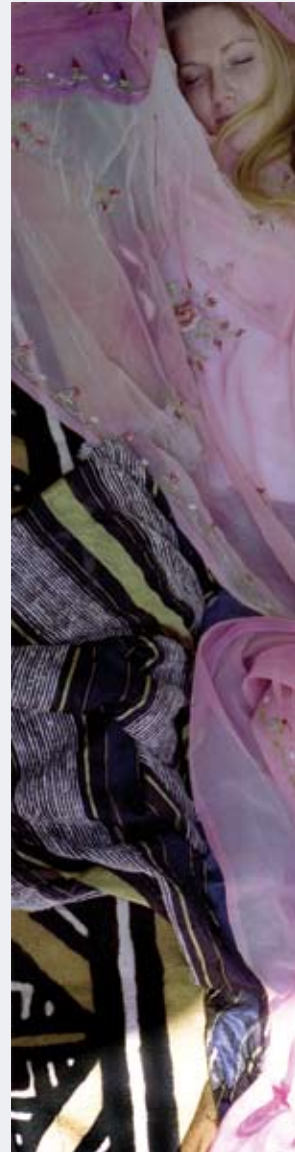


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Bridgewater Review





Wyoming Sunset.
Howard London

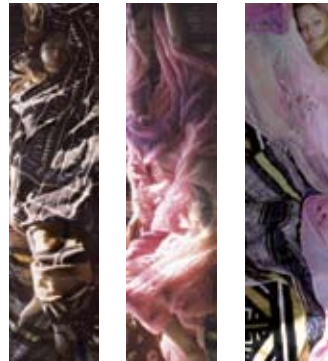
I was mesmerized by this sunset scene. The landscape lasted like this only for a few minutes, and the peculiar combination of awe and serenity they evoked for a few minutes more. I am happy to have this picture forever. The picture was taken in Yellowstone National Park with a Nikon SLR D50.

*—Howard London is Dean of the
College of Arts and Sciences.*

Bridgewater Review

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ON THE COVER

Dream Weavers
Three color photographs,
each 9" x 3" by Mary Dondero,
Assistant Professor, Art
Department. Excerpts from
four portfolios of Professor
Dondero's artwork are on
pages 15–19.

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Editor's Notebook

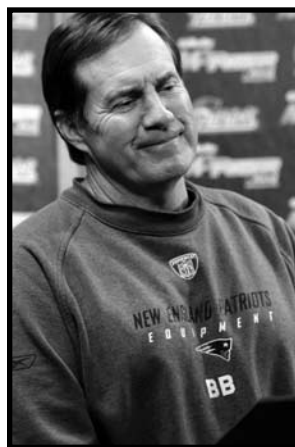
Super Coach—Superbowl

Bill Belichick has taken the New England Patriots to three Superbowl championships in the last four years, a feat never accomplished in the history of the National Football League. Belichick is considered a football genius; a workaholic who always has his team prepared for games and possesses an innate ability to attack the weaknesses of the opposition with offensive and defensive “schemes” that translate into victory. When he leaves football, Belichick will be remembered in the same breath as Vince Lombardi, Tom Landry, and Don Shula.

But besides being a fan of Bill Belichick, I am a political scientist who in recent years has taught courses in executive decision-making and political leadership. What I have found is that governmental officials and political leaders can learn much from the way Bill Belichick runs the Patriots and wins Superbowls. Although Belichick likely thinks of himself only as a football coach, he is a superb model for studying decision-making and leadership.

First and foremost, Belichick is an excellent judge of talent, a critical ingredient in effective decision-making and leadership. Successful presidential administrations have usually been ones that attracted the best and brightest and knew when to change the political “players” when necessity dictated. Belichick not only has the ability to make astute decisions about drafting young men fresh out of the college game, but he also has a keen insight into when veteran players have lost the physical and mental skills to keep their jobs on the team. He may surprise some football pundits with his personnel picks and he may appear ruthless when he sends a veteran on his way, but it is clear that he knows how to build a winning team and more importantly sustain a winning team.

Secondly, Belichick has brought a kind of scientific approach to coaching professional football, an approach that too often is missing from governmental decision-making. Unlike Belichick, politicians are captives of ideology and partisanship, rather than rational analysis and self-criticism. Belichick, on the other hand, has been shown to be a devotee of a mathematical prognostication system called sabermetrics, which seeks to predict the most effective choice of options to achieve an objective, in this case determining when to run for a first down, deciding when to kick a field goal, and planning how to properly break down an opponents game plan.



“Jonathan Wiggs—The Boston Globe”

Like most coaches, Belichick spends hours going over game films to acquaint himself with the opposing team, but he views the footage in a matter akin to a math instructor or economist (his major in college), developing

a predictive model that he employs during the game. Belichick values the importance of not making on field decisions that are the product of hunches or the latest fads within the coaching profession. Rather, Belichick meticulously studies the odds of calling a particular play based on mathematical models that show what works best under set conditions.

Finally, Belichick sees football as a team sport, not a collection of egos bent on advancing their own careers and enhancing their capacity to cash in on lucrative endorsements. Politicians and governmental officials could learn a great deal from Belichick’s team approach where everyone is on the same page; there are no mavericks to break down unity and weaken focus; and the goal is always clear and concise with few extraneous diversions to take the collective eye off the prize. Belichick’s Patriots are not flashy, just a bunch of excellent role players who perform their jobs with efficiency and dedication. When the Patriots won their first Superbowl in 2002, after the nation was reeling from the 9/11 tragedy, the team came out on the field as one unit, not as individual players. Limiting the excesses of ego, being flexible and innovative and accenting the importance of people working together toward a common goal are key components of Bill Belichick’s approach to football.

Winning the Superbowl is certainly not the same thing as running a country or a state, and football, despite the numerous military analogies, is not even close to waging a real war. I am sure that Bill Belichick has no interest in being a president or governor, but presidents and governors should look to Bill Belichick as one of the premier decision-makers and leaders of our time.

—Michael Kryzaneck, Editor

Building Leaders for the Future

Women in the Middle East

Deniz Zeynep Leuenberger



Abu Dhabi is the capital city of the United Arab Emirates and is also the name of the largest of the country's seven emirates. It is a city of white sand and high-rises, of turquoise beaches on the Arabian Gulf, and of parks with fountains and green spaces. The streets are quiet in the early mornings, with a few, non-national workers laboring on the constant construction of buildings and roads. White, concrete tents, placed occasionally along the water front, shield families from the sun. Emirati women in black abayas and men in immaculate white traditional dress walk amongst foreign nationals in modest Western dress.

WOMEN AS GLOBAL LEADERS

In March of 2006, red and blue conference flags flapped on the avenue in front of the Emirates Palace Hotel, a luxury resort of architectural splendor and the venue for a gathering sponsored by Zayed University, a government funded college for women with campuses in Abu Dhabi and in Dubai. Women from eighty-seven countries gathered in Abu Dhabi for the second annual *Women as Global Leaders*. Over one-thousand-two-hundred delegates attended. Presentations were made by world leaders such as Jordanian Queen Rania al-Abdullah, former President of Ireland, Mary Robinson, U.A.E. Minister of Economy, Sheikha Lubna Al-Qasimi, award winning journalist, Linda Ellerbee, and British attorney and wife of British Prime Minister Tony Blair, Cherie Booth. The conference theme was "Communities in Transition".

In the months prior to the *Women as Global Leaders Conference*, Sheikha Lubna Al-Qasimi, acting in her role as the U.A.E. Minister of Economy, assisted in the planning of Dubai Ports World plan to manage six ports in the United States. On February 11, 2006, the decision to seek transfer of control to the U.A.E. owned company was announced. On February 22, 2006, the U.S.

Congress and President George W. Bush clashed over the transfer and President Bush stated his intent to veto any bill blocking the plan to allow management by Dubai Ports World. On March 9, 2006, Dubai Ports World announced its decision to hand over management to an American entity.



As the Sheikha speaks to an auditorium full of women on March 12, 2006, her role as world leader and as a model for Middle Eastern women is made visible in the admiration of young women in the audience. In many ways, Sheikha Lubna Al-Qasimi represents a unique role model for Muslim women. She is the Chief Executive Officer of Tejari, an information technology firm, as well as the Minister of Economy, and is the first woman to hold a senior government position in the United Arab Emirates. She also worked for the Dubai Ports Authority prior to her promotion to her senior government post by the late Sheik Zayed.

She demonstrates reverence for tradition, including in her dress and in her loyalty to the U.A.E. In her speech, there is a cheerfulness and energy. She is well educated and well traveled. Her words suggest a desire to promote positive change for women in a manner that

respects the culture and the religion of the region, a common theme for emerging and experienced leaders in the Middle East. She believes in rapid and positive change led by Arab women in the coming decade.

For women in the United Emirates and the Middle East, Sheikha Lubna Al-Qasimi is modeling the increased emphasis on technology and business in higher education. In a nation where a male guardian, usually a father or a husband, has the legal right to restrict women from working outside the home, the increased access of women to education and employment cannot be taken lightly. At women's colleges such as Zayed University and Dubai Women's College, young students participating in progress that is built on Muslim, tribal, and family traditions as well as on scientific knowledge and research.

A conference delegate asks a group of Zayed students if they anticipate that their progress in the work place will mean that Emirati men will take over more of the responsibilities of home. They laugh and say "that will never happen." They anticipate a balance of home and work that is different than that of Western societies and want the opportunity to create social changes in their own way and in their own time.

"A WORLD IN DANGER"

Petra is an ancient city of long-abandoned architectural masterpieces carved out of rose-red stone by Nabatians in the sixth century. It is entered to by a several foot crack in the mountainside, navigable by foot and livestock. This setting, in the mountainous Jordanian desert of Wadi Araba, has provided shelter and protection to Bedouin tribespeople and to travelers and traders on the route from the port city of Aqaba, to its south, and to the city of Amman, to its north, for centuries. In June of 2006, King Abdullah II of Jordan and Nobel Laureate Elie Wiesel hosted the second annual Petra Conference of Laureates, a gathering of Nobel Laureates in the fields of peace, literature, medicine, economics, physiology, and chemistry. Petra provided an isolated and beautiful setting in which leaders, including the Dalai Lama, could discuss global peace through the conference theme "A World in Danger."



Like the *Women as Global Leaders Conference*, the Petra Conference represents action by Middle Eastern governments to encourage leadership development for their citizens and to provide a space for international dialogue on global issues. In light of ongoing threats to peace and social welfare

worldwide, both provide mentorship and example to future generations of decision makers worldwide. They are forums for discussion of human rights issues and economic planning with unprecedented construction of the types of participants involved. Of concern to many individuals interested in Middle Eastern human rights issues, are the rights and welfare of women in Middle Eastern countries. Especially in war torn regions and in nations with high rates of poverty, the social and economic welfare of women deserves significant consideration. Open international dialogue allows for creative solutions and for understanding that moves beyond ethnocentric limitations.

While her husband, King Abdullah II planned for the Petra Conference of Laureates, Queen Rania al-Abdullah spoke to an auditorium of women about the role of education in improving the lives of women. Queen Rania received her Bachelor's Degree in Business from the American University in Cairo. She worked in the banking industry and briefly in the information technology prior to her marriage. She works for a variety of charitable causes, including the International Youth Foundation, the Vaccine Fund, the International Osteoporosis Foundation, and the Jordan River Foundation.

