rediscovery of its seal helps clarify the mission assigned by Gleason Archer to the College of Liberal Arts, so rediscovery of its history can help to elucidate the identity and heritage it has evolved in a half-century of decisions about how best to bring “the light of knowledge to all.”

This pamphlet is the fifth in the Suffolk University Historical Pamphlet Series, and the fourth to be published as part of the Suffolk University Heritage Project. Our primary focus here is on the academic development of the College of Liberal Arts and Sciences; its social history is discussed in the Heritage Series pamphlet reserved for that subject.

The College seal designed by Gleason Archer
Suffolk University
College of Liberal Arts and Sciences
David L. Robbins

59 Hancock Street

Suffolk University
Beacon Hill, Boston, Massachusetts 02108
1981
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Design and typography: James Rue Design
Printing: Concord Press
Gleason L. Archer founded the Suffolk College of Liberal Arts in 1934 to serve "the wage-earning multitude of young men and women to whom education in day colleges is impossible." Its parent institution, spiritually and practically, was Suffolk Law School. For thirty years, Archer's Law School kept access to legal education open to workingmen and immigrants; his new foundation was designed to maintain similar "equality of opportunity" for those who sought college training.

As unrestricted immigration peaked in the first decade of the century, traditional elites attempted to protect the "purity" of their professions by organizing professional associations. These associations urged that admission to their respective professions be limited to holders of high school diplomas; in subsequent years, the recommended standard became possession of a college degree. The expense of such prerequisite training would have excluded all but the well-to-do from the professions; in consequence, Archer denounced efforts to establish a "college monopoly" (i.e. a monopoly by college graduates) in the professions — a threat which he considered the most fearful spectre stalking American society.

Throughout the 1920s, he fought attempts by the American Bar Association (ABA) to encourage legislative or judicial action which would establish "college monopoly" rules for admission to the bar.

As it became clear that he could not indefinitely postpone implementation of a college requirement, Archer took another tack. In September 1927, he introduced a resolution at the ABA convention calling for establishment in every state of "collegiate training, free or at moderate cost, so that all deserving young men and women seeking admission to the bar may obtain an adequate preliminary education."

1. Suffolk College of Liberal Arts, 1934 catalogue, p. 4; Hiram J. Archer and a high school principal named Foss had attempted in 1908-09 to establish a "Suffolk College," but the effort was abandoned after one year.
2. "Equality of Opportunity" was the title of the broadcast which, in 1929, launched Gleason Archer's radio career; the phrase, however, was often employed by Archer.
4. "Journal II" (1920-32), p. 244; Archer's resolution was passed.
As gratis or low-priced high school education became widely available during the 1920s, the professional associations concluded that to maintain the “standards” of their professions, a college degree should now be required for admission. The establishment of inexpensive colleges, Archer asserted, would overcome this final barrier against equal opportunity.

By January 1931, Archer had moved from abstract advocacy to concrete planning. In conversations with Massachusetts Commissioner of Education Payson Smith, he outlined his plan to transform Suffolk Law School into a “great evening University” by adding a college “in which a limited number of required subjects would be offered instead of the vast array of electives.” Only through this limitation, Archer felt, could tuition be kept low, and access open. He traced the high cost of college education directly to what he called the “elective system” — the proliferation of elective courses which, during the previous several decades, had replaced simple, required curricula at most traditional colleges. This proliferation necessitated an increase in faculty and classrooms. Both of these factors sent costs skyrocketing. Thus, in undergraduate as in legal education, Gleason Archer was a “reactionary”; he advocated retention of an older, more cost-efficient approach because it seemed to him the only way to keep his school affordable to all.

“College monopoly” rules for admission to the bar were finally adopted in Massachusetts in June 1934; that development impelled Archer toward implementation of his college blueprint. He worked feverishly during the summer to set up the Suffolk College of Liberal Arts as an economical alternative to traditional college training. The “college monopoly” was thus prevented from becoming a monopoly of the rich, while at the same time members of Suffolk Law School’s historic constituency were offered at low cost the requisite background for bar admission before entering Archer’s law school.

Whatever his concern about the general impact of "college monopoly" rules on the legal profession, Dean Archer clearly realized that without the opening of a college which could prepare his potential law students at a price they could afford, Suffolk Law School might easily wither and die. Thus, the risks of proceeding to develop the College in the midst of a Depression were outweighed by the risks of not proceeding. Costs, however, were to be kept to a bare minimum by restricting the curriculum "as far as possible to cultural subjects that have bearing upon lawyers."8

The new department opened in September 1934 as a junior college, and the first year was, by Archer's own admission, "largely experimental."9 Classes met in the Law School building at 20 Derne Street; this posed few problems for Law School scheduling, however, since the College counted a total of four faculty members, none of whom was employed full-time, and only nine students. At the end of the academic year, the entire first-year class "evaporated"10; several entered Suffolk Law School, and the others dropped out.

Archer served as the College's chief executive until 1937. Since his experience in managing undergraduate education was non-existent, he copied as many features of Suffolk Law School's instruction as he could. As in the Law School, evening classes allowed students to retain full-time jobs. To permit working students to keep up with course material, the College (like the Law School) was open only three nights a week, and each individual class met twice weekly. Classroom monitors and class admission tickets, like those employed at Suffolk Law School, were introduced into the College, while administrative chores in the new academic unit were, with few exceptions, carried out by Archer's Law School staff.

Where emulation would not suffice, Archer was forced to rely on outside advisors, whose recommendations occasionally became sources of later embarrassment.

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8. Gleason L. Archer, Annual Report to the Board of Trustees, June 8, 1934.
9. Gleason L. Archer, "Program for the Accreditation of Suffolk University (Special Report to the Board of Trustees, April 10, 1947)," pp. 5-6.
When Donald Grunewald resigned in June 1972 to accept the Presidency of Mercy College, he was succeeded by Michael R. Ronayne, Jr. Ronayne was selected, at least in part, for the skill he had demonstrated at working within the committee system of faculty governance established under his two predecessors. He was also the first Ph.D. named to the Deanship.

Ronayne was a chemist by training, and he presided over a continuing development in undergraduate science programs. Suffolk’s Chemistry department, for example, received American Chemical Society accreditation in 1973. Three years later, the Biology department organized a Marine Science program which utilized the facilities of the school’s Robert S. Friedman Cobscook Bay Laboratory; by 1980, a link had also been established with the interdisciplinary MIT Sea Grant program. In addition, the late 1970s saw a major expansion in computer capacities and computer training. Establishment of a Data Processing office in 1978, along with introduction of a Computer Science Applications Certificate program and a Computer Science major, impelled the University to install two in-house 1.5 megabyte PRIME 750 computers — the first in 1980, and the second a year later.

