

Transcript—Class of 1960 50th Reunion

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Jane Lancaster: [00:00:00] Hello, I'm Jane Lancaster. This is the 29th of May, 2010, and I'm talking to some members of the 50th reunion class from Pembroke and Brown, because I know very well you got your degrees from Brown, but you were Pembroke women. And this is the ongoing Pembroke Center Oral History Project concerning women at Pembroke and Brown over the last many generations. And I'm going to start by asking, from my left—from Bobbi here—tell me a little thing about themselves: their name, their major, and maybe what they've been doing since.

Barbara Little Jaffe: Okay, you want me to start?

JL: Yes.

BLJ: My name is Barbara Little Jaffe, known at Pembroke as Bobbi because my freshman roommate was named Barbara also, so we had to change my name. I majored in chemistry, [00:01:00] And I worked in it for about 10 or 12 years at Children, and then got into volunteerism and politics.

JL: Thank you.

Joanne Tenedine Rees: My name is Joanne Tenedine Rees, and I was an English major. I came to Brown because I wanted to be an engineer. I was disabused of that notion after Physics D1. [laughter] Bobbi and I became friends because she had to tutor me to get through the class [laughter] I have had an intermittent career. I have four children. And much of it has been in the

educational field, teaching English or some variation—composition. Every level, high school, college. But for the last 20 years, I've been an administrator. And I currently am still working, probably the only woman in the class, or certainly here. I think of [00:02:00] (inaudible) to work. I am the program director for the Association of Architects in Connecticut.

JL: Thank you.

Rosemary Smith Kostmayer: My name is Rosemary Smith Kostmayer. I majored in mathematics, economics. When I graduated, I worked for IBM for about five years in New York and in Washington. Got married, had children, was out of the workforce for maybe 10 years. And landed in Baltimore after many corporate-nomad moves around the country. And stayed there, and got a job with a Dutch financial-services company, and worked there for 25 years, and retired three years ago.

JL: Thank you.

Carolyn Hanson Prescott: My name is Carolyn Hanson Prescott, and I came to Pembroke because my [00:03:00] very good friend, who eventually married my brother, came here. [laughter] She recommended it. And when I came up to visit her, it was fabulous. I loved it. I majored in history, and after I graduated I worked for the Central Intelligence Agency for a while. And after having children and so forth, I went back to school and got my masters of library science degree at the University of Rhode Island. And I've worked for 25 years for the Naval Undersea Warfare Center in Newport. That's about it.

Minna Saxe: My name is Minna Saxe, and I grew up in Providence, actually, on Prospect Street. Of course, by the time I got to Pembroke, we had moved. [laughter] It would have been too convenient. So I had a lot of family members who had gone to Brown and Pembroke. I majored in political science and studied Russian with Carolyn. And wanted to do something [00:04:00] with the Russian when I graduated, and started working in a library doing Russian work. I eventually got a library degree like Carolyn, and also a master's degree in Russian area studies.

And I worked in libraries for 40 years, and now I'm very happy to say that I am retired.
[laughter]

Suzanne Werber Dworsky: I'm Suzanne Werber Dworsky, known as Suzy when I was at Pembroke. I majored in American civilization, and my career has been primarily in the investment field, and retired from a firm that my husband and I had—just the two of us—just in 2007.

Joan Hoost McMaster: My name is Joan Hoost McMaster. I came to Pembroke because my father liked the idea of a women's college within a first-class university. My major was American civilization. I've spent most of my life in the nonprofit world, [00:05:00] and I own a company, McMaster Associates.

JL: Which does what?

JHM: Which works with nonprofits.

Linda Blackman Feldman: My name is Linda Blackman Feldman. Like Minna, I grew up in Providence, and it was kind of a family tradition to come to Brown University, Pembroke College. And I got married shortly after graduating. But when I was here my major was psychology, but I took enough education courses to have a teacher's degree, which was kind of the way to go, so your parents said in those days. [laughter] And I did teach for a year, but it wasn't my thing. So that was the end of my teaching career. And for the first part of my life, when I had my children, I was community and school volunteer. But actually, through a Brown connection, when my son [00:06:00] was a student here, Richard Fishman in the art department started me on a career as a representative for artists that make handcrafted tabletop and jewelry. And I continued with that for about 20 years, and then got into other things.