In her speech, she focuses on the example of Sajida Basiri, a young Afghani woman who returned to her rural village after spending a large part of her life as a refugee in Pakistan and opened schools, educating more than one-thousand girls since 2002. Her voice is full of a power that is unexpected for such a petite figure. She speaks about the trials and joys of balancing her official responsibilities and her role as mother of four children. She wears a green and black suit with light embroidery, without the scarf she often has wrapped around her neck in a fashionable style. Her long brown hair falls in soft curls at her shoulders. Queen Rania is another modern role model for Middle Eastern women, educated, balancing family and work, and combining Arab and Western traditions. Like Queen Noor, the wife of the late King Hussein and a graduate of Princeton

University with a degree in architecture, her work in promoting charitable causes and in promoting Jordan as a modern, developed country are central to her mission.

Jordan is a country acting as a political and physical barrier between Israel and a number of Arab countries. The late King Hussein, who ruled the constitutional monarchy for nearly fifty-years, spent much of his efforts in managing Middle Eastern peace. His reign also brought advancements for women, including the rise of the literacy rate from 33% to over 85%. Jordan has allowed a great deal of Western influence in the development of its identity and in the economic and educational growth of women. King Abdullah II's mother, Princess Muna al-Hussein, is of British ancestry and Queen Noor is of American/Lebanese descent. Kuwaiti born Queen Rania, of Palestinian descent, will continue to shape the role of women in Middle Eastern societies, again balancing tradition with newer influences.

Also at the Petra Conference is Lama Al-Sulaiman. Lama Al-Sulaiman is on the Board of Directors of the Jeddah Chamber of Commerce and Industry, Rolaco Trading and Contracting, the National Institute of Health Services, the National Home Health Care Foundation, and the Economic and Social Circle of the Mecca Region in Saudi Arabia. She is married and a mother of four and a member of the Young Arab Leaders. She holds a Ph.D. from the King's College-University of London in the United Kingdom. She sits in one of the neatly arranged white chairs, along with Dr. Rola Dashti, the chairperson of the Kuwait Economic Society who intends to become a candidate for the 2007 parliamentary elections in Kuwait. They discuss the potential for women leaders in the Middle East.

Lama Al-Sulaiman, wearing a black hijab and abaya, anticipates potential questions about women's dress and rights in Saudi Arabia. She states that the focus should not be on women's dress, which she sees as a matter of personal and religious choice, but that change will be based on practicality. For instance, she sees that women may be able to drive in the future because it is economically increasingly difficult to provide drivers for women. She sees human rights for women built on Muslim law and with solutions emerging from Arab culture. In her white pant suit, Rola Dashti speaks out for a Kuwaiti legal system that provides rights of participation to women. She lobbied for a 2005 decree to allow women to vote and run in parliamentary elections. She has also been an advocate for women's rights in Yemen.

As young women in the Middle East and across the world prepare for the future and for leadership positions, women such as Sheikha Lubna Al-Qasimi, Queen Rania al-Abdullah, Lama Al-Sulaiman, and Rola Dashti are important role models. Their responsibility to their families, to their local communities, to their nations, to Muslim women, and to the international community is translated differently in their styles. Their cultural and social experiences reflect the portion of the diversity encompassed by the terms "Middle Eastern women" and by "Muslim women." They do have, however, some common hopes for women, hopes they share with many of the young women delegates. When asked about what they wish for their own daughters, a group of senior student panelist from Zayed University, almost in unison, said that they want to assure that their daughters have educational opportunities. This is the hope also held by the global leaders participating at the conference. The key is to move beyond economic limitations of poorer countries in the region to build literacy and educational opportunities for women.

Addressing literacy for both men and women may be at the central to positive developmental change in the Middle East. The literacy rate for men and women in developed countries, such as the United States, the United Kingdom, Japan, Ireland, Canada, and Germany, was 99.9 percent according to the United Nations

Table I

NATIONAL EDUCATION DATA: SELECTED COUNTRIES

Country	Primary		Secondary		Post-Secondary	% of Government Spending
	F	M	F	M	F & M	
Bahrain	97	96	93	87	34	NA
Egypt	94	97	NA	NA	33	NA
Jordan	92	90	82	80	39	20.6
Iraq	89	94	31	44	15	NA
Kuwait	87	85	NA	NA	22	17.4
Lebanon	93	94	NA	NA	48	12.7
Morocco	83	89	NA	NA	11	27.8
Oman	79	77	75	74	13	26.1
Pakistan	56	76	NA	NA	3	8.5
Qatar	94	95	86	88	19	NA
Saudi Arabia	NA	NA	51	54	28	NA
Syria	NA	NA	56	54	NA	NA
U.A.E.	70	72	64	61	NA	22.5
Yemen	63	87	NA	NA	NA	32.8
Turkey	87	92	NA	NA	29	NA
Afghanistan	NA	NA	NA	NA	1	NA
Iran	88	89	76	80	22	17.9
U.S.A.	90	94	91	89	82	17.1
U.K.	99	99	97	93	60	11.5

Data for years 1991-2004; Data from UNESCO (unesco.org); All numbers in percentages; NA = not available
F=Female; M=Male

Development Program Report 2005. In the same report, Jordan held a 89.9 percent literacy rate, Qatar had a 89.2 percent literacy rate and Kuwait and Syria had a 82.9 percent rate. Other rates include Turkey with 88.3 percent, Oman and Saudi Arabia with 79.4, the U.A. E. with 77.3, and Iran with 77. Other countries fell well below that literacy rate with Egypt at 55.6 percent, Morocco at 50.7 percent, Pakistan at 48.7 percent and Yemen at 49.0 percent.

There are also some differences in the literacy rates for men and women living in the Middle East. According to the Population Reference Bureau, the percent of illiterate Egyptian women in the 15 and older population in 2000 was 56 percent, while it was 33 percent for men. Saudi Arabia had a 33 percent illiteracy rate for women and 17 percent for men. The United Arab Emirates held a 21 percent illiteracy rate for women and a 25 percent illiteracy rate for men. Yemen held the largest discrepancy based on gender with 75 percent for women and 33 percent for men.

The amount of financial and infrastructural support for education impacts the literacy outcomes for citizens. Many of the countries with educational need are also experiencing economic need. Due to war, political instability, and a high number of refugee populations, certain countries are at greater risk. Social values and internal political differences also have an impact on educational attainment. *Table I* represents the percent of eligible citizens enrolled in school and the amount of government spending on education for a number of Middle Eastern nations. Data on other selected nations are provided for comparison and the data is made available by UNESCO. Nations with critical need in education include Pakistan, Yemen, and Afghanistan. Nations such as Bahrain, Jordan, and Lebanon appear to be making strides in education, but the comparison to the U.S.A. and U.K. indicates that, especially in post-secondary education, that additional gains could be made.

Another indicator of educational well-being is indicated by the number of years citizens are spending in education. *Table II* represents data from the United Nations Statistics Division on years of educational expectancy. Areas of critical educational need for women include Iraq, Pakistan, Yemen, and Afghanistan.

Education continues to be an important issue for citizens of countries in the Middle East. Special emphasis on the education of women in nations such as Iraq, Afghanistan, Yemen, and Pakistan is needed. There is some room for optimism on the horizon, includ-

Table II
NUMBER OF YEARS OF EDUCATION EXPECTED: SELECTED COUNTRIES

Number of Years of Education Expectancy (Beginning with Primary)

Country	M	W	M & W
Bahrain	14	15	14
Egypt	NA	NA	12
Jordan	13	13	13
Iraq	11	8	10
Kuwait	12	13	13
Lebanon	14	14	14
Morocco	11	9	10
Oman	12	11	11
Pakistan	7	5	6
Qatar	12	13	12
Saudi Arabia	10	10	10
Syria	NA	NA	NA
U.A.E.	10	11	10
Yemen	11	7	9
Turkey*	12	10	11
Afghanistan	9	4	7
Iran	13	12	12
U.S.A.	15	16	16
U.K.	16	17	17

*Data 2004, *2003 for Turkey; Data from United Nations Statistics Division; All numbers in percentages; M=Men, W=Women, NA= Not Available*

ing the sponsorship of international conferences and higher education collaboration designed to improve the well-being of women in the Middle East. There are also an increasing number of women who are enrolling in university-level education. Organizations such as the United Nations and UNESCO are emphasizing women's education as part of their developmental planning. In Jordan, Bahrain, Kuwait, Oman, Lebanon, Qatar, and Saudi Arabia, the number of women as share of university enrollment surpassed the number of enrolled men in 2000. With role models and educational support, the women of the Middle East are taking steps to create their own unique styles of leadership. Hopefully the coming decade will continue to bring improvements to the educational well-being of both men and women in the region.

—Deniz Zeynep Leuenberger is Assistant Professor of Political Science.

Come Saturday Morning... at Bridgewater State College

Joseph H. Huber
with Jamie L. MacKool



PROLOGUE

Until the latter part of the 20th century, many individuals with disability were institutionalized and those who lived in the community were often excluded from mainstream activities and chronically underemployed in a manner similar to other minority groups. In an effort to change a public attitude of indifference and correct mistakes and injustices of the past, society has recently turned to educating children with disabilities so they might gain equity and social justice.

Starting in 1973, the U.S. Congress passed legislation to provide children with disabilities opportunities to participate in a full range of school activities (Section 504 of the Rehabilitation Act and Individuals with Disabilities Act) and required employers to make reasonable accommodations for adults to assure their employment upon graduation (Americans with Disability Act).

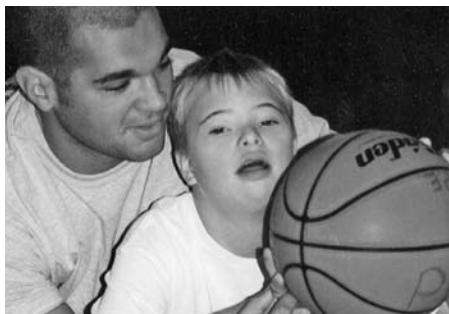
This trend of deinstitutionalization and normalization was an effort to move individuals with disabilities into society equipped to live lives as independently and productively as possible. As this effort to assist children with formidable intellectual and physical disabilities evolved, education and rehabilitation specialists designed critically needed programs to facilitate development of physical and motor fitness, movement skills and patterns, as well as programs for participation in aquatic, dance, games, and sports. These changes in curriculum and programs to address the needs of children with disabilities not only prepared them to participate in physical education and athletics with their normal peers while in school but, upon graduation, enabled many of them to achieve gainful employment thereby helping to assure both their success and happiness.

In the early 1970's, Dr. Catherine Comeau, Chairperson of the Bridgewater State College's Health, Physical Education, and Recreation Department and an astute observer of societal educational trends, realized a growing national trend in higher education—the establishment of clinics on university

campuses to better prepare students intending to teach and work with children and youth with developmental disabilities. Dr. Comeau envisioned a clinic program at Bridgewater State College similar to those found at various universities throughout the country.