Significant development under Ronayne’s regime also took place in a number of other disciplines. Suffolk’s undergraduate programs in Education were approved in 1975 for participation in the Interstate Certification Compact, which qualified graduates of those programs to teach in thirty-one states. Meanwhile, the Education department’s graduate programs continued to expand in diversity; a Certificate of Advanced Graduate Study (CAGS) program in counseling,

54. During 1973, a Health Careers Committee was set up to help undergraduates obtain access to graduate programs in the health field. In 1975, a Chemistry-Business program was inaugurated, and an affiliation was established with the New England Aquarium as part of the Environmental Technology program.
Grunewald also sought to discourage unrest — at least that which might arise over internal University issues — by improving educational conditions and options. An Environmental Technology program was established in 1971, and within a year Biochemistry and Clinical Chemistry majors had been introduced. An affiliation with Beth Israel Hospital was set up for Clinical Chemistry students, and another was concluded with the Museum of Science. The SAFARI (Study at Foreign Academically Recognized Institutions) Committee was organized in 1970 to facilitate overseas study. Two years later, the CROSS (Career-Related Opportunities in Spanish and Sociology) program was introduced to begin the preparation of social workers with bilingual competence.

In addition, the Dean's training had sensitized him to the value of efficient administration in preventing dissatisfaction. To this end, he expanded his professional administrative staff from 13 in 1969 to 25 three years later. An International Student Advisor was appointed in 1971 to provide assistance to an expanding number of foreign students. A year later, the school's first transfer student counselor, Ellen Peterson, was added to the Admissions office. Her addition was rendered imperative by a steady increase in the number of tax-supported two-year community colleges, which from the late 1960s on began to preempt a portion of the "college of opportunity" role that had been embraced by Suffolk's collegiate departments since their foundation. Before the end of the 1970s, half of the Liberal Arts student body consisted of men and women who had transferred to Suffolk from other institutions.

51. Grunewald extended the liberalization of degree requirements begun by his predecessor; he introduced a new, loosely-structured BS degree in 1972, and initiated work on a more flexible BSGS degree that was adopted a year later. Compulsory Physical Education was abolished, and voluntary participation in an expanded program of intramural athletics substituted. Pass-Fail grading was made an option, and an unlimited cuts policy was adopted on class attendance. In 1969, student representatives were accredited to the Trustees' College Committee. Scholarship funds increased from $157,000 in 1969 to $200,000 three years later, and the number of minority-oriented programs was steadily expanded. An affiliation, for example, was established in 1972 with the Museum of Afro-American History.

52. To house the University's growing administrative staff, the 56 Temple Street building was opened in 1971, and space was rented at 100 Charles River Plaza after 1973.

53. Improved administrative efficiency also resulted from Grunewald's understanding and application of computers as management tools. As Dean of the College of Business Administration, Grunewald had initiated computerization at Suffolk; when he moved over to the Liberal Arts College, he took the lead in emphasizing the importance of computers for effective administration there, as well. He thus laid the groundwork for the dramatic expansion in computer facilities, staff, and programs that took place after his departure.
Evening Division. He proceeded to completely reorganize the Evening Division and to restore the position of the evening student. Adult Education courses were discontinued; all courses offered at night were now to be equivalent to their daytime counterparts. The BSGS degree was retained, but Evening Division students were given the option of undertaking BA or BS programs if they chose to do so. Evening students had constituted 14% of the Colleges’ enrollment in 1948; under the Goodrich regime, that proportion rose from 26% in 1956 to 40% in 1969. The quantitative increase was significant, but the qualitative change was crucial; parity was being restored to the evening student.

In 1967, the College of Business Administration was made a separate administrative unit with its own Dean; at that time, the College of Liberal Arts was renamed the College of Liberal Arts and Sciences. Donald Grunewald was appointed the Business School’s first Dean, and his performance was so impressive that, when Goodrich retired as Liberal Arts Dean and University Vice-President in June 1969, Grunewald was named to succeed him in both capacities.

Grunewald held a Doctor of Business Administration degree from the Harvard Business School. He was an imaginative, pragmatic, and flexible administrator who was determined to minimize Suffolk’s internal conflicts in an era of turbulence and political self-assertion by accommodating faculty and student demands whenever possible. Under him, the trends that had begun in the last years of Goodrich’s tenure continued and accelerated. The faculty and the student body continued to expand, electives to proliferate, awareness of social problems to increase, and control of students’ lives by administrative regulations to diminish. Between 1969 and Grunewald’s resignation in 1972, the full-time Liberal Arts teaching staff increased by 22% — from 80 to 98; the proportion of Ph.D’s, meanwhile, remained at forty percent. During Dean Grunewald’s brief tenure, Liberal Arts attendance increased 10%; by 1972, there were 1746 undergraduates and 396 graduate students.

50. The proportion of women on the full-time Liberal Arts faculty remained at 25% in 1972, and women comprised 39% of Liberal Arts undergraduate enrollments.
tion, and the Ridgeway Building was acquired to serve as a student union. When Edward Hartmann resigned as Director of Libraries in 1958 to assume full-time teaching duties, he was succeeded by Richard Sullivan. Under Sullivan's direction, the College Library was completely reorganized and its collections developed. After 1967, formal appointment of a Law Librarian permitted Sullivan for the first time to devote his full energies to the College Library, which was entirely renovated during 1968 and 1969. Seating capacity was increased from 300 (which it had been since 1948) to over 400, and book storage capacity was significantly expanded.

Although circumstances led him to compromise several tenets of Gleason Archer's College plan, there was one aspect of Archer's vision to which Donald Goodrich adhered faithfully: abiding concern for the evening student. It was Goodrich's conviction that the evening student should not only be given the opportunity to attend the Suffolk Colleges, but, if Suffolk's tradition meant anything, should also be given parity of treatment with full-time day undergraduates. Goodrich was ably seconded in this position — and quickly harried back to it if he strayed — by Joseph Strain. Three months after Goodrich assumed office in 1956, Strain, an Archer-era graduate of the Liberal Arts College, was appointed Assistant Dean in charge of the

48. Under Goodrich's regime, the Scholastic Aptitude Test (SAT) was first required of all applicants. Catherine Fehrer proposed a Trustee Graduate Scholarship, to send a Liberal Arts graduate to the master's or doctoral program of the recipient's choice. It was established in 1960, and one of the first beneficiaries, Robert Bates, joined the Liberal Arts faculty several years afterward. In 1963, the Martin J. Flaherty Scholarship was instituted for the outstanding student in the College of Journalism; three years later, eight Graduate Fellowships were set up — four for graduate Education students and four for those in Business Administration post-graduate programs. During Goodrich's administration, submission of the Parents' Confidential Statement (on their financial circumstances) by scholarship applicants was first required. National Defense Student Loans, full-tuition Trustee Scholarships, Work-Study, and scholarships for disadvantaged students were also begun while Goodrich was Dean. By the time he left office, financial aid funds had increased ten-fold (to $157,000) over what they had totalled when his Deanship began. There were 134 academic scholarships awarded in 1969, compared to only 34 thirteen years earlier. (The figures used here — and throughout this pamphlet unless otherwise noted — represent only scholarship funds contributed directly by the University, and do not include Work-Study, state, or federal scholarship funds.).

