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Montague Grant Proposal
May 31st, 2019

"I thought about what Frank Boyden would do. Then, just like after dinner every evening at Deerfield, I had all the men sit on the ground and I was the only one standing. I explained about teamwork: how the men would be in pairs, with both experienced and inexperienced soldiers side by side, helping each other. Our casualty rate dropped. Frank Boyden taught me that."

- Tom Brown '42

Research Question: How did World War II affect Deerfield Academy, and how did the Academy contribute to the war effort?

Author Unknown. "Deerfield Academy in a World at War." August 1, 1945. Box 1. Wartime Collection. Deerfield Academy Archives, Deerfield, MA.

On August 1st, 1945 a building document titled "Deerfield Academy in a World at War," was written by multiple authors regarding important values at Deerfield. This document offers valuable insight about the Academy during the war. The document also touches on the goals of the faculty in terms of preparations for life outside of Deerfield connecting to how Deerfield contributed to the war effort. This document concludes with a proposal for money to be raised and for radical changes to be made that shaped the Academy into what it looks like today.

The Deerfield Scroll (Deerfield, MA). "Professor Packard Talks to Seniors." January 30, 1943, A1, 1-8.

On January 30th, 1943 *The Deerfield Scroll* published an article titled "Professor Packard Talks to Seniors." In this article, Professor Packard, a professor at Amherst College, lectures the senior class about the tactics used by the Axis powers. Packard explains that the Germans and Japanese had a stigma that, "people existed for the state and the state in turn for power." The scroll summarizes Packard's address by saying that until the "precept of force" are broken they could not consider peace. This article may be useful because it illustrates the kinds of thinking present on campus during this time and how the Academy used proactive methods to contribute to the war effort.

Downey, Walter F. "High School Volunteers for Massachusetts Farms." April 9, 1943. Box 1. War Time Collection, Volunteer Land Corps and Work Camps. Deerfield Academy Archives, Deerfield, MA.

On April 9th, 1943 the Massachusetts commissioner of education, Walter F. Downey, typed a letter to the superintendents of schools and principals of high schools regarding high school volunteers for Massachusetts farms. Downey explained that many farmers had difficulty with obtaining labor on the farms and requested the assistance of principals and superintendents to gather boys aged 14-17 as well as girls aged 16-18. This letter may be useful because it offers insight regarding the kinds of war relief that high school students could offer. Additionally, this document resides in the folder titled *Volunteer Land Corps and Work Camps*, that has specific information regarding Deerfield's oversea war efforts. Downey's letter as well as the folder as a whole may prove useful in explaining how schools in the US contributed to both domestic and international relief efforts.

Older, Julia. Letter to Frank Boyden, December 9, 1943. Box 1. War Time Collection, International War Relief. Deerfield Academy Archives, Deerfield, MA.

On December 9th, 1943, the acting public relations director at the Russian War Relief authored a letter to Frank Boyden regarding the successes of the "relief necessities" in Russian communities sent by the Russian War Relief. In this letter, Older requests that Frank Boyden releases the letters from the President of Russian War Relief, Edward Carter. This letter may prove to be useful because it illustrates Deerfield and its surrounding communities involvement in assisting the "Russian Allies." Additionally, this document is found in the folder titled *International War Relief*, which is filled with many correspondences between Frank Boyden and organizations aimed at offering assistance to those overseas.

Parkman, Henry, Jr. Letter to All schools, colleges, and camps in Massachusetts furnishing meals to students and others in residence, "Sugar Rationing," May 1, 1942. Box 1. War Time Collection, War Rationing. Deerfield Academy Archives, Deerfield, MA.

On May 1st, 1942, Henry Parkman Jr. authored a letter to all schools, colleges, and camps in Massachusetts that furnished meals to students and others in residence regarding the rationing of sugar. Parkman highlights the "responsibilities in connection with the rationing of individual consumers," illustrating the precautionary measures taken in Massachusetts during World War II. This letter may offer useful insight regarding how the lives of all individuals at Deerfield were affected by the war.