During the fall of 1973, Dr. Joseph Huber and Professor Johanne Smith began development of Bridgewater's clinic program. The vision was to establish a clinic in which students

would learn academic content, be given opportunities to improve professional skills, and be provided a "real-world" experience. Bridgewater's clinic opened its doors in January 1974 to 20 children with disabilities and 25 BSC college students.



SATURDAY AT THE CPDC

On most college and university campuses throughout New England, Saturday mornings tend to be uneventful. The majority of students catch up on their sleep. A small minority participate in interscholastic sports, rising early for practice or to board a bus for an away game. Bridgewater offers an alternative. On our campus, over 100 students elect to rise early and arrive at Kelly

Gymnasium by 7:30AM to participate in the *Children's Physical Developmental Clinic (CPDC)*. CPDC is conducted for two eight-week sessions during the academic year. It is a unique college sponsored academic program designed to foster professional development and community service skills of undergraduate students. At the same time, CPDC addresses developmental needs of 55 children with disabilities between the ages of 18 months and 18 years.

Each Saturday morning is tightly scheduled (*Table I*). Students arrive prepared to engage in a rigorous sequence of tasks including meetings, discussions, guest lectures, and most importantly, activities with children. Students, known as clinicians, are charged with the challenging task of improving the "total development" of children by enhancing vital physical, motor,

and aquatic skills. In addition, the program stresses improvement of children's self-esteem by strengthening emotional-social aspects of their personalities through involvement in play and sport activities.

The clinic program also addresses the recreational needs of children by teaching them to use leisure time in a satisfying and constructive manner, thereby opening doors to a fuller quality of life both now and, ultimately, as adults. This goal is achieved through group activities in which children become aware of their ability to learn rules of games and interact successfully with others.

STUDENTS SERVING AS CLINICIANS

Students applying to serve as clinicians are highly motivated undergraduates chosen from numerous departments on campus. To be accepted, students must show an eagerness to take on a challenging educational experience, a willingness to stimulate and teach children with varying developmental disabilities, and a commitment to accept the serious task of ensuring a successful learning atmosphere for the children.

An initial orientation of new clinicians, as well as weekly staff meetings, are conducted to instill safety measures and provide learning experiences tailored to children performance capabilities and special needs. Staff meetings enable an on-going dialogue between administrators and clinicians to resolve many complex issues related to children served by the clinic.

Another key component of the program includes weekly lectures in medicine, rehabilitation, psychology, and teaching strategies many of which are presented by professionals from colleges, universities, teaching hospitals, and governmental agencies throughout New England (*Table II*). These professionals provide valuable teaching strategies and suggestions for working effectively with children who have a myriad of developmen-

tal challenges. Furthermore, lectures teach clinicians strategies needed to draw children into play activities, maintain their interest in various activities, and develop methods to guide them to higher levels of performance and self-appreciation. Students wishing to revisit a topic presented during a lecture can view the videotaped presentation on CPDC's website (www.bridgew.edu/cpdc/) or listen to the audio presentation through the new podcasting initiative—programs downloaded and played back on portable mobile devices (e.g., iPod).



During program sessions, clinicians are responsible for assessing the physical, motor, and social skill capabilities of their child, thinking critically, and viewing play activities in terms of developmental sequences from basic to increasingly complex skills. At the end of each Saturday, the culminating experience for a clinician is to log anecdotal notes summarizing their child's progress and refining terminal goals and short-term measurable instructional objectives. Each semester ends with a detailed case study report on

their child and an oral presentation of that report before a group of fellow clinicians. These important tasks provide students opportunities for reflection—a time designed to help students find meaning to working with their children.

LEADERSHIP DEVELOPMENT

For many years there has been one common denominator helping to ensure success of the CPDC—students serving in an administrative role known as group leader. They are exemplary junior and senior clinicians who



have previously volunteered in the clinic for a year or more and are deemed capable of assisting with training, supervision, and evaluation of five to eight clinicians. Students aspiring to become group leaders register for a three credit seminar affording them an opportunity to explore issues related to the complex task of teaching children with disabilities (*Table III*). Group leaders also learn to explore and support ideas, share solutions, and

apply strategies related to safety, organization, management, communication, and leadership.

Group leaders do not just supervise, they also coach their clinicians to see and understand their assigned child's abilities, developmental level, and motor needs with sensitivity and respect.

Group leaders have a familiarity with games, sports, and swimming progressions, and assist in the selection of culminating activities to meet the wide range of skill levels found among children served by the program. Group leaders also further the development of clinician teaching styles, strategies, and the logical progression of skills.

With few exceptions, clinicians respond quite enthusiastically to technical support and feedback offered by their experienced group leader. Clinicians see their group leader as a mentor, a resource, and a friend—one who is always nearby to offer advice and support. Clinicians mature and grow professionally because of this relationship, develop an understanding of children with disabilities, and learn effective teaching skills that enable them to become valuable members of the clinic staff.

DEVELOPING RELATIONSHIPS WITH PARENTS

Parents of children participating in the program play an important role in the success of the CPDC. In order to enhance children's involvement and progress in the program, the clinic emphasizes that close lines of communication be established and maintained between clinicians and parents. Clinicians are asked to keep parents informed of progress made, introduce them to play equipment and activities, and assist them in meeting play needs outside of the CPDC. This goal is achieved through clinician/parent dialogue at the close of each week's session and sometimes by telephone during the week to discuss sensitive issues. Parents are also encouraged to observe their child's participation in the clinic program. Moreover, parents are requested to invite clinicians to their home once a semester, enabling them to observe children in different play environments.

On the last day of each semester, parents are invited to have lunch with clinicians. The majority of parents take advantage of this opportunity to discuss their

child's progress. Clinicians benefit too. This occasion provides time for clinicians to communicate to parents the child's physical and emotional-social progress and to address future goals and behavioral objectives. As clinicians mature and gain experience, they increasingly

become more sophisticated and confident interacting with parents. Parents grow in confidence as well because of relationships developed with clinicians and, over time, appreciate the importance of play in the overall development of their child. It is hoped that contact with parents will help foster an active play lifestyle at home.

SERVICE LEARNING

Students see volunteering in the CPDC as a means of self-enrichment and professional preparation. The outcomes are valued by students and are qualities consistently attracting well over 100 students to the program each semester.

In addition to serving the needs of children, the CPDC nurtures volunteerism and leadership development. Most importantly, it is a powerful service learning tool for transforming students from passive

recipients of service to active learners and providers of service. Students in the clinic learn through hands-on participation by identifying and analyzing children's



Table I

CPDC SATURDAY MORNING SCHEDULE

6:30AM	Administrative meeting
6:55AM	Initial group leader staff meeting
7:30AM	Arrange program equipment
7:50AM	Breakfast served to clinic staff
7:55AM	Initial student clinician staff meeting
8:15AM	Guest lecture presentation to clinic staff
9:15AM	Start of clinic activities for children
11:00AM	Conclusion of clinic activities for children
11:05AM	Parent conferences
11:15AM	Store program equipment
11:30AM	Comments to student clinicians by administrative staff and group leaders
11:40AM	Final student clinician staff meeting
NOON	Final group leader staff meeting
1:00AM	Clinic program ends
1:15AM	Final administrative staff meeting

Table II

SAMPLE, CPDCGUEST LECTURE

Presentations

- Physical and Motor Characteristics of Children with Downs Syndrome
- Orientation and Mobility Training for Individuals with Visual Impairments
- Educating Children with Autism: Program and Teaching Strategies
- Revolutionary Mobility System: Greater Independence for Those with Neuro-muscular Disease
- Child Sexual Abuse and Neglect: Implications for Professionals
- Positioning and Handling of Children with High and Low Tone
- Early Speech and Language Development
- Challenges and Practices in Ostomy Care
- Cooperative Games and Activities for Children with Developmental Disabilities
- Hepatitis B Virus: A Major Health Concern—Guidelines for Prevention
- Prader-Willi Syndrome: Medical and Educational Implications
- The Role of Parents and Advocates in the Education of Children and Youth with Disabilities

deficiencies and as a team work together to ameliorate weaknesses. Service learning at the college level further supports the importance of the clinic program to Bridgewater—mentoring students for their future crucial role of “civil servant” upon graduation.

THE CLINIC’S STRATEGIC EDUCATIONAL VALUE

There are nearly 270 colleges and universities in New England—an extraordinary concentration of institutions in an area smaller than the state of Missouri (The Annual Directory of New England Colleges and Universities, 2006). In addition, more than 131,000-plus collegians annually come from around the world to the Boston area in pursuit of higher education (Connection’s Trends and Indicators in Higher Education, 2006). Many graduates of these institutions remain in the Boston area to vie for jobs along with Bridgewater State College graduates.

CPDC’s pursuit of academic excellence helps BSC students to successfully compete against many talented students attracted to the United States education Mecca—that is Boston and Eastern Massachusetts. Over the years, BSC students have determined that CPDC not only augments their professional development, but is most critical to them at the point of graduation—when seeking employment and entrance to graduate school.

Table III

GROUP LEADER ADMINISTRATIVE AND MANAGEMENT SKILLS

- Maintain focus on safe and successful participation
- Extend commitment to the children, parents, and student clinicians
- Make well thought out and informed decisions
- Contribute actively
- Resolve issues and conflicts
- Manage time
- Reinforce appropriately
- Conduct consistent professional demeanor
- Meet or exceed performance expectations
- Pursue excellence in all areas of involvement

EPILOGUE

What started 33 years ago as a pilot program has increased steadily in size and scope of service over the years. The value of the clinic experience today is well-known to BSC students, and the number of participating clinicians makes this the largest student organization at Bridgewater State College. The program’s objectives that were established in 1973 remain key to the CPDC’s success today, they are:

- *To provide an educational climate enhancing both personal confidence and professional competence of undergraduate students;*
- *To foster an atmosphere in which communication between students and faculty is both recognized as important and nurtured;*
- *To assist students to be competitive professionals, yet instill in them an appreciation for developing both positive and cooperative relationships among those with whom they work.*

These early program objectives continue to be common threads helping to attract a student population heterogeneous in character, field of study, and professional ambition. After all these years, the CPDC continues to serve the many interests of students by providing a democratic, pragmatic, challenging, and broadening experience.

—Dr. Joseph H. Huber is Coordinator of the Adapted Physical Education Concentration within the Movement Arts, Health Promotion, and Leisure Studies Department, and Program Director of the Children’s Physical Developmental Clinic (CPDC).

—Jamie L. MacKool is a special education teacher in Duxbury Public Schools, Duxbury, MA. She is also a member of CPDC administrative staff.

Fitting in to Fieldwork: Ninth Grade Mudslinging and Going the (Ethnographic) Distance

Jodi H. Cohen



In the Social Sciences, we use both quantitative (statistics) and qualitative (observing and listening) methods. The two can be used together to complement one another, and in my investigation of the differences in classroom participation and overall self-efficacy of girls enrolled in coeducational versus single-sex math classes I used a mixed-method research design.