49. Conditions also improved significantly for the faculty. Before 1966, the Liberal Arts faculty was housed in the "bullpen," a large second-floor room in the Archer Building, where they shared one telephone and one typewriter. Expansion into the Donahue Building permitted the Dean to provide his teaching staff with individual office space for the first time. Goodrich's administration also established the first elected organs of faculty governance in the history of the Colleges. On the initiative of Assistant Dean Joseph Strain, a Faculty Assembly and the institution's first elected faculty committee, the Educational Policy Committee, were set up in 1962; six years later, an elected Promotion, Tenure, and Review Committee was inaugurated. With the support of President Dennis C. Hale y, Strain and Neilson Hannay also secured Trustees' approval in 1962 for a pension plan and a tenure system.
able figure for 1956. The graduate Education program had expanded from 30 in 1956 to 230, and the new MS program numbered eight.

The tuition that came from this rising tide of students permitted a faculty expansion that kept pace with attendance growth. During Goodrich's term as Dean, the full-time faculty of the Colleges more than trebled, from 29 to 96. The proportion of Ph.D.'s among them, however, remained steady at forty percent.

The Colleges remained, as they had been since their foundation, primarily teaching institutions; faculty research was assigned a low priority. As the number of faculty members increased, however, so did the diversity of their expertise. They asked, understandably, to be allowed to teach at least some courses in their areas of specialization; and when the requests were repeatedly granted, the number of elective courses multiplied rapidly to fill the space made available after 1966 by the opening of the Donahue Building. Whatever the beneficial effects, and they were many, the result clearly represented a challenge to Gleason Archer's insistence on a compact faculty and to his rejection of the "elective system.”

To provide students with better services, Goodrich increased the size of the professional administrative staff by fifty percent during his term. He formally surrendered his position as College Registrar in 1966 to Mary Hefron; in turn, he was rewarded with the title of University Vice-President by a Board of Trustees grateful for his achievements as Dean. The first Dean of Students (D. Bradley Sullivan) also took office under the Goodrich administra-

44. Veterans constituted only a small minority of students in the Colleges in 1969, while the proportion of women had risen to twenty-three percent.

45. The percentage of Suffolk graduates on the faculty also remained at its 1956 level (14%). By 1969, women constituted 25% of the full-time Liberal Arts teaching staff (compared to 17% in 1956), and Ella Murphy had become in 1959 the first woman in the undergraduate departments to attain the rank of full professor.

46. Nonetheless, a number of faculty members published extensively in the 1950s and 1960s, including Edward Hartmann, Ella Murphy, William Sahakian, and Stanley Vogel.

47. In 1967, the confluence of faculty and student demands produced a liberalization of All-College requirements. Most Freshman "core" courses were replaced by Option Groups made up of courses in several departments from which a student could select one. Similarly, the minor field requirement which limited students to a single discipline was replaced by a system of "related electives" in which students could choose courses in several disciplines related only by their relevance to the student's major field.
The Education Department's graduate programs were expanded dramatically during Dean Goodrich's tenure. Training in special-needs education and counseling were stressed, as areas of specialization for the Master of Arts in Education multiplied. A Master of Arts in Teaching (MAT) was offered briefly, and a Master of Education (Ed.M.) degree in counselor education was introduced in 1968.42

The increasing social concerns of the 1960s were mirrored in a number of steps instituted under Goodrich's imprimatur. The Sociology department implemented a group of new social service programs, including Social Work, Crime and Delinquency, Child Care, and an Urban Track. The Psychology department and the Guidance office were separated, freeing both to pursue their increasingly divergent goals and interests. Courses were begun on black, minority, and third world history and literature.

Nor were language skills neglected. Upon the insistence of Catherine Fehrer, a Language Laboratory was completed in 1965, and a student exchange program was established with French-, German-, and Spanish-speaking countries. A Remedial Reading office was reestablished, while the English department was expanded under Chairman Stanley Vogel's direction from four to sixteen members.43

Such an ambitious expansion in programs, and in the faculty necessary to teach them, was made possible by steady growth in enrollments from the time Goodrich assumed the Deanship in 1956 until his resignation thirteen years later. By 1969, attendance at the Colleges had reached 3206, over three times what it had been when Goodrich assumed office. Even excluding the newly autonomous College of Business Administration, enrollments in the two Colleges left under his jurisdiction (Liberal Arts and Journalism) totalled 1820, twice the compar-

41. The Master of Science degree program survived from 1968 until 1973, when it was discontinued on the recommendation of the 1972 NEASC re-accreditation team.

42. The Extension Division offered graduate education courses at area high schools until 1973; after 1980, an In-Service Institute at Suffolk offered workshops for teachers.

43. Under Vogel, the English department introduced the Liberal Arts College's first departmental honors seminar, established the first departmental scholarship (the Ella Murphy Scholarship), and in 1968 created Venture, a student-edited literary magazine. Catherine Fehrer was instrumental in developing the school's first interdisciplinary honors seminar, and in obtaining the first Fulbright Scholarship for a College student.
at the tiller which discouraged any significant changes in academic policies by Ott's successor. Now that Goodrich was Dean in his own right (while also retaining his post as Registrar until 1966), there was little reason to expect deviation from the academic course he had steered since 1947. Indeed, he did adhere closely to the plan formulated by himself and Dean Ott years before; his expanding resources simply permitted him to implement program and faculty development aspects of it that had hung fire since the late 1940s. In a very real sense, Donald Goodrich picked up where Lester Ott had left off. 38

Donald W. Goodrich

Goodrich presided over the development of the Natural Sciences division in the science boom that followed the launching of Sputnik in 1957. The hosting of the Thirteenth Annual Eastern Colleges Science Conference by the Suffolk Science departments in 1959 was the real turning point: the spectacular success of the venture won the enthusiasm and sympathy of the Trustees, Treasurer Donahue, President Munce, and the Dean. Laboratory facilities were renovated and expanded in the fall of 1960, and a Medical Technology program was also inaugurated at that time. 39 A marine biology field research station was established in 1968 on Cobscook Bay near Edmonds, Maine. 40 That same year, the Dean gave his approval to creation of a separate Physics department, and he even authorized experimentation with short-lived Master of Science (MS) programs in Chemistry and Physics. 41

38. He was helped by many young faculty members, as well as by more experienced professors loyal to Dean Ott's vision. During Goodrich's tenure, newcomers Arthur West and Richard Maehl teamed with veteran Robert Friedman to revolutionize conditions and programs in the Natural Sciences division; Dion Archon and John Sullivan combined with Donald Fiorillo to increase the relevance of offerings in the Social Sciences; while Stanley Vogel and Florence Petherick introduced new programs and approaches in the Humanities division. Donald Unger replaced Harold Copp as head of the Education department, and Harold Stone superseded John Mahoney in Business.

39. It involved affiliation with the Newton-Wellesley Hospital to provide practical training for fourth-year students; and as the program expanded, so did the number of affiliated hospitals, until their number reached six.

40. On October 7, 1973, the Cobscook Bay Laboratory was named for Robert S. Friedman, the long-time champion of science in the College; Friedman had donated most of the laboratory's forty-acre site.
Munce served primarily as a pilot who steered the Colleges successfully through stormy seas; he had few opportunities to make innovations or improvements. For his services to the University, however, he was chosen to succeed Walter M. Burse as President in June 1954. For two years after his accession, Munce also remained Dean of the Colleges. In June 1956, with financial conditions alleviated somewhat by slowly rising enrollments and by the University's receipt of a Ford Foundation grant to help pay faculty salaries, the Trustees finally consented to the transfer of the Deanship from President Munce to his long-time Registrar, Donald W. Goodrich.