Barbara Hajjar: My name is Barbara Hajjar. I came to Pembroke, I believe, because Nancy Duke Lewis was here. It was one of the reasons. The other reason was, they accepted me, so –
[laughter] I was a lonely female pre-med while I was here And I majored in biology. And

because we only had four courses a semester then, I was in (inaudible) all the time. My sisters tell me I'm the only person who went to an Ivy League school who doesn't know how to play bridge. [00:07:00] [laughter] So after I graduated, I spent a year playing and having fun in New York City. I worked at Memorial Sloan Kettering, then I went to a medical school in Philadelphia, and I trained at Memorial Sloan Kettering and Columbia in New York City. And I had a very wonderful, happy pediatric practice for 30 years. And I retired at the age of 59. I told my patients the first 30 I went to school; the second 30 I took care of them; and whatever was left I was going to have a good time, which I definitely am having. (laughing)

Jane Doane Anderson: My name is Jane Doane Anderson, and I was a math major. After graduating, I worked as a mathematician, and then stopped to raise a family. Then I became a math teacher, as was considered advisable and one of the things that I felt [00:08:00] qualified to do. [laughter] I found, as a math teacher, I feel in love with the computers. And so, after about nine years I went back to graduate school, and graduated with a master's in computer science from the University of Lowell, or the University of Massachusetts now. And then, I made a career in software development for 20 years, and I now, also, have retired.

Carol MacLennan: My name is Carol MacLennan. I came to Pembroke because my mother had gone to Barnard. And she was very happy with that, but Barnard had changed a lot since she had been there, and I didn't really want to go to New York City. And we lived in New Jersey, so it wasn't very far from home. And so, I looked at other women's schools, and I really liked the idea of the women's college in the coed university. So that was part of the decision. And I was very happy here. I majored in mathematics. After I graduated I went – Actually, the summer before I graduated [00:09:00] I went to work at Bell Labs for the summer, and then I went back after graduation, and I worked there for 40 years in a small group in the physics department that did sort of geophysics and space physics. And I was sort of in charge of the data analysis of that group. And I got to travel. I went to the Antarctic. I spent some time at meetings in various other northern and southern places. And had a very good career. Retired after 40 years, and have enjoyed it.

JL: Great. Very interesting group of women we have here. Now, in a sense, this sounds from this not merely representative group of your classmates not entirely what we'd expect women in the '50s to end up doing. Or am I wrong in my expectations?

F: No, you're not wrong.

F: No, no.

F: No, you're right.

JL: So why are you so [00:10:00] interesting and different?

JTR: I think we were a sort of transitional year.

F: I think so, too.

JTR: We bridged the gap between the real '50s and those who came after us. So I think it's not really unusual that there are more people who were career-oriented. And I think many of us around the table had periods in our lives where we did not work, stopped to raise a family, and then tried to pick up after that.

JHM: I think it's sort of a balance, too. I think that we took who we were and what our lives were, and tried to balance the different parts of it. So we did step out of the workforce for a while to raise children, and then we went back in it.

JDA: I just wanted to add, I think perhaps it's partly the times in which we were living. There were lots of opportunities for women that also made it possible for us to take off those 10 years to raise children, and [00:11:00] still come back into the workforce, where our skills were still current and we were needed.

CM: My daughter was born and I continued to work. And they were very supportive about that. You know, they gave me time off when I needed it. They gave me maternity leave with pay.

RSK: That was later on, in 1960s?

CM: Yeah, that was in the '70s.

RSK: Yes, that would have been a very rare company in the '60s, and a very rare company that would have paid women in the same job what they paid—

CM: It was actually the discretion of my department head, and he was very supportive.