There are distinct advantages that are realized from using a combination of different methodologies. First, sociological research and inquiry is concerned

with both theoretical knowledge and the application of findings in practice. Research that combines methodologies increases the potential of the study to address both of these ends. For example, qualitative research is often concerned with process as well as outcomes; descriptive accounts provide a means of drawing parallels and contrasts between the phenomena being investigated and theoretical paradigms. Quantitative research seeks to measure and evaluate the phenomena or construct of interest, and provide a means for generalization and reproduction by other researchers.

Within the context of my study, I planned to collect the quantitative data through selected-response survey and the charting of classroom participation through observation. Through tracking classroom participation I would be able to measure how often students in the class raised their hands or called out answers. The qualitative data would come through the observation of classroom behaviors and through interviews with female students from which I would be able to glean explanations of the behavior that I had observed. Together, the complementary information gathered

from both quantitative and qualitative methods would create an understanding of the culture of secondary educational settings and the context of peer socialization within that learning environment. I knew that the qualitative data would be the more difficult to gather,

but I had no idea just how challenging it would be...

Valerie Janesick in *"Stretching" Exercises for Qualitative Researchers* (1998) suggests that qualitative research is much like dance and in preparing to undertake such data collection one must learn to stretch accordingly. Though her warm-up exercises were not exactly what I had in mind, the idea stuck with me that field research requires

stretching, preparation, and an overall limbering up before taking the field—more like sport than dance, but essentially the same idea. When we undertake observations most of us look for a means of being unobtrusive and non-reactive. That is, we try very hard not to become a part of what we are studying and definitely aim not to have any effect on it. We want to be invisible and detached; we want to be scientists with the world as our laboratory.

To undertake my dissertation fieldwork and data collection I moved to the rural northern outreaches of Maine to undertake research in a public coeducational High School that offered an all-girls math class for ninth grade Algebra I students. It had taken months to find a location and procure an invitation, but with my letter in hand from the Superintendent of Schools I arrived at Northern Maine High School (NMHS) in Largetown, ME (all names of people and locations have been changed to protect their identities). I planned to observe student classroom behaviors to understand the differences between single-sex and coeducation math learning environments. I thought I would walk in,



watch some classes, interview students and get down to writing. I never anticipated that it would be difficult to undertake the fieldwork, nor did I think I would struggle once I limbered up.

Day one at NMHS: I arrived before the school-day started and headed in to meet the principal, administrative staff, and the math department. Everyone greeted me warmly, though with distance befitting my place as a guest and not a new permanent resident of the school. I was officially an outsider. No one seemed to understand exactly what my agenda really was, or at least they did not trust it, or me for that matter. I headed from the offices to my first class of the day, ready to watch classroom participation in action. Instead of my watching students, however, they seemed to insist on watching me, staring at me quizzically and trying to figure out why I was there and who I actually was. Clearly I was not a student; well, I might have been, they could not really be sure. And, I was not a teacher, or I might be; they did not know. Instead of asking, students just avoided me. They stared and then quickly shifted their gazes when I would catch them. Each math teacher introduced me as a classroom guest, and provided no additional information, as I had requested until I was ready to be unveiled as a researcher. If I learned anything on the first day it was that other teachers in the school had no idea who I was; I was reprimanded for using the faculty bathrooms, twice.

Day two at NMHS: I arrived at school with the students, just in time for class. I headed up to the Math Department Head's classroom for homeroom, just to acquaint myself further with the space and get ready for the first period class. I took a seat in the back of the room with my notebook spread across the desk and a pencil, ready to write it all down. Homeroom ended and math class began, new students shuffling in to the room and looking at me quizzically. I heard one whisper to another, "She's back again?" The second girl shrugged and they headed to their desks. The class focused on watching work on the board, answering questions, and in general trying to look back at me to catch glimpses of what I was doing back there. The rest of the day was pretty much the same. I talked with one of the teachers after class and thanked him again for letting me be there. He let me know that it was not his decision and I left feeling less than welcome. In the next class the teacher was more encouraging and interested in my work. Unfortunately, I could not tell her much about it because I feared that it would affect my outcomes. I maintained my position as an outsider, remaining distant for the sake of my research.

My second week was more or less the same each day—I arrived when the students did, observed math classes, and generally tried to stay out of the way for the most part. Other teachers were introduced to me at the faculty meeting at week's end. I received numerous apologies for misunderstandings and was made to feel more welcome, especially when the principal insisted that everyone treat me as if I were a member of the faculty. This began to open doors at the Guidance Office and to necessary information about the school and community, but it did not change my status with the students, the group that I most needed to observe and interact with for my research.

My third week at NMHS I observed each of my math classes another three times and was ready to begin the first round of interviews. I was really excited and made arrangements with the first student, Lizzy. I had her consent and assent forms in hand and we met in a spare conference room down the hall from the main office. She came in looking somewhat put off by having to miss part of her study hall, but sat down and filled out the surveys that I slid across the table to her. When she finished, she passed them back over to me and asked if we were finished. I said no and explained about the interview. She nodded and I started the tape recorder. Less than fifteen minutes later she was out the door and I was worried. If this is what interviews were going to be like, then I was in trouble. For each question I asked, I received the shortest answer possible. Some were only an utterance of a syllable and did not even answer the questions. It was clear to me that my biggest hurdle was trust. She did not know me, was not sure she liked me, and definitely did not trust me. Crest-fallen, I left school and went home to mull over my options as my dreams of writing my dissertation and graduating started to slip away.

The next day it was back to observations on the muddiest day of the year. Monday it had rained in biblical proportions turning everything into running streams of mud. By Tuesday it was sunny and the ground was sticky—the kind of mud that swallows your shoes whole and you can only hope that you tied them tight enough to extricate them from the goo. I headed up to my first class of the day and took my seat in the back of the room. Students at this point had moved on to overtly ignoring me. They still did not really understand why I was in their classes, but they chose to focus on more pressing things. Class started with the teacher at the front of the room writing volumes of math on the blackboard. The boys in the back of the room were restless and noisy, perhaps a product of the weather. Mr. Thomason, the math teacher whose classroom I was invading, called over his shoulder (without turning)

telling his students to be quiet. Then, everything in the classroom began to change. I looked up just in time to see something whiz past my desk and strike the student in front of me in the back of the head. At first I thought that I had imagined it because he barely even flinched. Instead, the struck student whipped around toward the source of the projectile and grinned. He then reached down and plucked mud off of the sole of his boots, glanced at the front of the room, and proceeded to hurl the mud back at the instigator. A roll of quiet laughter passed around the room as students started shifting in their seats to watch the show. Again Mr. Thomason called over his shoulder for quiet and continued to write on the board. Bedlam ensued—bits of mud flew from every corner of the room—until finally Mr. Thomason turned around. Every student looked purposefully at their teacher, their books, or their hands, unflinching. Then the math lesson began as if the mud had never flown.

At the end of class one of the mud-slingers slid his chair up next to mine and said, “Hey!” I raised my eyebrows surprised that he was addressing me, and said, “Hey.” He went on to say, “So, um, you’re not going to tell him, are you?” Knowing that this was about the mud, I said, “Nope. That’s not my job.” This evoked a smile. He then asked, “So, you’re not a teacher?” I answered no, and explained that I was a researcher looking at math learning in classrooms (a stretch, but not a lie). He then jumped up out of his chair and started telling his friends as they left the room, “Nope, she’s cool, we’re good.”

Later that same afternoon I had my second interview scheduled. Sarah walked in and smiled, sat down and started to fill out the surveys waiting there for her. When she finished she asked if I was going to interview her. I told her yes, and she nodded. I started the tape recorder and began asking questions about math and why she chose her class. She answered my questions, but went on from there. “Well, I chose my class because, well like, there’s this kid and I knew he’d be in there,” she explained. “And then there’s my friends...” Instead of simple one-word answers she told me about her friends, boyfriends, friends’ boyfriends. She talked about her parents, and her older sister. She talked to me like she had nothing to lose, like she knew that what she told me was not going to be repeated to anyone else. At the end of the interview she got up to leave and as she reached the door turned back in a moment of recognition and said, “So that mud thing in first period was pretty funny huh?” and left. I sat there grinning, laughing to myself and wondering how quickly rumors, stories, and information in general moved around the ninth grade circles of the NMHS. Sarah was not even in

that first period class, she did not see the mud, and she did not even see my reaction to the mud. Obviously she had heard that I did not tell on the boys. But something had changed; I was no longer a completely unknown quantity, I was trustworthy.

Interviews over the next couple of weeks gave me insight that I would never have picked up just sitting in the back of the room. I was invited to have lunch with different kids on different days. Students came up to me and asked me if I was going to soccer games or school events.

They started to seek me out, and they always showed up for their interviews. And not once, after that first interview, did another consist of single syllable answers. I learned about “Lesbian Math,” the moniker eighth grade boys attached to the all-girls math class that followed it to the High School, a student code that neither the principal, nor any of the math teachers had ever heard. I heard about breakups, and how talking in class was really bad when your boyfriend does not do as well on math exams as you do. I heard about violence at home, parents’ divorces, and fights with both friends and boyfriends. Girls came to their interviews where I asked them about math and they went on to talk about their lives. All of this because of a little mud-slinging? Hard to tell, but what would I have missed if I had walked into the classroom as a referee instead of a member of the team? Or, if I had forgotten to stretch, and pulled a mental muscle, leaving me on the sideline with perfunctory information and nothing more interesting than that? I would have missed Lesbian Math, and perhaps so much more. No matter how much you prepare before entering the field you often cannot engineer that moment of fitting in or being accepted as a member of the community. Just when you least expect it a little mud-slinging might just help you go the distance.



Note: thanks to Principal George Ferro of the Whitman, MA Public Schools for the photographs in this article.

—Jodi H. Cohen is Assistant Professor of Sociology.

Excerpts from Four Portfolios

Mary Dondero



Desert. Sumi ink on Mylar, 24" x 36"

The West side of Prudence. Sumi ink on Mylar, 24" x 36"



Night Swimming I.
*Black and white photo
printed on silk,
10 feet x 30"*

Night Swimming II.
*Black and white photo
printed on silk,
10 feet x 30"*

Night Swimming III.
*Black and white photo
printed on silk,
10 feet x 30"*

Night Swimming

Perception is one of my central concerns, and my photography is meant to represent the temporal and or imagined experience. Night Swimming is a set of three photographic images where there is no representation of distance or space—only the human figure moving through atmosphere. The gestures of the model are meant to imply wavering emotional states of being, a theme echoed by the movement of the silk media that the images are printed on.

When presented as installation pieces, the silk waves and flutters in reaction to any physical movement in the gallery. As a result of the transparent qualities of the silk, the images themselves seem to appear at one moment only to disappear at the next, as if they are apparitions, causing our perceptions to be thrown into doubt and often necessitating them to change.