Goodrich inherited a school in which enrollment had fallen from a high of 1500 in 1947 to 900 in 1956, and whose "income continued to depend mainly on the tuition of male students of military age."36 The number of full-time faculty members remained virtually unchanged from Ott's time, and much of the personnel remained the same. The proportion of Ph.D.'s (40%) was also unchanged, as was the size of the professional administrative staff.37 Undergraduate scholarship funds in 1956 totalled exactly what they had seven years earlier ($11,500), and virtually the same number of scholarships (50) were offered. Library accessions, as well, were roughly equivalent.

Although these figures might imply stagnation, in fact the realities of the situation inherited by the new Dean were quite different. The hardships endured by Dean Munce seemed to be over. Admissions had been rising since 1954, and new financial resources were becoming — and continued to become — available to the collegiate departments during Dean Goodrich's tenure; he was thus provided with opportunities his predecessor had never had. Goodrich had been one of the architects of the Colleges' post-war educational structure; his continued presence as Registrar under Dean Munce had provided an experienced, steadying hand

36. Suffolk University Board of Trustees, Minutes, November 7, 1956. Women now constituted 7% of the student body (double the 1949 figure), and the percentage of veterans had decreased dramatically (to fifty percent).

37. The proportion of full-time women teachers had doubled since 1949 (although it was still only 17%), but the proportion of alumni on the faculty (14%) remained unchanged. Many faculty members were quite elderly. Neilson Hannay, for example, retired at age 80; Ella Murphy, at 76; George McKee, at 73. Israel Stolper received his Ph.D. from Harvard at 68; he continued to teach at Suffolk well into his seventies, as did Frank Buckley, Nelson Anderson, and a number of other full-time teachers.
When Lester Ott resigned in May 1949, the campaign for accreditation was at its height. His successor, Robert J. Munce, inherited responsibility for this critical undertaking. With the help of President Burse, Ott’s Registrar Donald Goodrich, Ott’s Librarian Edward Hartmann, and many members of Ott’s faculty, Dean Munce carried forward the preparations. In December 1952, NEACSS accreditation was granted.

Despite this achievement, student enrollment plummeted in the early 1950s. As the flood of Second World War veterans abated, and as the Korean War made its demands, attendance was cut in half — to less than six hundred. Scholarship money declined, and by 1954 academic programs had been cut so severely that Dean Munce was forced to reply to Trustee requests for further retrenchments that costs in the collegiate departments had been slashed to an “irreducible minimum.” Even under these conditions, however, things were far better in the Colleges than in the Law School. Except for a six-month period in 1952, the Colleges remained in the black financially, and it was only this surplus from undergraduate revenues that kept Suffolk’s debt-ridden Law School in operation.

33. Robert J. Munce succeeded Ott as Dean in June 1949. Munce became University President in 1954, then served as the first and only Chancellor in the University’s history between 1960 and 1964. Of all the University’s Deans and Presidents, none was more beloved by the students than Munce.

34. By that time, Munce had added an Extension Division (primarily graduate education courses for in-service teachers), the Harry Bloomberg Police School, and the Colleges’ first academic honorary society, Phi Beta Chi. The Police School, named for a pre-war Suffolk Law School teacher, operated from 1952 until 1964; its director was Hiram Archer. Phi Beta Chi was a natural science honorary fraternity. Dean Munce also experimented with several social service programs, but they withered quickly during the student drought of 1953-56.

35. Suffolk University Board of Trustees, Minutes, May 12, 1954. The Colleges’ low-point in attendance after World War II came in 1953, by which time enrollment had fallen to 589; the 1949 figure had been twice that number. (All statistics cited for the period before 1969 are, unless otherwise noted, for all three Colleges combined; for the period after that date, separate figures are presented for the Liberal Arts College — including Journalism — and for the newly autonomous Business School.)
Although the attention given to day undergraduates increased steadily during his tenure, Dean Ott never forgot the injunction given him and his colleagues in 1939 by Gleason Archer that Suffolk should always serve the evening student. As the Day (full-time) Division was infused with its own character and an independent identity after 1948, an Evening (part-time) Division was also formally delineated and differentiated for the first time. A separate evening degree, the Bachelor of Science in General Studies (BSGS) was established. To complement the regular evening program, simplified one-night-a-week Adult Education courses were begun.\(^{31}\) The growing emphasis on full-time day students, and the creation of a separate (somewhat less prestigious) identity for part-time evening division students, represented a deviation from Gleason Archer’s plan for the Colleges; but Dean Ott did at least manage to continue offering at Suffolk the evening collegiate instruction unavailable at most traditional undergraduate institutions. The importance Ott attached to the new Evening Division was indicated by his establishment of special evening scholarships in 1948 and by his appointment as Evening Division Director of Robert J. Munce, the man who eventually succeeded him as Dean.

To serve another educational constituency, and to satisfy the Trustees’ clamor for greater College “respectability,” Ott also founded a graduate program. Although Master of Arts (MA) degrees were briefly available in several traditional Liberal Arts disciplines,\(^{32}\) the new department’s focus was primarily on professional training in education and business. Students were admitted in the fall of 1948, and both the Master of Arts in Education and the Master of Science in Business Administration (MSBA) programs were approved by the Board of Collegiate Authority in October 1949. Three months later, the Colleges awarded their first two graduate degrees, and by 1952 post-graduate enrollment had risen to ninety-two.

\(^{31}\) Most regular evening courses in 1948 met three nights a week and offered exact equivalence to daytime courses. The majority of Adult Education courses met two nights a week (instead of one) after 1957, and after the abolition of the Adult Education program in 1960, a two-nights-a-week schedule was adopted for most evening classes. After 1968, double-period, one-night-a-week scheduling gradually replaced the two-nights-a-week format.

\(^{32}\) Master of Arts (MA) degrees were offered in Economics, English, Government, and History from 1948 until 1954.
The Colleges’ first full-time chairmen were appointed by Dean Ott in 1947, as the faculty was organized first into academic divisions, then a year later into departments.28 Dean Ott also reorganized and revitalized the system of appointive faculty committees established by Dean Miller before the war.

All this activity was aimed toward eventual accreditation, but it was focused more immediately on addressing the needs of the new majority of Suffolk undergraduates: full-time day students, most of whom were male veterans attending the Colleges with G.I. Bill funding. By 1949, College attendance was thirty times the wartime low of 35, and five times what it had been in 1940.29

A program of scholarships, prizes, assistantships, and service scholarships was established in 1948. Fifty Trustee and University half-tuition scholarships were made available, along with a number of full-tuition athletic awards. The newly-founded College Alumni Association also offered several grants.30 By 1950, a Loan Fund and a University Endowment Fund had also been set up.