Twohey, E.G. Letter to Frank Boyden, April 30, 1942. Box 1. War Time Collection, Civilian Defense at The Academy. Deerfield Academy Archives, Deerfield, MA.

On April 30th, 1942 E.G Twohey, the head of services and supplies of the Massachusetts Committee on Public Safety, wrote a letter to Frank Boyden outlining the protocol for rationing of food in case of disaster. In this document, Twohey explains the job of the

Committee on Public Safety in relation with the Red Cross and supports the idea that Massachusetts and Deerfield were prepared for war to reach the continental United States. Also, this article represents the potential information found in the folder titled *Civilian Defense at the Academy*. This folder holds many other documents explaining the planned precautions taken by the Academy such as codes for sirens, where to go in case of a bombing, and other documents pertaining to the rationing of food.

Wilson, Donald M. *The First 78 Years*. Bloomington, IN: Xlibris Corporation, 2004.

In Donald Wilson's self-published autobiography, he recalls the distraction of war while in school and offers an additional perspective as a soldier partaking in the war. Wilson's firsthand account during the war may be valuable because his maturing as a Deerfield student makes his writing more relatable. Additionally, Wilson refers to parts of campus affected by war, and highlights the differences of the time. But, perhaps most importantly, Wilson's work is able to convey the atmosphere on campus better than any of the other works in the War Time Collection. He says, "the declaration of war by the United States permanently changed the atmosphere in school. We watched the senior class ahead of us with envy as they all enlisted" (Wilson 35). Wilson's account of life on campus, and stories from war, may prove useful in explaining the patriotic feelings that motivated war efforts on campus.

*** Although many survivors of World War II have passed, the motivation of my work is to bring to light the experiences of others, such as my grandmother, who survived this horrific time. Although I have not done so yet, I hope to speak to the surviving Deerfield alumnus from this time who could add additional insight and direction to my project.

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Research question:

How did Deerfield Academy's preparations and adjustments to its return to coeducation in 1989 contribute to the fulfillment and expansion of its educational mission between 1980 and 2000?

Why this question/topic?

Although the male-female ratio on Deerfield's campus is approximately 50-50 today, DA's transition to coeducation – after a certain stage – really represents the larger battle against the pervasive exclusion of women in the U.S. and in the world and is, therefore, still a work in progress. After learning about 1989's changes on campus (which I hope to facilitate with my paper), we could *recycle* the methods of adaptation and patterns of thought DA's administration adopted for the school's smooth transition to a girl-friendly environment in the '80s and '90s. And since sexist and patriarchal ideologies manifest themselves in subtler ways in our modern society, we could then "clothe" any obsolete approaches we've studied in a new outfit that fits our current needs, and use them to transform our student body into a more accepting, more conscientious one.

Annotated bibliography:

"Adjustments." Unpublished raw data, 1989-1990.

Unprocessed Box, Unprocessed Folder, Deerfield Academy Archives, Boyden Library, Deerfield MA.

This is a collection of adjustment records kept by the Deerfield administration after the enrollment of the first Deerfield girls. It includes detailed notes on the female faculty profile, a coeducation speaker series on gender equality, coaching assignments for girls' athletics, gender-conscious modifications in student rules, etc., illustrating the academy's efforts to fully integrate its female students into its traditional community.

The coeducational adjustments documented in this source elicited a response from the Deerfield community that helped (or thwarted) the achievement of the school's mission. They form the "logistical" part of my answer to *how* coeducation contributed to DA's future.

"Style Committee Cumulative Report." Unpublished manuscript, n.d.

Unprocessed Box, Unprocessed Folder, Deerfield Academy Archives, Boyden Library, Deerfield MA.

Like "Adjustments," this report lists DA's thoughtful preparations for welcoming the first girls on a more diverse campus. The style committee's document, however, deals with the adaptation of everything – from MSB furniture to Evensong lyrics – to a more female-friendly learning environment.

This source complements “Adjustments.”