EXCERPTS FROM FOUR PORTFOLIOS *MARY DONDERO*



Sumi Paintings

Riptide. *Sumi ink on Mylar. 16" x 16"*

Storm swell. *Sumi ink on Mylar. 16" x 16"*

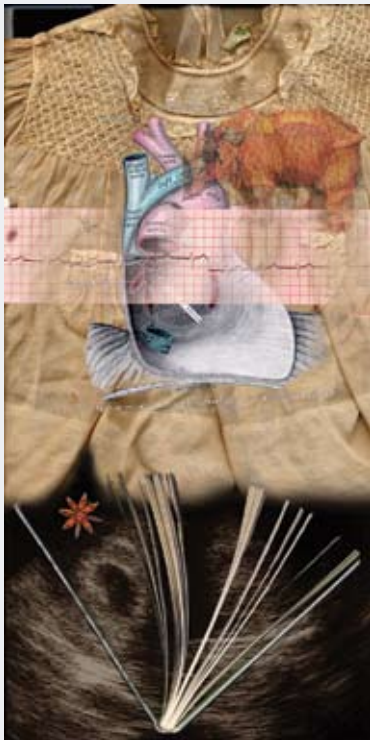
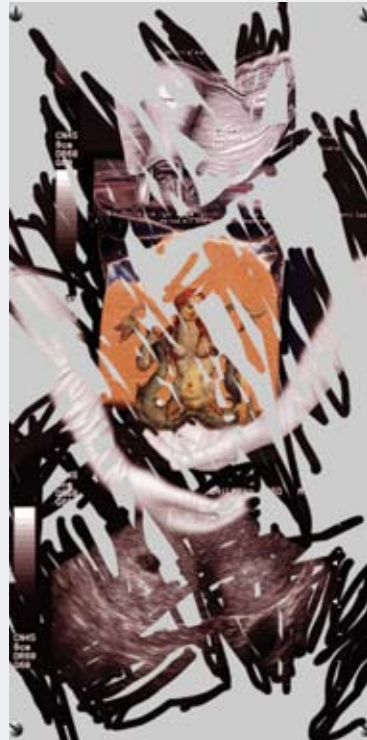
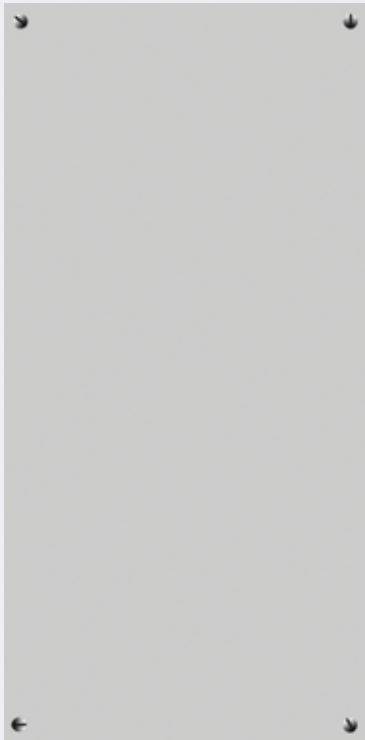
Undertow. *Sumi ink on Mylar. 16" x 16"*



Sumi Ink Painting

My goal in this work is to create images that evoke a surprise. The surprise is that the viewer may recognize the familiar in the imagery while not being able to easily describe this recognition with words.

These paintings are created with visual language derived from a sensual point of view rather than direct observation, which would result in mimicry. The paintings are a result of memory, my memory of what was perceived or felt at some point in the past.



Desire I. Digital Montage, Scratch-Off. 22" x 16"

Desire II. Digital Montage, Scratch-Off. 22" x 16"

Desire III. Digital Montage, Scratch-Off. 22" x 16"

Secret Desire

This project relies on the premise of codes, and secrets. The inner function of our very own bodies may contain secrets regarding our well-being. This may only be decoded by the practitioner, a person with the proper language skills required for translating the information that a diagnostic test contains, without the translation a secret remains. As an example, an EKG test reveals the function of a heart.

I collected both three-dimensional objects and examples of actual diagnostic tests, then transformed these into two-dimensional imagery, much like a photomontage. With the same "scratch-off" material that is applied to common lottery tickets I covered my constructed images. When presented, the viewer or participant must scratch the surface off to reveal my secret desires.

—Mary Dondero is
Assistant Professor of Art.

Faculty Profile: Mitch Librett

Experience Counts in the Criminal Justice Department

Every faculty member at Bridgewater State College has taken a different path to the college. Some have followed a direct route through undergraduate, then graduate school, sure of their career choice; others have worked in various occupations before returning to graduate school and academia. When Mitch Librett, Assistant Professor in the Criminal Justice Department, arrived here in 2005, it was at the end of a particularly unique journey. For 23 years, Librett

was a member of the New Rochelle, New York police department rising from the position of Uniform Sector Officer to the rank of Lieutenant and Tour Commander. Along the way Librett spent time as an investigator in the Property Theft Unit, a Patrol Sergeant and Commander of a Tactical Patrol Unit (SWAT team), and a Shift Commander. But, after about 15 years, he started to think about what might be next. "When I joined the New Rochelle force," Librett explains, "I chose to sign up for a 20 year tour of service. I always knew that for me it would be 20 years and out. But I certainly don't regret that decision. I don't think it's a bad idea to reinvent yourself every twenty years or so."

When the time came to begin thinking about a second career, Librett was ready for a change. "You have to understand that the day shift can be rather unchallenging," he explained. "Housekeeping duties like paperwork and routine chores, and political concerns usually fall to the day shift; there's not as much excitement." He decided to take some graduate courses at John Jay College in New York to see if he could do the work and if it stimulated him. However, the faculty at John Jay was a little skeptical about admitting someone with no background in social science and only a practitioner's experience in the field. After completing three courses successfully, Librett was accepted into the CUNY Graduate Center PhD Program in Criminal Justice. For the next few years, Librett worked full time in New



Rochelle and took courses at night. Looking back he wonders how he managed. "By that time I was married with two small children. My wife also worked full-time and we divided our time with the kids so I was responsible for child care on certain days. Many times I had to postpone taking a required course until it was offered on an evening when I was available." But, he persevered and after he passed his oral exams, began to teach as an adjunct professor. "That's when I knew what I wanted to do," Librett recalls. "The first time I gave an exam and I saw my students writing confidently, I realized that I had facilitated that knowledge. It was a great feeling."

Meanwhile, Librett had to complete his own doctoral work which included a dissertation titled *The Spoils of War: Divergent Lifeworlds and Identity Formation among Undercover/Vice Cops in the 'Burbs*. "I gained access into an undercover narcotics unit with a department other than New Rochelle's," he explains. "What I was interested in was the process of identity formation—how undercover cops form their identities internally within their own unit as well as externally within the larger department subculture and society in general." In order to do this Librett needed to gain entry as a full participant with the drug unit. He worked with the undercover unit without rank and eventually earned their trust—

“It took about a year.”—participating in drug busts and surveillance operations. He witnessed first hand how the behavior, language, mode of dress, and lifestyles of these officers were altered in order for them to obtain credibility in the underworld. He also observed the hierarchy that developed within the unit itself. Those officers who generally were the back-up team did not have to go into deep cover; for example, they kept their hair trimmed to regulation length and their clothing casual but still professional. In many respects they became the public face of the unit with the larger department and the courts. “Those officers who posed as drug buyers couldn’t risk court appearances or other official duties. They might be seen and their identities discovered.” Still, on occasion, officers were recognized in their “real lives” by those they had come in contact with while undercover. “That happened often enough that it was definitely of concern,” Librett acknowledges.

During these months, Librett was having “identity” problems of his own. “The more educated I became, the more New Rochelle wanted to get rid of me, or at least distance me from the day-to-day culture,” he comments. At the same time the narcotics unit he rode with nicknamed him “LT,” short for Lieutenant, officers in his own department started to call him “professor.” “It was in jest,” Librett recalls, “but it still was an acknowledgment that I had become an outsider to some degree. It was definitely time to move on.” Librett finished his dissertation and earned his PhD in August, 2005. Within a month, he had retired from the New Rochelle force, moved with his family to Massachusetts, and joined the faculty at Bridgewater State College to begin his new life and career.

The distinctiveness of his work and his often critical view of undercover policing and its implications has opened doors for Dr. Librett. He has been a guest lecturer and presented conference papers on the dangers of undercover policing as well as on the methodological challenges he faced while completing his study, and is currently seeking a publisher for his dissertation. Recently, Librett has expanded his research to include the problem of police testimonial deception, often called “testilying.” He has a journal article under review for publication on the practice by which officers stretch the truth on police reports, warrant applications, and in courtroom testimony to make their case. In addition, his background and his own hobby have opened up a new avenue of research which he has tentatively titled “Wild Pigs and Outlaws.” Librett recently acquired a 2000 Harley-Davidson Sportster FX1200 motorcycle and

plans to compare police motorcycle clubs with outlaw motorcycle gangs. He will present his preliminary findings at this year’s *American Society of Criminology* conference. “I want to examine the differences and similarities between the two groups with regard to their dress, rituals, behavior and overall attitudes.” This research will eventually once again be an ethnographic study involving a certain degree of participant observation.

While Librett enjoys Bridgewater and the academic community very much and he hopes his own life experiences and research will benefit his students, the move from police work to academia has not been without its challenges. “I arrived at Bridgewater with virtually no academic socialization,” Librett states, “so this is all still a learning experience for me. I came from a hierarchical culture where when I said ‘jump,’ people asked ‘how high.’ Now, I’m doing the jumping.” When asked to identify some of the differences between his two worlds, he laughs. “It’s a different pace. I’m still adjusting to it. For example, after my shift was over in New Rochelle, I’d often go into an empty cell to write. I’m used to working with radios blaring, cell doors clanging, officers interrupting, and prisoners cursing. I still sometimes find peace and quiet distracting.”

—Patricia J. Fanning.

Faculty Profile: Michele Wakin

Understanding Homelessness in America

BSC's second-year sociology professor Michele Wakin is motivated to do her research by people like "Louie." A former jewelry store thief who spent some time in jail, Louie is one of thousands of California's homeless who has been both served and challenged by the state's complex system of regulation. Jail offered him the opportunity to participate in an elite diving school, yet it also led to fierce physical competition which resulted in chronic neck and back problems. Once out of prison, fifty-three year old Louie began to get his life back together. He applied for supplemental security income and pursued a solution to his most pressing problem: housing. Like most homeless people, Louie did not feel safe at the local homeless shelter, where one has to "watch himself." With some assistance, Louie applied for supplemental security income and eventually bought a used RV, joining the ranks of California's "outdoor" vehicle dwellers. Several years later, he also received a U.S. Department of Housing and Urban Development Section 8 voucher and moved into his first apartment. "He's one of the few people from my research who made the full transition from homeless to housed," Wakin notes. "Once he got into an RV, his mentality completely changed...he found some peace."

Michele Wakin has spent the past five years of her life studying the problems of the homeless in America, whose numbers have been estimated recently to be between 2.1 and 3.5 million. A native of New England, she went west, to the University of California at Santa Barbara, where she completed a Ph.D. dissertation in sociology in 2005. Originally intent on pursuing graduate work in literary and cultural studies, she received an interdisciplinary Master's degree from Boston University. During this time she worked as an ESL teacher in a men's shelter in Boston, a pivotal experience. "It was extremely eye opening," she says. Her current scholarship centers on the sources and scope of homelessness, but even more particularly the disconnect between needs and solutions. There is an endemic problem with supportive services for the homeless. Regulations are



too rigid, shelters are too few and inadequate, and the homeless have developed a culture of resistance. "It's a CATCH-22. Homeless shelters are the most publicly acceptable places for homeless people yet homeless people themselves do not find them acceptable. Shelters often serve to further marginalize an already fragile and vulnerable population."