28. Ott’s faculty did yeoman service during these early years. Neilson Hannay, Ella Murphy, William Sahakian, and Donald Goodrich laid the foundations of programs in English and the Humanities. George McKee, Catherine Fehrer, and Stanley Vogel did the same in Modern Languages; Norman Floyd, Israel Stolper, and Frank Buckley, in History and the Social Sciences. Meanwhile, Robert Friedman and Nelson Anderson took charge of developing a Natural Sciences and Mathematics program. A Teacher Training program was organized in 1948 by Harold Copp, and a Speech department, headed by Edgar DeForest, was added in the spring of 1949. Charles Law also inaugurated a computer Physical Education program during this period. Both the College of Journalism and the College of Business Administration continued to be administered by Ott as departments of the Liberal Arts College. Edith Marken headed post-war reorganizational efforts in Journalism, and her counterpart in Business Administration was John Mahoney. As with the All-College requirements evolved by the Dean and the Registrar during this period, the programs developed by these faculty members defined the academic orientation of the various departments well into the 1960s.

29. A summer-long, three-division summer session, similar to that of 1946, was held in 1947 to accommodate the demands of returning veterans for accelerated academic progress; after that, the Colleges returned to a traditional academic-year schedule and a short summer session similar to those of the pre-war period. Attendance, however, remained high even with this return to relative normality. Of those enrolled in 1949, over three-quarters were veterans, and only 3% were women; this latter figure contrasted sharply with the 25% female enrollment of 1940. A further contrast lay in the fact that while 75% of the pre-war students attended the evening division, now less than 15% were enrolled in evening programs.

30. In the first flush of post-war success, there was even a brief experiment with dormitory facilities; subsidized accommodations for undergraduate students were provided at the Boston City Club from 1947 until 1949, but the arrangement ended when the City Club’s building was sold to the Community Fund. The Community Fund later became the United Way of Massachusetts Bay, which sold this Ashburton Place building to Suffolk University in 1978. With the exception of the 1947-49 experiment, Suffolk University, like Suffolk Law School before it, has remained entirely a commuter institution.
For help in this demanding process, Ott called on his friend Donald W. Goodrich, an educator and educational administrator of twenty years' experience, whom he appointed as Registrar as soon as Goodrich was released from military service. Together, they set about the task of creating a new order in the Suffolk Colleges. Classes now met five days a week; monitors and class admission tickets were discontinued. A full-time faculty was assembled — with special attention devoted, for accreditation purposes, to the recruitment of Ph.D.'s. The recruits with doctorates included Neilson Hannay, Ella Murphy, Stanley Vogel, Catherine Fehrer, Norman Floyd, George McKee, and Leo Lieberman. Upon their arrival, they joined a full-time teaching staff that counted among its members Harvard Ph.D. Robert Friedman (whose service at Suffolk began in 1941) and a number of instructors who lacked doctorates — such as Joseph Strain, Donald Fiorillo, William Sahakian, John Colburn, and Harold Stone. Many members of this faculty nucleus remained leaders in the institution's development for decades. The Colleges' first female teacher, Ruth C. Widmayer, came to the College of Liberal Arts in 1947, and the first full-time female faculty members — Catherine Fehrer, Ella Murphy, and Edith Marken — all arrived at Suffolk a year after Widmayer. By 1949, there were thirty full-time faculty members in the Colleges; of these, 40% possessed Ph.D.'s. Directors of Student Activities, Guidance, Remedial Reading, Athletics, and Health were appointed, along with an Advisor to Women. From a wartime minimum of five, Dean Ott's undergraduate administrative staff had more than doubled by 1948. The Trustees also pressed the Dean to hire an “accreditable Librarian” to succeed Esther Newsome; in 1948, that position went to Dr. Edward Hartmann, who retained charge of both the College and Law School collections for ten years.


25. Ten percent of the full-time faculty members were women; and four, including Joseph Strain and Laurence Rand, were Suffolk alumni.


27. Dean Ott and his faculty designed a curriculum compatible with Archer's pre-war insistence that the number of electives available should not be allowed unduly to multiply; the set of Freshman “core” requirements which Ott established on the Williams/Colgate model was, in fact, even more restrictive than pre-war requirements. It was well suited to the small, compact full-time faculty that characterized the Suffolk Colleges until the mid-1960s. The Ott-Goodrich core curriculum, major and minor field requirements, and BA and BS requirements remained the basic undergraduate academic framework for twenty years.
Archer quickly came to realize that, in the changed post-war circumstances, development of the Colleges could contribute to rather than detract from their efforts to accredit the Law School. For one thing, Judge Donahue and his allies had to admit — and it was much easier to do since the former President was not around to remind them — that Gleason Archer had been right about the potential profitability of the Colleges; in the post-war educational boom, income from the collegiate departments far surpassed that from even a prosperous Law School. This income could provide important assistance in preparing Suffolk Law School for accreditation. Once the Colleges had been spared for their economic worth, however, development of them virtually imposed itself on the Trustees; the ABA, it seemed, would not accredit the Law School unless the Colleges were first accredited by the New England Association of Colleges and Secondary Schools (NEACSS).

Thus, the same Trustees who had proposed abolition of the Colleges in 1945, rallied to the cause of College accreditation two years later. One leading figure in the accreditation process which followed was Harvard Business School Professor Arthur W. Hanson, a Suffolk Trustee since 1938, who chaired the Board’s College Committee from 1948 until his death in 1965; another was Walter M. Burse, a Harvard-trained lawyer, who succeeded Gleason Archer as University President in 1948. The key figure, however, was Dean Lester Ott. As a Harvard doctoral candidate, he had been appointed to the Suffolk Liberal Arts faculty by Dean Miller in 1939. After the war, Ott was appointed Dean by Gleason Archer because of his familiarity with the pre-war workings of the Colleges. Now, the Trustees turned to Ott, with his Harvard background, to rebuild those Colleges; in place of Archer’s economical part-time model, he was instructed to employ — as Dean Frank Simpson was doing in the Law School — a more “respectable” (and accreditable) full-time paradigm.

23. Hanson was succeeded by Dennis C. Haley (1965-66), Thomas A. Fulham (1966-75), and Vincent A. Fulmer (1975-76), among others.
representatives on the Board proposed that the hard-pressed University retrench by abolishing the Colleges. In Archer’s opinion, this move would permit the Law School to survive by devouring its children, and he launched an all-out campaign to prevent it.

Archer was seconded in his resistance, and steeled to it, by Carrola Bryant. As Executive Secretary of the University and Registrar of the Colleges, Bryant managed to keep the Colleges open during the war by discontinuing the day division and retaining only a part-time evening program. She was ordered, however, by the Board of Trustees not to reopen the Colleges in the fall of 1945. Bryant refused to comply, and, using money supplied from Gleason Archer’s own pocket, she reopened both the day and evening divisions. Lester Ott, who had taught at Suffolk before the war, was appointed Dean of the Colleges by President Archer. Over opposition by the Trustees and the State Board of Collegiate Authority, Archer appealed to the General Court for help in gaining approval for the Suffolk Colleges as institutions where academic standards justified G.I. Bill funding for their students. Approval was granted in March 1946, and within a month there was a flood of applications from veterans for immediate entry. The Colleges were saved. A special summer session was arranged, with morning, afternoon, and evening divisions, beginning in early June 1946. Shortly after the session began, however, the Trustees punished the defiant saviors of the Colleges for their temerity. Bryant was summarily dismissed, while Archer was deposed as Treasurer and had most of his authority as President stripped from him. The only survivor was Dean Ott, who was spared to maintain at least a tenuous continuity at a time of immense financial opportunity for the Suffolk Colleges.