**Moorhead, Bob. Letter to Brad Hastings and Faculty Steering Committee, "Dance Program," June 29, 1989.
Unprocessed Box, Unprocessed Folder, Deerfield Academy Archives,
Boyden Library, Deerfield MA.**

In this e-mail, Bob Moorhead proposes the addition of a dance program to DA’s curriculum for its newly enrolled girls.

This source further emphasizes DA’s thoroughness in its gender-inclusive efforts, while complementing “Adjustments” and “Style Committee Cumulative Report.”

**"Ways to Eliminate Sexist Language." Unpublished manuscript, n.d.
Unprocessed Box, Unprocessed Folder, Deerfield Academy Archives,
Boyden Library, Deerfield MA.**

Unlike the three sources above, which – for the most part – merely demonstrate the DA community’s acknowledgment of the female presence on campus, this article encourages male students and faculty to respect the opposite sex in their everyday language and behavior.

This source highlights an important part of DA’s revised mission: the elimination of sexism both on campus and in the world. Therefore, it adds to the “ideological” part of the answer to my research question. (Chronologically, I will discuss this source as a consequence of the female recruitment efforts outlined in the previous three documents.)

Chapman, Anne. "Pedagogy and Gender." *The Lawrentian* (Appleton, WI), November 1986.

This news article fleshes out some reasons and methods for including girls in previously all-male institutions.

I’m most interested in a quote Anne chapman uses to illustrate the difficulties surrounding the removal of sexist thinking patterns. This quote will bring out the importance of the mission described in the annotation above.

**Mattoon, Lyn. "Thoughts following the Co-education Meeting of July 16-17, 1987."
Unpublished manuscript, n.d.
Unprocessed Box, Unprocessed Folder, Deerfield Academy Archives,
Boyden Library, Deerfield MA.**

In this memo on pre-coed Deerfield, Lyn Mattoon describes how hurtful values ingrained in DA students’ mindsets – such as male superiority, excessive emphasis on athletics and on winning, character building in the form of personal abuse or “ragging,” etc. – dominated DA’s campus.

Complementing “Ways to Eliminate Sexist Language,” this source reveals another purpose of DA’s coeducational plan: the fight against the culture of “machismo,” which plagues all exclusively male territory.

Adams, James T. "Becoming Co-educational: A Report from Lawrenceville." In *Independent Schools, Independent Thinkers*, edited by Pearl Rock Kane, 93-96. San Francisco, CA: Jossey-Bass Publishers, n.d.

Distributed across DA’s campus between 1987 and 1991, this article includes observations and opinions from teachers at Lawrenceville regarding the boarding school’s decision to turn coed. For the most part, it focuses on the relaxed atmosphere and increased self-awareness in coed classrooms, as well as a shift from the “achievement” mindset to the “growth” mindset in the student body.

Adding to the three sources above, this report further elaborates on the wholesome effects of “feminizing” the private school campus. It reflects, however, a novel, fact-based outsider opinion rather than the DA administration’s own thoughts.

Phelps, Edith B. *Schools Discover Themselves: Three Schools Reexamine Issues of Gender and Adolescent Development after a Decade of Coeducation*. N.p.: Harvard Graduate School of Education, 1986.

This paper provides the same type of information as “A Report from Lawrenceville,” but is based on more rigorous research conducted in multiple schools.

This source complements the previous one.

Ames, Katrine. "Boys and Girls at Deerfield." *Unknown* (Deerfield, MA), October 16, 1989.

This news article gives another reason for why coeducation helps DA fulfill its mission: mixing boys and girls in the classroom and on the playground would maximize the academy’s competitiveness in comparison to top prep schools such as Exeter and Groton, which made the coed transition in the ‘70s. And, as the article implies, competition is the soul of progress.

This source offers another answer to my research question.

"Deerfield Academy: Goals and Purposes." Unpublished manuscript, n.d. Unprocessed Box, Unprocessed Folder, Deerfield Academy Archives, Boyden Library, Deerfield MA.