MS: I think what Joanne said is very important. I don't think we think of ourselves as being part of the '50s, even though we were (overlapping dialogue; inaudible). We really were the cusp. And then we went out into the working world, which we all did then, in 1960. We became part of the '60s. Not that we were the—[00:12:00] I don't think any of us was at Woodstock, for example. [laughter]

CHP: (inaudible). [laughter]

MS: But I think we were influenced by the cultural environment of the '60s.

JTR: But despite the fact that I think we had a career aspirations, I think Linda identified something that perhaps would have connected us more to the '50s. And that was the kind of limitation that you alluded to, where your parents might have said to you, "Well, you should get a teaching degree or you should get something, because, of course, you'll marry." Of course, many of us did not. "But you might need something to fall back on, or you never know what life is going to bring for you, and you need to have a career." So I think that was a kind of backward looking (overlapping dialogue; inaudible).

CHP: There were stereotypical women's careers: teaching.

F: Nursing.

F: Social worker.

F: librarians.

F: Katherine Gibbs. [00:13:00] [laughter]

F: Nurturing, helping jobs.

F: Yeah, true.

CHP: I worked for the government, and it was an entirely differently story. If you were a woman, and you got married, well, forget it as far as getting any kind of promotion. And a girlfriend of mine got married, and she kept asking. She worked for the company for 10 years, and she kept asking for a raise. And the boss would say, “No, you’re married. You might have children.” And she would say, “I’m on the pill.” [laughter] But that didn’t count.

BH: No, that was a big problem going to medical school, because they kept telling you however much tuition you pay, it costs us three times as much to educate you. And so, therefore, if you’re not going to work a long time – So, actually, when I went to medical school I think we had three percent graduating physicians were women. And now, [00:14:00] every medical school in the country has 55 percent. But they all have fuller lives, I think. Not too many of the women classmates when I went had time. We lost all that period of time of dating and going out. But now the schools are all coed, and they marry, and date. But the women do a lot of job sharing. The office that I ran by myself has three married women, and they all have children. And so, they all job share, and work part time,

Now, Rosemary and I came from small towns, very ethnic—Italians, Irish, Lebanese – And my parents didn’t go to college, but I always knew I was going. And, I mean, I’m the oldest

of five, and that was like the second generation. And you know, they all wanted you to go to school.

JL: [00:15:00] I'm interested in this point you raised about ethnicity. How did this manifest itself, if at all?

BLJ: We were just talking about that, because when you came, if you were a Catholic you had a Catholic roommate. If you were Jewish, you had a Jewish roommate, if you were protestant you had a protestant roommate. And our class was not diverse at all. Look at the class now compared to our class. It's so different.

JL: Could we just (overlapping dialogue; inaudible).

F: Oh, I'm sorry.

BLJ: Yeah, Joanne and I were just laughing about that, because you could go through your freshman dorm and see how people were placing. And if you were not fitting any of those categories, you had a single. [laughter]

BH: [00:16:00] I said I was the only Assyrian Orthodox here, and so they roomed me with a Lutheran. (inaudible)

F: That's unusual.

F: Out of all religions. [laughter]

JL: So what other manifestations of this, apart from who they put you into a room with? Was it uncomfortable for some of you, if you were from non-mainstream Protestant –

F: No, not at all.

F: No.

JTR: I think there was a certain level of homogeneity, in that most of us kind of came from middle-class families or families that had high aspirations for their daughters. After all, this was a very important university. So I think there was sort of a leveling here. I can't speak for everybody because I don't know everyone's history, but I had a sense of homogeneity here, and comfort.

RSK: Although, at first, there was kind of a delineation between those who had gone to private schools [00:17:00] and had that experience, and at boarding school or private day school, and those of us who went to public high schools in various places. We didn't feel quite as well-prepared as the people who were –

F: We weren't. [laughter]

F: Yeah, that's true. That's was absolutely true.

RSK: And there was a lot of catching up, so we were on different racetracks for a while, some of us running faster.

MS: Or backwards. [laughter]

JL: And what about those of you who were day girls, city girls? Tell me about being a city girl.