Ott was charged by the Trustees to rebuild the collegiate departments; in that undertaking, he received an unexpected amount of support from the Board. With Bryant gone and President Archer steadily declining in power until his resignation in 1948, partisan strife over the Colleges diminished. The Law School advocates who had ousted

22. In July 1945.
peaked in 1940, at 49 and 22 respectively. The University’s first Bachelor of Arts (BA) degree was awarded in 1938, and the initial Bachelor of Science (BS) in 1939. The first Bachelor of Science in Business Administration (BSBA) degree was not awarded until 1943; the first Bachelor of Science in Journalism (BSJ), not until 1948.

After Dean Miller’s resignation, his close collaborator Carrola Bryant defended his standards, and helped to pass them on to the post-war institution. Dean Miller and President Archer had had a less than cordial personal relationship. Bryant’s endorsement of Miller’s vision, however, and the case argued for undergraduate education’s growth potential by Archer’s close friend Robert E. Rogers of MIT, convinced Archer by 1939 that the future of Suffolk University lay with the Colleges. The College of Liberal Arts, prophesied the President, would soon replace the Law School as the chief income-earning unit of the University, to be succeeded in its turn by the College of Business Administration. He was careful, of course, to add his familiar caveat that “Suffolk’s chief mission is and probably always will be to minister to the evening student — the employed student.”

President Archer’s commitment to develop the Colleges caused great consternation among Trustees (such as Hiram Archer) and alumni (including Frank J. Donahue) who felt that the Law School always had been and should remain the heart of the institution. In their view, Gleason Archer was diverting to College development monies which would be better spent in preparing the Law School for the accreditation which they felt it so sorely needed. Expansion during the Depression had been a controversial step; when the wartime drop in enrollments left the University without income to service the debts thus contracted, Law School advocates cried that the President’s single-minded development of undergraduate facilities had now placed the entire University in jeopardy. As the institution’s financial plight approached desperation toward the war’s end, their
Miller worked closely with Carrola Bryant to improve internal organization and to impose more rigorous standards. Classes were expanded from three days a week to four in 1937, then to five (to allow for science laboratories) in 1939; class length was also increased, from an hour and a quarter to 1 1/2 hours. A day division and a four-year (full-time) degree program were begun in the College of Liberal Arts in 1938. A year later, day divisions were also introduced in the two professional colleges, although only the five-year (part-time) degree was available to their students until after the war. Major and minor field requirements, universally employed in college curricula, were introduced to Suffolk by Dean Miller. He and his science faculty also began a process which by 1941 had resulted in construction of spacious, up-to-date biology, chemistry, physics, and geology laboratories in the University Building. To attract highly qualified students for the academic program built by Miller, Bryant, and their colleagues, the Trustees in 1939 established thirty competitive scholarships (six full- and twenty-four half-tuition) for entering Freshmen.18

By the time Dean Miller resigned in April 1939, his professional leadership had established guidelines which set the pattern for future development of the Liberal Arts College, and trained a staff which could be relied upon to follow those guidelines. Although he occasionally chafed at the restrictions it imposed, Miller accepted President Archer’s model for a collegiate department with a limited number of courses, few electives, a small faculty, and a consequently low tuition. Within these limitations, he sought to bring the education offered and the personnel offering it to the highest quality Archer’s system was capable of sustaining. That commitment, and its transmission to those who worked with and succeeded him, was Dean Miller’s lasting legacy to Suffolk University.

By 1940, a separate undergraduate administration of twelve officials had been set up. The Liberal Arts faculty had grown to 27, while the Journalism faculty numbered nine and that of Business Administration three. Student enrollment in the College of Liberal Arts reached a pre-war peak of 160; Journalism and Business Administration also

18. The Liberal Arts College’s first “scholarships,” established in 1934, had involved tuition reductions in proportion to the grades a student attained.
to Esther Newsome. She assumed the title of University Librarian, and served in that capacity until 1948. Her new Library was equipped to hold a maximum of 45,000 volumes, and it had a seating capacity of two hundred and thirty. At Newsome’s insistence, College collection books, unlike their Law counterparts, were allowed to circulate to students.

Newsome’s brother Paul was replaced as Dean of the College of Journalism by Donald W. Miller, who had previously been named Dean of the Liberal Arts College by Gleason Archer after Archer was elected first President of Suffolk University in April 1937. By the fall, Miller had also been named Dean of the College of Business Administration. He thus inaugurated the practice of having all three Colleges administered by a single Dean with a Liberal Arts background. In effect, the two professional colleges were run as departments of the College of Liberal Arts — a procedure which persisted for thirty years.

Dean Miller came to Suffolk with a Harvard Ed.D. and good academic connections. As Archer had done before him, he relied entirely on part-time faculty members. There were no full-time teachers in the Suffolk Colleges until 1946. However, Miller radically changed the nature and quality of his part-time instructional staff. He replaced Archer’s high school teachers with college professors, many of whom were previous acquaintances convinced by Miller to teach several nights a week at Suffolk in addition to their full-time duties at Harvard, MIT, or Tufts. During his tenure, a part-time faculty of impressive quality was assembled, and the first steps toward departmental organization and a faculty committee structure were taken. He also initiated the process of differentiating a College administrative staff from its Law School equivalent.

16. Miller took office as Liberal Arts Dean in July 1937.
17. By 1938, every student in the Colleges was required to take at least half of his or her credits in the College of Liberal Arts. This stipulation guaranteed good-sized classes for Liberal Arts instructors and minimized the number of faculty members necessary by eliminating duplication of effort, but it also confirmed the College of Liberal Arts in the role of senior partner. After 1938, all undergraduate classes met in the enlarged “University Building” at 20 Derne Street.
requirements from 105 to a much more respectable figure of 120, while eliminating academic credit for teaching expe-
rience.\textsuperscript{14} She also inaugurated, in July 1936, a six-week Liberal Arts College summer session. Unlike the pre-war Law School summer session, it was not a make-up session, but rather offered supplementary courses for students who wanted to accelerate their progress toward a degree.