Dr. Wakin's 2004 PhD dissertation is an ethnographic study of the homeless community in Santa Barbara. To get at what can be an evasive subject, she employs several methods, both qualitative and quantitative, from basic population counts to reviews of licensing and regulation frameworks, "ridealongs" with local police officers, surveys, and personal interviews. Perhaps the most pathbreaking part of her research focuses on vehicle dwellers, the "mobile homeless" who are neither on the street nor sheltered and are less visible as a result. Her findings are many and various, but she identifies two that stand out more than the rest. Her most central finding is plain but profound. "There is no one unified solution to homelessness that will work always and everywhere. Yet place-based solutions are the essential first step." All strategies for serving the homeless have gaps, and the gaps have much to do with local conditions and the challenges involved in serving such a large and diverse population. She also argues that we should think carefully about the meaning of vehicle dwelling

to the “unsheltered.” “People want a place of their own, however modest; that brings privacy, autonomy and respect.”

Dr. Wakin walks a sensitive line in her research. Studying the homeless is fraught with political and ethical concerns and there was, at least at first, a general wariness about her motives and potential uses for her findings. “Municipal service providers and policy makers don’t always see academics as people that can help. They can be skeptical of outsiders who do not seem to have a real stake in the outcome of their work.” Still, over time, she breached that barrier and worked closely with city and county officials to develop a safe parking program for people living in their vehicles. In Santa Barbara, Wakin notes, once people saw that she was willing to talk to all parties, wariness started to abate. On the other side, establishing trust with homeless people was even more difficult and arguably the most important hurdle to get over. Professor Wakin did that by making contacts with homeless people while volunteering at a local shelter and developing trust with a handful of people who became willing to be interviewed for her study. “There is a tendency among the homeless to see the world as ‘Us versus Them’,” Wakin notes. Yet many of them have developed a deep sense of community. “They really do take care of one another.”

Professor Wakin has not kept her scholarly conclusions to herself, presenting her findings at a variety of venues, from large academic conferences such as the American Sociological Association to smaller venues like the Society for the Study of Social Problems to meetings with local audiences and community organizations concerned with homelessness. She has published

some of her work on vehicle dwelling in a 2005 article in *American Behavioral Scientist*, which established her as a national authority on the subject. And in April, 2006, Dr. Wakin was quoted in a *New York Times* article on the phenomenon of vehicle dwelling in America. “That was a nice surprise...it’s great to see that this issue is getting attention and hopefully that story will help spread a greater awareness about the plight of homeless people nationwide.”

One of the most important conclusions Professor Wakin has drawn is that there is much more work to be done on this subject. She has constructed an ambitious agenda for researching the problems of and solutions



to homelessness in America. With the help of a CART Faculty and Librarian Research grant in Spring 2006, Dr. Wakin spent large parts of summer 2006 in California, broadening her study of vehicle dwelling to include three other cities, conducting 30 interviews in the course of three weeks. Her goal is to assess the typicality of Santa Barbara against the experiences of other cities. In addition, in concert with Dr. Robert Amey of BSC’s Geography Department, Wakin is design-

ing a project for understanding the spatial dimensions of homelessness by mapping out the locations of service provision, shelters and makeshift dwellings. “The aim is to find out which models for local service provision to the homeless work, why they work, and how they can be replicated.” Moreover, in the near future, she plans to shift her research focus eastward. “The problem of homelessness in California is different than it is here, because of the weather and differences in local culture and regulation. I’d like to study those differences more intensively.”

Professor Wakin's faculty colleagues and students at Bridgewater State will be the beneficiaries of her timely research as well. In the coming year, she has agreed to be the co-coordinator (along with the Chemistry Department's Ed Brush) of BSC's new Center for Sustainability, a unit that seeks to coordinate teaching, research and outreach activities concerning human relationships and the natural environment in southeastern Massachusetts. As important for her, she plans to share her knowledge of and enthusiasm for understanding the problems of homelessness with her students. In 2007-08, Professor Wakin will be offering a First-year Seminar on "Home and Homelessness." She



hopes to involve students in field work and to develop internship partnerships with local agencies combating the problem. Finally, she hopes to be able to bring those who have experienced homelessness into her classes here, as she was able to do as a graduate student teacher at UC-Santa Barbara, when she invited Louie to class. With his cutting humor and willingness to share stories of his misfortune and his achievements openly and honestly, Louie "put a human face on the problem of homelessness, which really helped my students to relate."

The research of Professor Wakin helps us to understand a serious and saddening problem in our midst and one that is increasingly hard to ignore.

—Andrew Holman.

Cultural Commentary

The Many Secrets of Joe Gould

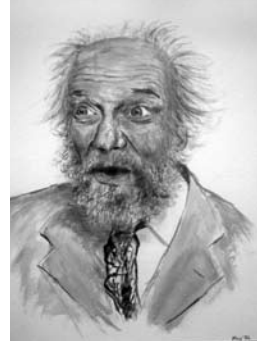
Patricia J. Fanning

Have you ever wondered who coined the term “oral history?” According to an article in The Oral History Review, most people believe Columbia University Professor Allan Nevins, who first used the term in 1948, got it from a Greenwich Village, New York character named Joe Gould, who in the 1920s and 1930s claimed to be compiling “An Oral History of Our Time” from overheard conversations, occasional interviews and observations. Joe Gould. Therein lies this tale.

Joseph Ferdinand Gould (1889–1957) was born in Norwood, Massachusetts, the last of a family that could trace its New England roots back to 1635. His grandfather and father were both Harvard-educated physicians. Following in the family tradition, Joe graduated from Harvard in 1911 but did not go into the family ‘business’ of medicine. Made infamous by Joseph Mitchell in a 1942 *New Yorker* profile, the diminutive, bearded panhandler had become a near legend in New York’s Bowery by the end of the Roaring Twenties. His daily rounds included flophouse lobbies, public cafeterias, and assorted barrooms and taverns where, in exchange for alcohol—he preferred gin—Gould delivered lectures, poetry recitals, and epithets. At Village parties he was known for performing the Joseph Ferdinand Gould Stomp, a dance he claimed to have learned from the Chippewa Indians. While ‘dancing’ Gould alternated between chanting an old Salvation Army song, “*There are Flies on Me, There are Flies on You, but There are No Flies on Jesus*,” and imitating a seagull. Flapping his arms and letting out one piercing caw after another, he skipped and pounded around the room, earning the nickname, “Professor Seagull.” Another antic, considered performance art by some later 20th century scholars, involved his smashing radios with a baseball bat in Washington Square as a protest against capitalism during the Depression. Gould’s acquaintances and supporters included artist Don Freeman, writers Malcolm Cowley and William Saroyan, and poets Ezra Pound and e.e. cummings, the latter featuring “little joe gould” in two of his poems.

Gould was most famous, however, for his “Oral History,” purportedly a mammoth tome more than ten times as long as the Bible. As outlined to Mitchell, Gould recorded his own conversations and those he overheard, radio commercials, street signs, gossip, graffiti, and scraps of his own poetry (“In winter I’m a

Buddhist, And in summer I’m a nudist.”). He began in 1917 and by 1942 he estimated he had close to a billion words, all handwritten in school composition books which he stored in friends’ studios and on a farm in Connecticut. He predicted that he would ultimately be known as “the most brilliant historian of the century.” The tales of dynasties, battles, and heroes were not really history, Gould insisted, telling Mitchell he planned to record “the informal history of the shirt-sleeved multitudes,” something he predicted would produce a better understanding of American culture than any standard history.



He published essays titled “Civilization,” “Marriage,” “Social Position,” “Insanity” and “Freedom,” each part of the “Oral History,” in small literary journals such as *The Dial* and *Pagany* and reported that he lived on “air, self-esteem, cigarette butts, cowboy coffee [black without sugar], fried egg sandwiches, and ketchup.” Eventually diner countermen would hide the ketchup when they saw the disheveled figure come through the door knowing he would order a cup of hot water and then fill it with ketchup to make “tomato bouillon.” Dressed in cast-off clothing lined in winter with pages from the *New York Times*, Gould patrolled Greenwich Village for more than thirty years, until 1952 when he was committed to a state hospital where he died five years later at the age of 68. Following his death, an effort was made to locate Gould’s masterpiece but, of course, to no avail. The “Oral History of Our Time” was, as you might have guessed by now, a giant hoax.

Still, unlike most street hustlers, Joe Gould had made a lasting impression. His ruse—known but not acknowledged by Mitchell for years—was divulged in a second *New Yorker* profile in 1964. A year later, *Joe Gould’s Secret*, a compilation of the pieces appeared in book form and, in 2000, the Modern Library edition, with an introduction by William Maxwell, was published. That same year, Gould was immortalized in a film by the same name starring Stanley Tucci (who also directed and co-

Little Joe Gould performs the Joseph Ferdinand Gould Stomp at a Greenwich Village gathering sometime in the 1940s. (Courtesy Culver Pictures).

wrote the script) and Ian Holm. Portions of Gould's diary (eleven composition books filled with nonsensical ramblings chronicling the years 1943 to 1947) were uncovered in New York University's Fales Collection in 2000 and Ross Wetzsteon's 2002 history of Greenwich Village, *Republic of Dreams*, included a chapter on Joe Gould, subtitled "The Last of the Last Bohemians." Heady stuff for a n'er do well.

But there is more to Gould's story. For a few years following his graduation from Harvard, Joe Gould actually completed some rather interesting research, both in Norwood and across America; research which appeared in his hometown weekly, the *Norwood Messenger*. In 1913 the newspaper featured a seven installment "Racial Survey of Norwood" written by Joseph F. Gould. Weaving together personal recollections and statistical data, Gould discussed every ethnic group then residing in town. He composed separate articles on the Irish, "other British," Germans, Scandinavians, and "French-Speaking People," as well as accounts of "Native-born" residents and an analysis comparing Norwood with neighboring towns. It is surprisingly solid work that has stood the test of time and represents the first known study of Norwood's extensive immigrant populations.

Three years later, Gould traveled to live among the Indians in North Dakota. He sent a detailed account of his experiences back to the *Messenger* in letter form which appeared in March, April and May of 1916. Although in later years Gould stated he had been "measuring Indian heads" for the Washington, D.C. Eugenics Records Office, these articles contain a straightforward ethnographic description of Native American life without a hint of condescension or judgment. Between these two projects, Gould took on another task. During the years 1913 and 1914, he held the position of "Enumerator" for Norwood's school department. In that capacity, he made a house to house canvass to determine the number of children of school age who re-



sided in town. He broke the figures down by gender and, at the same time, also recorded the number of "illiterate minors over 14." It may well be that it was during this canvass that Gould gathered the immigrant life stories that enriched his "Racial Survey."

Eventually, as he told the story to Mitchell, Gould gradually realized that the people in Norwood whom he really respected considered him a fool. And so, when his father insisted he stop loafing and find real employment, he turned down a job as a rent collector and moved to New York to "engage in literary work." Once there, he used his eccentricities to his own advantage and transformed himself into, as Ross Wetzsteon described him, not "just a bum... [but] a bum of a certain genius." As it turned out, he was more than that. Joseph Ferdinand Gould was a statistician, historian, and ethnographer. And, he coined a phrase and envisioned a method that has enabled the experiences of ordinary people to be accepted as social history. All in all, not a bad legacy.