MS: I would say, well, the four years I was here, I felt being a commuter—which is what we were called—a second-class citizen. I really felt there was a differentiation between people who lived on campus and those who commuted. Since college, it has never been a factor. Nobody has ever said to me, “Oh, you went to Pembroke at Brown. Did you live there?” [laughter]

[00:18:00] I went to Pembroke at Brown, and I'm very happy. It was the right decision for me. I'm very glad I came here. But I did feel (inaudible).

JL: How did it manifest itself?

MS: Oh, in my usual way, I probably ate a lot. [laughter]

F: Very good point. It's true. Thank you. (overlapping dialogue; inaudible)

LBF: I just wanted to add something to what Minna said. I actually wanted to live in the dorm my freshman year. And I was told that I couldn't because, at that time, people did not live off campus. Dorm space was at a minimal, so that they denied me that privilege for the first semester of my freshman year, they said because I lived in Providence I had to live at home. And then they did allow me to live on campus [00:19:00] for my second semester of my senior year through my Brown experience. But having lost that first semester was very crucial, and I really think—and it's a pet peeve of mine for Pembroke—that they were insensitive to what might that person would feel and the experience they would have.

F: I think it lessened the experience.

F: Yeah, (overlapping dialogue; inaudible).

CM: There was a lot of bonding that went on.

LBF: Because friendships had materialized so I always felt a little bit of an outsider.

F: Yes, indeed. (overlapping dialogue; inaudible)

JL: So we – go.

CM: There was a lot of bonding that went on, I think particularly that first semester. And some of my best friends are people that were in the freshman dorm with me.

F: In the dorms. [laughter]

JL: So what did they do, with you in the first semester, to help you bond? What was (inaudible) doing?

RSK: Well, no, we did have junior [00:20:00] counselors who lived in the freshman houses. Those freshman houses were really wonderful. There were maybe 10 of them, and maybe 30 to 40 people lived in each one. So there you had a small group of people, much easier to form close friendships and alliances, and feel a little cozier in this big, scary world. That was very helpful to us.

BH: I think those were like our sororities. People always said, “What sorority did you go to?” (overlapping dialogue; inaudible).

F: (overlapping dialogue; inaudible) about sororities. Yeah, right.

JL: There were no sororities?

F: No, no.

BH: No, I mean, well, we were all together in one house, and—

F: It was like a sorority.

BH:—we kept the same (overlapping dialogue; inaudible).

RSK: We helped each other to sort of adjust to this new world, I think, in various ways. And there were the junior counselors—two junior-class people who helped us, advised us.

F: [00:21:00] Who lived in the house.

RSK: They lived there first semester.

CM: I remember a house meeting. We used to have these house meetings [laughter]—

F: Yes, yes, in our pajamas. (overlapping dialogue; inaudible)

CM:—where they told us about drinking. You know, some of us probably had never faced drinking like went on at Brown before. And, you know, they said, “Well, get a rum and coke or something where you can taste the liquor,” and it was really very helpful, I think.

RSK: The dining halls was kind of nurturing, in a way, too. Because, remember, we sat at round tables, and there was always one person assigned to be the hostess that evening, who would introduce new people who came to the table. This was –

JL: Did you have to dress for –

F: Oh, we dressed for dinner, yes.

JTR: Wednesday nights and Sundays.

F: Yes, and Sundays. (overlapping dialogue; inaudible)

JTR: The motive for that was gracious living.

RSK: Gracious living.

F: [Religious?].

JTR: (overlapping dialogue; inaudible).

RSK: Yes, that was very key to our lives.

JT: [00:22:00] So you were being brought up to be gracious women?

F: Yes.

F: Yes.

JDA: But also, in addition to the gracious living, we had an honor code. And I think all of us would agree that that had a profound effect on us. What was wonderful about the honor code is what it meant was, nobody was watching over you to see if you abided by their regulations. It was up to you. It was truly an honor code. And in my freshman year—I'm going to confess a little story. [laughter]

BH: (inaudible).