Bryant's arrival freed John Griffin from his duties as College Registrar. During the following two years, he was given primary responsibility by Archer for the establish-
ment of two other "pioneer" evening colleges. Conversa-
tions in the spring of 1936 between Gleason Archer and Paul A. Newsome, Executive Secretary of the Massachu-
setts Press Association, led to the foundation of a Suffolk College of Journalism the following autumn. Griffin and Newsome worked through the summer to set up the new school, which opened on September 22 with Newsome as Dean, two part-time faculty members, and forty students (seven of them women). The \textit{Suffolk Journal}, founded by the Trustees to provide a laboratory experience for Journalism students, began publication in September 1936. One year later, a College of Business Administration opened its doors. This time, Griffin was the one who talked Archer into undertaking the project; the organizational work, carried out during the summer of 1937, was done almost entirely by Griffin, and when the College of Business Administration began operation on September 27, the credit was Griffin's alone.\textsuperscript{15} The University charter of 1937, which incorporated Suffolk Law School and the three Colleges as Suffolk University, also gave degree-granting pow-
ers to Griffin's two new professionally-oriented colleges; and for his achievements John Griffin was elected to the expanded Board of Trustees created by the new charter.

Paul Newsome lasted less than a year as Journalism Dean; but through him, his sister M. Esther Newsome was recruited in 1936 as the College's first full-time Librarian. The following year, when the 20 Derne Street building was reconstructed, the College and Law School collections were consolidated there, and responsibility for both was given

\begin{footnotes}
\item[14] \textit{Status of Suffolk University,"} p. 16.
\item[15] Interview with John Griffin, June 18, 1979; Griffin was a Harvard MBA.
\end{footnotes}
brought an order and discipline to undergraduate affairs which allowed the collegiate departments to develop before World War II, and to survive repeated crises during wartime and immediately after. She had a sharp tongue and an aggressive style of office management; she never inspired in students or colleagues the kind of affection which Bursar Dorothy McNamara elicited. In fact, she quarreled, fiercely and frequently, with both McNamara and her own counterpart in the Law School, Catherine Caraher. But without Bryant’s day-to-day contributions, the survival and early growth of undergraduate education at Suffolk would have been inconceivable.

By the time Bryant arrived in January 1936, Gleason Archer had clearly oriented his college to serve the kind of non-traditional constituencies that Suffolk Law School had served since its foundation in 1906. Like its parent institution, the College was to be, in the founder’s phrase, an “educational pioneer.” Archer had won from the General Court in February 1935 a charter for the new college to grant degrees; it thus became the first institution in New England at which a student could obtain a bachelor’s degree entirely by evening study. It had also, unlike the Law School, been co-educational since its foundation (although there were no female faculty members until after World War II). To help the school’s students find full- or part-time jobs that would allow them to earn tuition money, a Placement Bureau was established in September 1935; it was housed — along with the rest of the College — at 59 Hancock Street, one of Gleason Archer’s Beacon Hill properties.

Degree-granting powers and the new building helped attract to the College fifty-four students, eight of whom were women, to replace the previous year’s “evaporated” class. To retain them, and to attract others, Bryant began to tighten standards. She quickly raised semester-hour

Archer, for example, asked Boston Superintendent of Schools Patrick T. Campbell to help him in choosing suitable instructors. The College consequently began with a faculty consisting entirely of teachers from the Boston Teachers' College and from the city's high schools. Since his new faculty members knew little more of college standards than he did, Archer also requested help from Campbell, and from Dr. Frank W. Wright of the State Board of Education, in laying out a "compact" curriculum to be offered by his small teaching staff. On Wright's suggestion, graduation requirements for the new College were set at 105 semester hours (compared to the 120 frequently demanded in undergraduate institutions). This suggestion was implemented by John Griffin, the College's first Registrar. Griffin, who was to play a critical role in Suffolk University's development for the next half-century, was among the first high school instructors recruited by Archer to teach at the College of Liberal Arts. Beginning in the summer of 1934, he also served as Archer's evening aide for undergraduate curriculum planning. He was appointed Registrar shortly afterward, and, based on the procedure of Boston University (where he was attending classes), began offering credit to in-service teachers for previous teaching experience. Griffin's well-intentioned practice was responsible for the fact that trade school teachers made up a high percentage of the College's early students; however, it also further undermined the institution's academic credibility.

It was only with the arrival of Carrola A. Bryant as Registrar in 1936, and of Donald W. Miller as Dean a year later, that the fledgling institution began to take on the characteristics of a college. Gleason Archer brought Bryant from New York, where she had been a radio executive at WEAF, to replace John Griffin. She served as Registrar from 1936 until 1946, and during that time was a leading architect of College policies as well as their principal administrator. To her Registrar's duties were added those of College Treasurer, Admissions Director, Executive Secretary, and, not infrequently, Assistant or Acting Dean. She

12. "Status of Suffolk University," p. 16; many of these trade school teachers were graduates of three-year normal schools who sought to complete four-year college degrees.
for example, was begun in 1980, as was an In-Service Institute to offer short courses for Boston-area teachers. During the period after 1972, the University Counseling Center also undertook an impressive expansion in its services.\textsuperscript{55}

The Sociology department continued its growth during the 1970s, as well; BS programs were introduced in Health Services and Human Services, while Sociology became by 1975 the largest Liberal Arts undergraduate major. The Government department set up internships with a number of state officials, and began an association with the Washington Center for Learning Alternatives (WCLA) in order to provide students with experience in national government.

Dean Ronayne also presided over the rebuilding — begun by Allan Kennedy and carried on by Edward Harris — of a Communications and Speech department and a highly competitive forensics program, centered around the Walter M. Burse Debating Society.\textsuperscript{56}

The College of Journalism had continued to function and to attract students since its foundation in 1936. For almost its entire history, however, it had been administered as a department of the Liberal Arts College; and for almost two decades after 1952, the Journalism “College” was composed entirely of part-time instructors, one of whom, William Homer, served as its head. Under Ronayne, the College of Journalism was officially demoted to the much more appropriate status of a department. Meanwhile, new chairman

\textsuperscript{55} Kenneth Garni succeeded Leo Lieberman as head of Psychological Services (as the Guidance office had been renamed) in 1973; two years later, Psychological Services received accreditation from the International Association of Counseling Services, and in 1978 was renamed the University Counseling Center.

\textsuperscript{56} An informal exchange of faculty between Suffolk and Emerson College took place as early as the 1950s; Stanley Vogel, Ella Murphy, Florence Petherick, and Arthur West gave courses at Emerson, while Dean Richard Pierce and other members of the Emerson faculty taught Humanities and Speech courses at Suffolk. In 1968, Dean Goodrich established a formal affiliation, which opened Suffolk’s science facilities to Emerson students in exchange for Emerson’s assumption of responsibility for training Suffolk students in Speech, Communications, and Dramatic Arts; the affiliation was scaled down — and a separate Suffolk Speech and debate program reestablished — after 1973. The College administration had demonstrated a particular solicitude toward Speech programs since the early 1950s, sponsoring a High School Speech Contest from 1952 on, and adding a High School Debate Tournament after 1965. The quality of undergraduate forensics, however, jumped dramatically with Kennedy’s move from Emerson to Suffolk in 1974; within seven years, the school’s debaters were invited to participate in the national championship tournament. Kennedy also revived an undergraduate dramatics program that was first offered at Suffolk in 1936, and which had flourished during the 1950s under Ella Murphy’s direction. In 1978, a Suffolk Theater Company, made up primarily of professional actors-in-residence, was established as a stimulus for this rebuilding effort.
Malcolm Barach, the first full-time member of the Journalism faculty in twenty years, began work on a revitalization of the program.\textsuperscript{57}

During Dean Ronayne’s tenure, the College Library’s collection reached 90,000 volumes. When Richard Sullivan retired in 1975, Edmund Hamann succeeded him as College Librarian. Hamann greatly expanded the Library’s resources through memberships in NELINET, a computerized bibliographical network, and in the 660,000-volume Fenway Library Consortium. By 1980, his staff of full-time technical and reference librarians had more than doubled since separation of the College and Law School Libraries in 1967.