—Patricia J. Fanning is Associate Professor of Sociology and Associate Editor of the *Bridgewater Review*.

Poems

John Mulrooney



We
Live
as
We
Dream

Baton tap
on I beam,
first lightly
like vesper bells
then heavy
empty clamor
that still fails
to wake the man
curled asleep
around the base;
impaled looking,
clutching
a rivet sleepily,
like a lover
who reaches
for the other
in the night,
seeking to
not quite disappear
into them,
holding on:
dreaming of elsewhere
and touching something real.
Cop thrusts nightstick.
The man gives blunt caress
to the vibrating surface
and says "Catfish",
last word from another place
and his eyelids lift like
the yellow flags
of a conquering country.
"C' mon buddy,
you gonna stay there all night?"
hands fold together
mouth opened
pushed breath,
first word,
almost silent
"No".

Sibling

At 5:41 the time is announced
and the woman sitting next to me sets her watch.
And then moves it ahead five minutes
the way I sometimes do to compensate for lateness.
My hands hold themselves, folded in a church and steeple.
Tugging at my thumb nail,
I dismantle myself absently,
and then more absently,
torn fibers hanging sudden in the air.
At home before the cold flat witness in the bathroom
I send the hairs on my face to the blade
for the crime of making me itch. Hair, skin, fall away,
always come back looking like me;
this rumpled sheet in the mirror,
a fresh crow's foot lurking around the eyes.
What might you have looked like
stillborn brother before me,
whom my mother never spoke of
whom the doctor's could not explain?
People tell me I take after our father,
that I look like our brother,
that I look like our sister,
(buy they never say our brother looks like our sister).
Are you looking at me now while the tax collector's
tiny eyes pierce my flesh? As I turn electric
cards over with hollow digital clicks
and thicken the day with phone calls
dodging creditors with ox-tongued utterances?
Would you accuse me if you could speak?
Would I wince at a sound like my own voice
shouting a litany of my failures?
Were you robbed of a body? A place to be?
An ancestry of salt and bronze?
Are you watching me from the blinding formlessness
hating me for the time I waste?
Or were you guided, as I am, by hesitation?
Did you see the faces in mirrors
at the end of day pleading with light
to be kind to a shape that only keeps
light within, stores it for a certain time?
Did you see before birth what I only begin to glimpse now,
how we make of ourselves a thing rooted.
And like a tree that is planted by the water
how we wish we could be moved.

—John Mulrooney is Assistant Professor of English.

Cultural Commentary

Who We Are: Some Thoughts about Making and Remaking History at Bridgewater State College

Andrew Holman

History. Do you sense it? It is here, undeniably—hovering over us, preceding us and following us around, confronting us and reminding us who we are as we get on with our weekly business of teaching and learning. Our history as an institution, like the poor, “always we have with us,” of course; but these days our past has been given a place of special privilege. In the past few months, several scholarly, teaching and administrative projects have been undertaken, each of them intent on digging up, casting and retelling the history of Bridgewater State College. These projects range from the simple—the placing of descriptive plaques in each of the college’s historic buildings, for example—to the profound—the researching and writing of a new, comprehensive scholarly book on the history of the college. Most of these projects will reach fruition soon; that is, within the next two years. As someone whose job (and natural inclination) it is to coax and cajole my students and colleagues alike to think about the past and its effects on us, this new *history-mindedness* at BSC tremendously gratifying and promising. But it also begs explanation and raises the questions of what history is, why it is important, and what it can and cannot do for us.

Bridgewater State College’s history has always been, to some degree, a conspicuous component of our public culture. The college’s origin in 1840 as one of the very first Normal Schools in both Massachusetts and the nation is a fact regularly presented, in our advertisements to students, alumni and faculty recruits. The painted portraits of our presidents (almost all of them) are hung in Boyden Hall’s Executive Council Room, and paeans to our athletic feats are sung in brass and wood, and in glass cases on Tinsley Center walls. Anecdotal stories have been recounted in alumni publications and in occasional issuances from our Public Affairs office, and the College has had its history rendered in several publications—a 1900 *Alumni Record and History* by Albert Gardner Boyden, a 1919 *Memorial Volume* and

a 1933 history (published posthumously) by Arthur Clark Boyden (these Boydens, father and son, were both BSC presidents). Fuller historical narratives were published by late history professor and chair, Dr. Jordan Fiore, whose first rendition appeared in 1940 and whose second—a larger, updated volume—appeared in 1976.

Still, all of this pales in comparison to the more recent collective commitment to recounting our past. In October, 2006–07 Presidential Scholar Dr. Margaret Lowe convened a group called the Friends of BSC History, in an attempt to enumerate, coordinate and encourage ongoing campus projects that concern BSC’s past. What she found was a remarkable and widespread interest: 14 people with disparate projects, all connected by an intention to use our

past to advance the college’s mission. The projects range in nature and scope. There are perennial or program-related interests, such as those of David Wilson and Eva Gaffney in Public Affairs, and of Candace Maguire, Director of Alumni and Development Programs, who tapes oral history accounts every Alumni Weekend from 50th Reunion class members when they return to campus. “I love learning about history, but as importantly, I worry about what will be lost if we don’t record the experiences of life on campus 50 years ago,” she said. Preserving the past is part of my job.” In the School of Education and Allied Studies, Dean Anna Bradfield and a faculty-librarian committee are constructing a website about the history of education at BSC, which will assist the College in its applications to accrediting bodies such as the National Council for Accreditation of Teacher Education (NCATE), but also remind us—the campus community—of the college’s historic mission.

To these programs have been added several special projects. Dr. Lowe’s own work as Presidential Scholar this year focuses on BSC’s Archives and Special Collections, the central repository of documents that record the



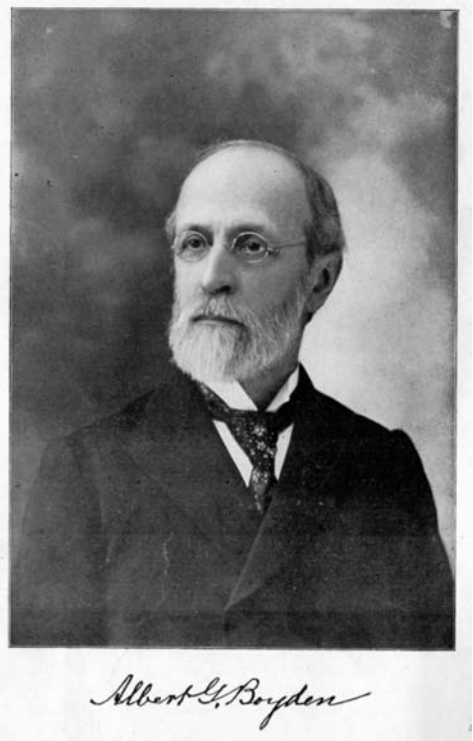
lives, actions and ideas of the people who have composed the college in the past 167 years. Her scholarly interest is in uncovering the stories and voices of former students at BSC, and to place them in the larger history of higher education in the United States. Moreover, she is initiating a campus-wide conversation on how to build and expose BSC's history and archives and make them more useful to the campus community. So far, she seems to have had great success: a second Friends of BSC History meeting took place in December and the group has broadened in numbers and interests.

Perhaps the most ambitious of the new history endeavors involves Dr. Thomas Turner, who has been commissioned by BSC president Dana Mohler-Faria to write a new, "modern," full-length scholarly history of the College. The project is a massive one that has Professor Turner out of the classroom and into the archives daily, where he is discovering anew what a remarkable institution BSC is and always has been. "More than we have ever acknowledged, BSC has an important role in the history of higher education in this country," he said. "From humble beginnings, we have developed an important legacy that includes providing some of the earliest opportunities for African American and women in higher education." Age matters. "Our legitimacy comes in part from our longevity. Few people recognize it, but we are older than Boston College, Boston University, Holy Cross and many other prestigious New England schools."

History is one of the most important bodies of civic knowledge possessed by the people who make up institutional communities such as ours. History, to risk walking the over-worn ground of commonplace, informs us of who we are by revealing where we have been, the choices we have made and not made in the process of getting to today. But for history to be useful, we need to understand more philosophically what it is and what it is not by seeing how it gets made. Long gone are the days when historians believed they could tell the story of the past as unassailable fact, in the words of Leopold von Ranke (1795–1886), *wie es eigentlich gewesen* ("as it really happened"). We realize that our sources are too flawed and fragmentary, and our perspectives too unavoidably biased to ever achieve that noble dream. But at the other extreme, history making must be more than mere opinion about what happened and why; more than an imposition of personal perspective on past events. If the cynical *philosophe* Voltaire (1694–1778) believed that history was "after all, merely a pack of tricks that we play on the dead," few of us have believed that ever since. Most historical thinkers (casual and serious, inside and outside academia) have preferred to see the study and writing of history

as something in between these extremes, a *relativist* exercise. American historian Charles Beard (1874–1948) declared this, the orthodox view of modern history in his famous presidential address to the American Historical Association in 1933 entitled "Written History as an Act of Faith." Absolute certainty about past events is impossible since our record of past events is only partial. Therefore, historians must "impose a structure on the past," telling history as "truly" as they can but realizing that their insights and current-day preoccupations will always shape their accounts. As such, there can be no one, final and absolute version of the past. History is a "debate without end." Moreover, *history-mindedness* is itself historic; human beings have not always carried with them the same degree of curiosity or concern about the past, even *their own* pasts. Rather, society's interest in history comes and goes, waxes and wanes, though not irrationally or inexplicably. At BSC these days, we seem to be in the midst of a high wax.

This modern, relativist perspective is a critical one, because it means that, in some measure, we will always look at the past through discriminating or selective lenses, seeking to find some explanation for the troubles or good fortune that we are experiencing today. History making is a *presentist* exercise. This fact can be seen clearly the dominant topical agenda among current historical thinkers: *social* history. Since the 1970s, the vast majority of historical studies produced are preoccupied with the lives and experiences of common men and women; in assessing the past "from the bottom up." This tendency reflects a post-Vietnam and Civil Rights era-inspired sentiment in America that ordinary people's voices and actions should matter as much or more than those of Great Men. Much of social history has sought to capture the diversity of ideas and experi-



ences that have made modern America. That imperative colors, too, our own history-seeking here, on campus at BSC, if the sorts of historical projects that are ongoing provide any measure. Candace Maguire's efforts to capture alumni memories, David Wilson's chronicle of campus anecdotes, and Maggie Lowe's search for student experience all reflect, in different ways, a concern for the ordinary or "grass roots," and an attempt to complement what we know about our leaders with a view from the bottom up.

If we want to have a fuller understanding of the potential and promise of these ventures in BSC history, we should examine their premises. Why (re)do BSC history? And more importantly, why now? Answers to these questions are not uniform given the variety of history-related projects, but they are informative. And they reveal, perhaps, as much about who we are (and think we are) as an institution today as they do about who and what we have been.