JDA: There was one woman who lived in our house, and she had a car. And we had a picnic. And we went out to the Haffenreffer estate. And one of our classmates was able to buy liquor. I think we were too young, but anyway, she had figured something out. [laughter] And so we had liquor at this Haffenreffer estate. And when the picnic was over, well, we still had some leftover. We weren't going to throw it away. And so, it came [00:23:00] back into the Angell House in a brown paper bag. And my heart was in my throat, it was just pounding. I was so horrified that I had violated this sacred honor code. But I say it just to tell you how important, I'm sure, the honor code was to all of us.

F: Did you report yourself?

JDA: I did not, no. It was a violation, yes.

BH: But some of the rules and regulations—actually, if you ever told these [laughter] children coming now, they would just laugh hysterically. And we had to sign in and sign out. We had operators in every house. And I think one day I just got sick of it, and I was going to the library. Where was I going? And I put “N.O.Y.B.” which means none of your business. [laughter] And

my mother called. So they go, and you're not there, so they look in the slip and they're supposed to say, "Well, she went to the library." [00:24:00] So I had to go before the honor code, I remember.

BLJ: I think one of the things that I still, to this day, have not gotten over is, we had a girl in our freshman house, in Sharpe House, who got pregnant in freshman year. She got married to a guy at Brown. She had to leave college and he was able to continue.

F: Yes, (overlapping dialogue; inaudible).

BLJ: To this day, I just think it's just horrible.

F: Stunning.

F: I think, actually, he lost his ROTC scholarship though.

BLJ: But he still could stay.

F: Right. (overlapping dialogue; inaudible)

F: It's extraordinary.

Crew: Pause.

JL: Pause it a minute.

(break in video)

JL: Are we all right? Where were we? Oh, he lost his scholarship.

F: Yes.

JL: I was talking to someone else from your class yesterday, and she and a male in your class were telling me about an incident which seemed to be an incident of rape, of someone [00:25:00] in one of the freshman houses. I don't know whether this is the same one—maybe not. And, again, the young woman was sent away.

F: She was sent away.

JL: And the authorities said, “Oh, no, no. We can't deal with this.” And the young man stayed on campus, but then he was blackballed by his fraternity, so I was told.

F: Oh, I'm glad.

JL: Which is something.

F: Right, (overlapping dialogue; inaudible).

JL: But I have a question, really, about the whole double-standard thing. Tell me about this.

CHP: Another double standard I saw, I was on the swim team for Pembroke. But we couldn't use the pool unless the men allowed us to, when they were not swimming.

F: Wow, I can't believe that.

CHP: That was it. We would swim every day, but at odd hours, you know, when the men weren't there. Of course, they defended it because they swam in the nude. (overlapping dialogue; inaudible) [laughter]

RSK: But that opens up a whole other issue, of how much of the budget of the athletic department [00:26:00] was spent on the men's sports and the women's sports, before—is it Title IX?

F: Title IX, that's right.

RSK: It was a different world.

JTR: And yet, we had, I think, the first Ph.D. in athletics as our director—Bessie Rudd. And we were required to have, I believe, seven – You could get out of that eighth semester of physical ed. if you had a certain grade average, but we really had to have physical ed. every semester. So I think that was somewhat forward-looking, in that athleticism is an important part.

BLJ: Yeah, but we didn't have formal teams like varsity teams. We had some club teams, but the men had teams.

JHM: But we did have a requirement that you had to pass a swimming test to graduate.

F: You had to be able to float. [laughter]

BH: Two team sports, two single sports, and swimming, and the dance. [00:27:00] So I said—my partner—I only know how to cha-cha backwards, and she only knows how to cha-cha frontwards. [laughter] Then when we were dancing, I always have to be the man, because I was the tallest. So still, to this day, I'm not a good follower unless you're about 6'5".

JL: I heard a little mutter about the posture pictures. Tell me about the posture pictures.

JTR: Well, that was a bunch of hooey, wasn't it?

F: Yes.

F: Yes.

JTR: As we found out later on.