Although this article belongs to the 1971 folder in Deerfield’s archives, the goals and purposes outlined for the academy are timeless. It argues that one of DA’s primary aims is the preparation of youth for leadership in America and in the world. With the rise of feminism, however, a single-sex community no longer mirrors actual society and will, therefore, cease to produce capable, real-world leaders.

This source describes how Deerfield would better fulfill its educational mission by “modernizing” its student body, by adapting itself to changes in the outside world.

———. **Letter, February 29, 1988. Box 2, Folder 8. O'Brien, John, Collection. Deerfield Academy, Deerfield, MA.**

In this letter addressed to all members of the Deerfield family, Mr. Kaufmann claims that DA's mission is best accomplished by “recruiting the best and most diverse student body and assembling the strongest faculty.” And this particular goal, in turn, is best achieved in a coeducational setting. The letter also invalidates one of my counterarguments listed below.

This source will probably form the most important part of my thesis.

Kaufmann, Robert E. Speech transcript, Deerfield, MA, September 19, 1999.

Celebrating the 10th year of coeducation, Mr. Kaufmann gives a speech at the start of the 1999 school year with ample evidence – facts and statistics related to matriculation, donations, girls' math enrollments, etc. – that DA's coed plan has proved a success.

This source shows both the expected and the surprising long-term benefits of coeducation at Deerfield.

Greenberg, Emma Margaret, ed. *Thoughts of Deerfield Days: Remembrances by Deerfield Women*. Old Deerfield, MA: Deerfield Academy Press, 2005.

This anthology of empowered poetry and female-authored essays also includes a transcript of an interview between Sonja K. O'Donnell and Wanda S. Henry that illustrates DA's success achieving its expanded mission with memories and anecdotes.

Ms. O'Donnell and Ms. Henry's stories help stress Mr. Kaufmann's point with warm, personal examples.

"Coeducation: Three Possible Enrollment Models." Unpublished manuscript, n.d. Unprocessed Box, Unprocessed Folder, Deerfield Academy Archives, Boyden Library, Deerfield MA.

This short article proposes three different approaches to DA's enrollment of girls. It also discusses how each of these models could compromise the equality of admission standards for boys and girls or the quality of education for previously enrolled students.

This source struggles with how the administration anticipates the partly sacrifice of – rather than a valuable addition to – Deerfield's purpose during the first two years of female integration. I will use it to counter my argument.

Freeman, Jon. "After 40 Years, the Doors Reopen for Girls; Trustees Vote in Coeducation, 20-2, for '89." *The Deerfield Scroll* (Deerfield, MA), February 3, 1988.

(Part of) this Scroll article discusses how the inclusion of girls will damage the sense of camaraderie and community at DA. It also includes polls and surveys designed for investigating the student body's opinion on the trustees' decision, as well as comments from '88 seniors.

I might use this source to counter my argument.

Brennan, Seth. "Senior Shows Sorrow over Vote." *The Deerfield Scroll* (Deerfield, MA), February 3, 1988.

This Scroll article expresses similar concerns as the previous one. However, unlike Jon Freeman, its author relies more on the use of pathos than on facts and statistics to prove his point.

I might use this source to counter my argument.

***Daily Hampshire Gazette*. "Deerfield Academy Adapts to Coeducation." October 28, 1989.**

This news article briefly mentions the possible initial "academic distraction" as boys and girls socialize on campus.

I might use this source to counter my argument. But since the problem in question is considered very minor, my paper might not touch on it at all.

Lee Phillips. *A Sigh of Change: The Greening of Deerfield Academy*. Bedford, MA: Camera Stat Associates, 1971.

This is a chronicle, from the pen of a Deerfield senior, about his alma mater's history, interspersed with personal anecdotes both heartfelt and illuminating. A prescient advocate of Deerfield's transition to coeducation, the young writer ponders over Deerfield's purpose, and how girls could advance its mission: be worthy of your heritage.