Beyond the perennial interest in the past, what explains the new, elevated history mindedness on campus? At the simplest level, the new interest was perhaps epochal; or, put more colloquially, "it was about time." Historical consciousness sometimes works like that. "The old histories were outdated," Dr. Turner notes, and by our standards are not nearly comprehensive enough. "It's an awful long period since a substantial account has been done and there is a lot of history to cover in the intervening years." A second reason may have something to do with our demography at BSC. In the past 10 years, the college has experienced substantial turnover in its leadership, administration and faculty, and our institutional memory and culture have been challenged as a result. History is a wonderful vehicle for explaining to ourselves who we are. As Dr. Lowe notes, with all of our new faces, "we need to know that more than ever. We are in danger of becoming disconnected from the spirit of Bridgewater." A third explanation may have something to do with the troubled times in which we live. History is an important tool for introspection and that can be triggered by the big historical events that might seem at first glance to be remote from BSC or tangential to its business. In 1976, for example, the U.S. Bicentennial inspired an historical consciousness about all aspects of the American past (and may well have motivated Professor Fiore to reissue his history of BSC). Similarly, Professor Lowe notes, "since 9/11, I think that we all have been taking stock of our lives and asking what matters. In a quickly-changing world, a new concern for identity has turned our minds to history, nationally and locally."



Arthur C. Boyden

Above all these factors, fingers commonly point to another source of motivation. The main architect of the new historical consciousness at BSC occupies its top office. Dr. Mohler-Faria's hand can be seen behind many of these history projects. "It may be my training as an historian" he says, "but I think the interest comes from more than that. We have a deep, rich history that must be captured and preserved. In my view, history does more than just entertain and inform; it creates community, and people become invested in it." Others at BSC see Dr. Mohler-Faria's presidential tenure, itself, as an historical moment, and a prod to historical consciousness at BSC. There is a sense that very important things are happening right here, right now. An impres-

sive expansion—in students and faculty, in brick and mortar—coupled with the president's expressed goal to seek for us university status are fuel for that feeling. Peg Mercier, who has served students in the Registrar's office at BSC for 25 years, puts it this way: "he's making history."

Indeed, all of these projects concerning our institution's past are "making history." They are emblems of our current attraction to identity and community and our curiosity about the vast store of facts, stories, images and mentalities that compose our past. This should occasion excitement and celebration. But it should also invite caution. Our historical renderings today can hardly be timeless or perfect. History can never be done. Pace Beard, the fruits of our new historical consciousness today will bear the marks of our generation's enthusiasms, biases and fears, and will, no doubt, suffer future generations' criticisms as being outdated, incomplete, and out of style. Moreover, our history "makeover" will only be as truthful as we wish it to be. Will we render BSC's past, like Oliver Cromwell's portrait, "warts and all," or are some things best forgotten?

Why Bother with History?, English historian Beverley Southgate asks in the title to his recent book (2000). Why indeed, he answers, "but for action!" I intend to enjoy the historical action now on campus at BSC and learn as much as I can. It won't last forever.

—Andrew Holman is Associate Professor of History and Associate Editor of the Bridgewater Review.

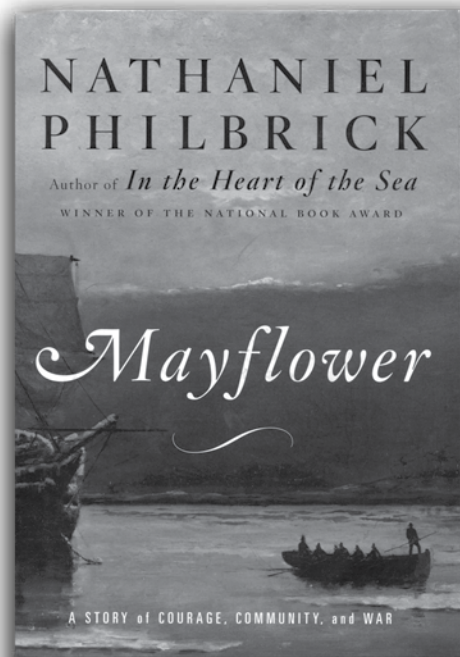
Of Colonists and Others

Nathaniel Philbrick, *Mayflower: A Story of Courage, Community and War*. Viking ©2006

Charles Angell

Except for my college and graduate school years I've lived all my life in Plymouth County. I grew up on Plympton's County Road—state route 106 on which I still live—and knew early on that it had first been an Indian trail linking the coast to the inland streams and ponds and became later the path leading from the Plimoth Plantation to the Bridgewater settlement. Later, living in Kingston, I could look out from my bedroom window and see across Kingston Bay to Plymouth Harbor and Clark's Island in the distance. I knew the history. Myles Standish was the State Forest; Jabez Corner was the end of the Plymouth to Brockton bus line; Billington Sea was large and shallow; the Jones River emptied into Kingston Bay. My summer job led me onto all the side roads of Plymouth, Bristol, and Barnstable counties. I traveled the beaches and the bogs, the dunes and drumlins, the kettlehole ponds and the scrub pine woods. I knew the place, or so I thought.

A landscape changes, sometimes imperceptibly, sometimes dramatically. Nathaniel Philbrick's *Mayflower* recounts the dramatic changes European colonists imposed on what loomed before them as a forbidding and hostile wilderness. If you sit in a skiff fishing for stripers and bluefish off Clark's Island, as I did one gorgeous afternoon this past August, and you look in on the Plymouth shoreline, blocking out the portico over the rock, the yacht club, the old Mabbet's mills buildings, the Mayflower replica, it's not all that difficult to imagine in the mind's eye how foreboding the wilderness might seem to strangers approaching the coast. Yet, it wasn't. We now know that a well-organized and flourishing native American population had long inhabited the area, their numbers reduced by influenza contracted from Europeans fishing along the coast, a grim foreshadowing of their relations with the colonists. Thus, the crew and passengers of the Mayflower encountered no resistance and were able, as one of their initial acts upon coming ashore at Orleans' First Encounter Beach, to frighten off some Indians and steal the corn buried at an abandoned Indian village. They promised themselves they would restore what they had taken, despite having scant idea how to do so until the Indians showed them how to plant, fertilize, and cultivate it.



To their credit, as Philbrick tells us, the colonists maintained by and large friendly relations with the Indians for over three decades. They traded. The Indians had a taste for European goods though not for European customs. The Plymouth colonists respected Indian lands though they never fully understood that the swamps were sacred ground as well as refuges. The colonists tried to treat Indian transgressions—drunkenness, theft, occasional violence—in a just and equitable manner. Above all, they tried to convert the Indians to Christianity. One might be forgiven for thinking that Bradford, Howland, Winslow and their colleagues had read Michel de Montaigne's essay "On Cannibals" and taken to heart his lesson that the Europeans could be as savage and barbaric in their practices as the autochthonous South American "cannibals" Montaigne used as his examples. The arrival in 1630 of the Puritans to what became the Massachusetts Bay Colony led to tensions and resentments not only between the two colonies but between the colonists and the Indians. Philbrick's narrative, its early chapters recounting a familiar story, begins in its later chapters to make strange this well traveled landscape as an inevitable clash of cultures develops.

Imagine yourself an Indian caught up in the colonists' judicial proceedings. Imagine yourself an Indian suddenly confronted by a colonist wanting to purchase

your land, something you'd never before considered a commodity. (Massasoit sold the land which now comprises Bridgewater for "seven coats, nine hatchets, eight hoes, twenty-nine knives, four moose skins, and ten and a half yards of cotton.") Imagine yourself an Indian dealing with men whose principal interest was converting you to Christianity. Thomas Morton, the infamous Morton of Merrymount of Hawthorne's story, perceived the Indian side of the situation and sympathized with it, bringing upon himself the ire of the Puritan authorities. So, too, did Roger Williams whom the Bay Colony and subsequently the Plimoth Plantation cast out in part for his tolerant attitude towards the Indians, particularly for his insistence that the Indians were the legal possessors of the land and should receive just compensation for it.

As the original generation of colonists gave way to their descendants and as the Bay Colony gained influence, relations with the Indians grew harsher. "It was only a matter of time," Philbrick writes, "before Massachusetts Bay's economic ambitions brought the Puritans into conflict with the region's other occupants, the Native Americans." The Pequot War of 1637 arose out of these conflicts and brought European battlefield tactics—many of the colonial soldiers were veterans of Europe's Thirty Years War—to bear against the Pequots. The colonists assaulted a Pequot stronghold on the Mystic River, set it ablaze and either immolated the inhabitants outright or slaughtered those attempting to flee the blaze. Some 400 Pequots—men, women, and children—perished by fire and sword. "With the Pequot War," Philbrick remarks, "New England was introduced to the horrors of European-style genocide."

What we today know as the King Philip's War of 1675–76 spread the horrors throughout eastern Massachusetts, much of Rhode Island, and reached even as far as the Connecticut River Valley and southern New Hampshire. Philbrick devotes more than 100 pages of *Mayflower* to the conflict and reveals how colonists and Indians embroiled themselves in what became a fight to the death. For the native inhabitants, the colonists' encroachment on their lands and the Indians' increasing awareness of what had become unscrupulous exploitation triggered the war. For the colonists who believed that by negotiating treaties with the Indians, they had in effect made the natives subjects of the colonies, any Indians who violated the treaties had to the colonists' way of thinking committed treason. Philbrick's account of the increasing and intensifying violence which devolved into savagery on both sides and ultimately to atrocities calls to mind Thucydides' classic account of Athenians fighting Spartans where,

as the hostilities prolonged themselves, the Athenians to eliminate any perceived threat turned against the innocent—most notably the Melians—and slaughtered them. Atrocity led to atrocity; by war's end, Philbrick tells us, the Plimoth colony had lost eight percent of its male population while the native population of southern New England had been reduced by "somewhere between 60 and 80 percent." Of those natives who survived, many were rounded up and sold as slaves to Caribbean plantation owners. King Philip's War gave the colonists near total hegemony over the region and fostered antagonisms toward the Indians that accompanied settlers as they expanded westward. The war produced in Benjamin Church America's first Indian fighter who adopted and adapted the Indian methods of warfare in order to defeat them. Church used as well as opposed the native Americans and stands as the prototype of the frontiersman, a figure history finds simultaneously appealing and appalling.

The earliest Angell ancestor, Thomas, journeyed to Providence with Roger Williams as an indentured servant. Finishing Philbrick's *Mayflower: A Story of Courage, Community, and War*, I'd like to think my ancient progenitor shared Williams' tolerant and enlightened views. Whether he did or no, Philbrick demonstrates in his detailed account of this clash of cultures how easily and how quickly inflamed passions and fear overwhelm tolerance and good intentions. For those of us who inhabit and love Plymouth, Bristol, and Barnstable counties Philbrick refreshes for us the memory that we tread on mystical, magical, and bloodied ground.

—Charles Angell is Professor of English and Book Review Editor of the Bridgewater Review.



Newport Skiff.
Howard London

I came upon a skiff, turned upside down, on a Newport, Rhode Island beach. The bottom had been partially planed, revealing the fiberglass filaments and a crosshatch pattern of complimentary colors. I took the picture from about two feet with a pocket-sized digital camera.

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