F: Found out later. *The New York Times* (inaudible).

JTR: And all these people were humiliated to an extraordinary degree thinking we were doing something important for science.

MS: We not only had the pictures done, we were called in for an analysis.

F: Right.

(overlapping dialogue; inaudible).

MS: And I think I got a D-plus. Well, at least at my level. Maybe the A's, B's, and C's didn't, but below that, I certainly had an analysis. And I think I even took posture (overlapping dialogue; inaudible). [00:28:00] And one of the things was how to get out of the backseat of a car, [laughter] which I still can't do.

RSK: But didn't they find—I mean, I know there was something in *The New York Times Magazine* — remember that? — nothing was ever done with it.

CHP: But we were always threatened by that, by the Brown students.

F: They stole (overlapping dialogue; inaudible)

CHP: “I saw your posture pictures.”

F: Right, that's right.

CHP: Oh, it was just awful.

F: Awful.

CHP: It was so humiliating. [laughter]

JL: And this was very early.

F: Freshman year—freshman week.

F: Yeah, freshman (overlapping dialogue; inaudible).

RSK: And it was right at the beginning of freshman year, when everybody's scared to death anyway.

JL: So who told you, you had to do this?

F: It was (overlapping dialogue; inaudible).

RSK: The administration of Pembroke College.

F: It was a requirement to go there.

F: Or even enroll (overlapping dialogue; inaudible).

F: We had to do it. (overlapping dialogue; inaudible)

F: [00:29:00] Stand there in line (overlapping dialogue; inaudible).

LBF: It was a graduation requirement.

JL: So it wasn't just you. There were —

JDA: There was a sheet.

F: There was one at a time.

JDA: And it was like a silhouette, right? You couldn't necessarily recognize the person.
[laughter] You just saw this silhouette.

JL: And how many clothes did you have on?

F: I can't remember.

F: Just a (overlapping dialogue; inaudible).

F: But we all did it, didn't we? (overlapping dialogue; inaudible).

F: What do you suppose happened to the pictures?

F: I think they've been burned. [laughter] Hopefully they were destroyed.

RSK: Were they destroyed? (overlapping dialogue; inaudible)

F: There's justice. [laughter]

MS: But this expose only was within the last—

F: Five years. (overlapping dialogue; inaudible)

F: I forget how ago (overlapping dialogue; inaudible).

F: Many years (overlapping dialogue; inaudible).

MS: That was shocking to see that, (overlapping dialogue; inaudible).

F: I don't think it was the only college or university (overlapping dialogue; inaudible).

F: No, there were some others (overlapping dialogue; inaudible).

F: No, there were some others. (overlapping dialogue; inaudible)

RSK: [00:30:00] So the word "posture" has kind of a traumatic – [laughter] (overlapping dialogue; inaudible).

F: It's fraught.

BLJ: But don't you think today women would say, "Why are you doing this? What is the point of this?" And we all just sheepishly went (overlapping dialogue; inaudible).

F: Right, we did it;

BLJ: Yeah, I mean, it's so different the way women look at things now than we did. We just did what we were told.

CHP: But by the time we graduated, we wouldn't have done it. I think we were (overlapping dialogue; inaudible). We were almost the beginning of this women's movement. I always feel that the young women today don't realize what their mothers and grandmothers did to facilitate women's lib.

JL: So were there any things that looking back on now seemed to be feminist or proto-feminist activities going on at Pembroke-Brown, in the late '50s?

F: Not really, no, no. (overlapping dialogue; inaudible)

F: I don't think so.

JTR: [00:31:00] You know, I think it's a matter of the individual. There was certainly no group movement. And we may have harbored, individually, certain views and pursued those, put up the stop signs at certain points. But I don't think it was anything really (overlapping dialogue; inaudible).

JHM: You know, even Pembroke College is a feminist statement, because it was a college of women. So, in a way, we were ahead of our time because we were here.

RSK: If you were in the sciences, there were always, at, most every class that I was in, there were very few women compared to men in those classes. So you did have this pioneer feeling always, and wanted to do well because of that.