Growth occurred in a number of other administrative areas, as well. Between 1972 and 1981, Dean Ronayne’s professional staff increased from 25 to 37. In 1975, the first College Development officer was appointed. Establishment of a Financial Aid office helped scholarship funds climb by 1980 to $802,000 (plus $2.3 million in federal assistance) — four times the 1972 figures.\textsuperscript{58} By 1981, over 40% of Liberal Arts undergraduates received financial assistance.

Undergraduate enrollment in the College of Liberal Arts and Sciences remained steady at around 1700 in the eight years after Ronayne’s accession; attendance in the graduate Education programs, meanwhile, even declined slightly (from 396 to 287).\textsuperscript{59} After three decades as the economic mainstay of the University, the Liberal Arts College was said by some to be surrendering its numerical and financial predominance — as Gleason Archer had predicted that one day it would — to the Business School; in

\textsuperscript{57} A Greater Boston High School Awards Day, complete with scholarships to the editors of the winning high school newspapers, was instituted; and in 1975 a program of Hearst Foundation scholarships was initiated for Suffolk undergraduates in Journalism. A closed-circuit television station (WSUB) was set up in 1974, and a radio station (WSFR) in 1976. By 1981, the Suffolk Journal, one of the region’s leading student papers, had been joined by the \textit{Evening Voice} (founded in 1970 as the \textit{Evening Shadow}).

\textsuperscript{58} Federally-supported Economic Opportunity Grant programs (BEOG, SEOG), along with HELP loans, provided additional funds to Suffolk students; the conditions attached to the growing volume of governmental assistance helped bring about the adoption of a needs analysis for all financial aid after 1977.

\textsuperscript{59} In 1976, 69\% of Liberal Arts College students were day students, and 31\% were evening (part-time) students. By 1980, the Colleges’ summer session had grown to two day and two evening semesters, with a total enrollment of 2400.
fact, this was a misleading assertion, since Liberal Arts faculty members continued to teach 40% of the courses taken by students registered in the School of Management.

As community and state colleges multiplied and increasingly challenged Suffolk’s uniqueness as a “college of opportunity,” the Liberal Arts College had to rely more and more on the excellence of its offerings to compete for students even from its traditional constituencies. The improvement and expansion of programs and services during the Ronayne era also helped to encourage diversification of the Liberal Arts student body.  

That student population, in any case, displayed a zeal for involvement and extra-curricular activities unmatched in either the Law School or the School of Management. Organization, and an effective student government, allowed College students to gain attention for their grievances; both factors helped win establishment in 1974 of a Commencement separate from the Law School ceremony. In addition, student agitation helped, as it had done in the case of the Donahue Building, to bring about acquisition of new physical facilities. The Fenton Building, opened in 1975, was devoted entirely to College programs; and the Ashburton Place Building, opened in 1981, permitted the convenient consolidation of many College and University services under a single roof.

Like the Liberal Arts student body, the College faculty remained virtually unchanged in numbers under the Ronayne regime; the full-time faculty remained at approximately 100 from 1972 until 1981. Its quality, however,

60. By 1980, more than half of the College’s students were women, compared to 39% in 1972, and non-white minority representation had also increased (to 5.5%). The undergraduate community’s diversity in the 1970s, however, did not equal that simultaneously being cultivated in the Law School; most College students still came from the greater Boston area, whereas nearly 40% of law students by 1979 came from outside Massachusetts.

61. The total teaching staff, however, grew by 29% from 144 to 186. Part-time instructors had played a vital role in the Liberal Arts College since Gleason Archer’s time; under Dean Ronayne’s regime, the number of part-time instructors increased dramatically, from 44 to 86. The proportion of full-time women teachers rose only slightly, from 25% to 29%, while the proportion of Suffolk graduates on the full-time faculty was halved, from 14% to seven percent. In 1977, the Trustees instituted a seven-year up-or-out rule for untenured faculty members. Dean Ronayne vigorously supported faculty governance: a Faculty Life Committee (authorized by Dean Grunewald in 1971 to represent the faculty in discussions about salaries, fringe benefits, and working conditions) was made elective in 1972; and in 1976 faculty representatives were accredited to the Trustees’ College Committee.
improved steadily; the proportion of Ph.D.'s doubled, from 40% in 1972 to 80% eight years later. Research gradually came to be recognized by the Board and the administration as a desirable supplement to teaching responsibilities in at least some cases; the Ronayne era thus offered a wider latitude of acceptable applications for the faculty's creative energies than any previous period in the College's history.

By 1981, the College of Liberal Arts and Sciences provided a balanced program of excellence, opportunity, and community service. The school's undertakings and its mission had grown well beyond what Gleason Archer had initially envisioned for it. The purposes and results of this development, however, could only have left the founder well pleased.

62. A sabbatical leave program was established in 1974, and a formal policy authorizing load reductions for research purposes was instituted seven years later; in 1980, a Grants office was set up.

63. A free tuition program for senior citizens, for example, was established in 1973. Liberal Arts faculty assistance was provided to Boston's Magnet School project, and a solar energy project was undertaken in 1980 at both the Beacon Hill and Cobscook Bay campuses.
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Acknowledgments

I gratefully acknowledge the aid, enthusiasm, and research assistance of Carla Berardi, Richard Robert Caprio, Michelle Finnegan, and Michael Gustafson. Invaluable information, advice, and personal recollections have been provided to me by interviews with Dorothy M. McNamara, Trustee John Griffin, former Dean Donald W. Goodrich, Associate Dean Joseph H. Strain, Emeritus Professor Edward G. Hartmann, Professor Stanley M. Vogel, and Professor Arthur J. West. College Librarian Edmund G. Hamann and University Archivist P. Richard Jones have called numerous materials to my attention and made them available to me. Special debts of gratitude are due to former President Thomas A. Fulham for making relevant portions of the Trustee minutes available to me, and to Dean Michael R. Ronayne, Jr., of the College of Liberal Arts and Sciences for allowing me to review his file of Annual Reports. William C. Amidon, Director of Alumni Programs for the Law School, has been an unfailing source of aid and advice. As usual, a difficult job has been done with dedication, wit, and insight by the members of the Heritage Project’s Editorial Board: Ann D. Hughes, John C. Cavanagh, Edward G. Hartmann, and Patricia I. Brown. James Rue designed this pamphlet, and Bernard Martin oversaw the printing. Finally, aid without which this pamphlet would have been unrealizable has been rendered me by the Boston Public Library; the Suffolk University Libraries; the Suffolk University Archives; the Department of Journalism, School of Public Communications, Boston University; and the Society for the Preservation of New England Antiquities.
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