Since the source examines Deerfield's mission both in the traditional and in a coeducational context, it would nicely help me wrap up my paper.

Orlee Marini-Rapoport
May 2018
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“Be worthy of your heritage. Somehow the word heritage seemed strangely remote and abstract. I was never sure what it was. So I changed it in my mind to ‘Be worthy of Mrs. Boyden.’ And that was the motto I tried to live up to. And I’m still trying.”
-- Bill Guthrie '43

Research Question:

What role did Helen Childs Boyden have within the Deerfield Academy community, and how did she influence the surrounding local area and the broader landscape of independent education?

Annotated Bibliography

50th Anniversary Letters, Box 1, folder 10, in Helen Childs Boyden Collection, Deerfield Academy Archives, Deerfield, MA.

On the 50th anniversary of Mrs. Boyden’s time as a teacher at Deerfield, alums compiled a set of letters to send to her. Many of those alums attribute their accomplishments in college and beyond to Mrs. Boyden’s skill and joy in the classroom. These letters speak to Mrs. Boyden’s personality both inside and outside the classroom and the effect Mrs. Boyden’s unique warmth had on individual students. There is a particularly interesting letter dated April 10, 1958 on New York Times letterhead from a Class of 1933 alum that addresses Mrs. Boyden’s impact on the writer throughout his time at Deerfield.

Speech from 50th Anniversary Dinner, April 29, 1952, Box 1, folder 3, in Helen Childs Boyden Collection, Deerfield Academy Archives, Deerfield, MA.

In her speech, Mrs. Boyden discusses her teaching philosophies and her relationship to Deerfield Academy. She argues that the purpose of science is to “teach you to search for the truth,” and she explores the role of science education in independent schools. She speaks passionately about the relationship between a person’s character, integrity, and success. She also discusses her loving relationship to Mr. Boyden.

“The Study of Chemistry” from Deerfield Alumni Journal, Box 1, folder 3, in Helen Childs Boyden Collection, Deerfield Academy Archives, Deerfield, MA.

This article describes Mrs. Boyden's chemistry classes and how she teaches them. It speaks to her teaching philosophies, how she engages her students, what material she covers, etc. Mrs. Boyden was influential at Deerfield in innumerable ways, but she articulates over and over again (here and in other sources) that at her core she's a teacher, and this article addresses just that.

Luncheon Speech of Congressman James W. Symington, Box 1, folder 3, in Helen Childs Boyden Collection, Deerfield Academy Archives, Deerfield, MA.

Two Congressman spoke at a luncheon about Mrs. Boyden after her death and the subsequent dedication of the Helen Childs Boyden Science Center. These speeches address Mrs. Boyden's impact within the community and how that impact is perceived by the general public. In his speech, James W. Symington said, "I can see her -- that quizzical look of mixed surprise, compassion, and feigned disappointment -- a catch of breath, and then in those gentle, measured matter-of-fact tones, the devastating pronouncement, 'The trouble you don't get into, you won't have to get out of'..."

Photos from the Classroom, Box 3, folder 3, in Helen Childs Boyden Collection, Deerfield Academy Archives, Deerfield, MA.

A seemingly endless number of photos depict Mrs. Boyden teaching chemistry and math, helping her students in the lab, tutoring them one-on-one, etc. They all speak to how engaged she was with her students and also provide a window into the interesting dynamic between a female science teacher and an all-male class.

Mrs. Boyden's Letters in *Deerfield Magazine*, 1944-1958, Box 2, folder 9, in Helen Childs Boyden Collection, Deerfield Academy Archives, Deerfield, MA.

Every year, Mrs. Boyden wrote a letter that was published in the Deerfield Alumni Magazine. These letters range from conversations about her garden to the state of athletic programs at the school to the international travel she has planned to complex chemistry topics. She gives advice about various topics that teenagers struggle and reflects on the past school year. These letters speak to Mrs. Boyden's engagement within the Deerfield community and serve to display Mrs. Boyden's own understanding of her relationship to the institution.