CM: And we did, though. I think, you know, in general, the academic performance of Pembroke was just better than Brown at that time.

RSK: I think so. (overlapping dialogue; inaudible)

RSK: [00:32:00] We were less likely to speak out in class, weren't we?

F: That's right.

RSK: And even when we knew more. [laughter] True, (overlapping dialogue; inaudible).

JL: So that's interesting. It's like you'd internalized, at that point, this idea that clever women kept their mouths shut?

CHP: Yes, you might be wanting to date somebody in that class, and you didn't want to look any smarter than they are. [laughter] (overlapping dialogue; inaudible).

F: Nor was I, but I think, in high school and college, that was true. You know, you didn't –

BH: Some people would ask me if I thought I was a feminist because I went to school then. And I said no, because you know what, I had absolutely fantastic parents. I'm the oldest of five, and my father told me I could do anything I wanted to do. [00:33:00] And there were three girls first. And he could have said to me, "Honey, you have to go to nursing school. I can't do this." So they told me I could do everything, and so I just believed them, and I went along. I'd never thought it was pioneering. But definitely medical school, even though it was difficult and long hours, I had more fun, because we were all doing the same thing. When I came here my freshman year, I got called in by Nancy Duke Lewis, because I came from a small high school and, you know, you got all A's and everything. You came here and a lot of people went to prep school.

F: We thought we were geniuses.

BH: And I thought that if I went to lab all afternoon, I could still have fun at night. But most of the other people, I mean, if you had a chemistry lab, that was 10 hours [00:34:00] a week. You had three hours of lab, one hour of recitation, and three hours of class. So she did call me in at the end of freshman year and asked me, did I really want to be a doctor. And I said, "Oh, yeah, I've wanted to be a doctor since I probably read, you know, *Susie Smith, Girl Doctor*, or something like that. [laughter] And she told me to straighten up and fly right or I wasn't going to ever get into medical school. So, she was good. It was good.

F: Well, so you knew the standards then.

BH: Right.

JL: Tell me about Nancy Duke Lewis.

BH: She was the dean of Pembroke.

F: She was the chief administrator at Pembroke College.

JL: Did you have much contact with her?

F: Yes.

JTR: She was the embodiment, I would say, of gracious living.

F: Yes.

F: Yes.

JTR: She had Southern roots, and—

RSK: A mathematician. Twice a week, she had what was known as gracious living, and you would have [00:35:00] tea and demitasse after the meal—the Sunday dinner or maybe a Wednesday. And so, people would take turns. They were chosen to pour at these demitasse occasions. And she would be there talking to everybody. And on one occasion, they had a Fathers' Weekend or something. We invited our mothers to come one weekend, and we asked her to come and join us for coffee or maybe demitasse, who knows? And she did. She was very accessible.

JL: So this was in her house on Brown Street?

RSK: No, no. It was — (overlapping dialogue; inaudible).

RSK: — maybe in one of the West Andrews. West Andrews had a very nice living area, a living room.

F: A lounge.

RSK: The lounge. And that's where the gracious coffee was.

MS: I remember going to her house once for, like, a tea or something.

BH: [00:36:00] But you know she had a backbone of steel under that Southern graciousness.

MS: Yes, yes. (overlapping dialogue; inaudible)

BH: Or she never would have gotten that position.

F: Right, (overlapping dialogue; inaudible).

BH: I mean, there weren't that many women.

JTR: Well, the assistant dean, Gretchen Tonks, was more of a martinet. (overlapping dialogue; inaudible).

F: She was the enforcer.

JTR: Yeah, she was the enforcer.

F: She was.

F: The hands-on, literally and figuratively. [laughter]

F: We were all scared of her.

F: When you got the ax, it was her. (overlapping dialogue; inaudible)

JL: And how about Bessie Rudd?

F: Well, I think she was—

F: She was already old by the time (overlapping dialogue; inaudible).

F: Yes, she was. She was a—

F: A legend in her time. [laughter]

JDA: Well, she was an inspiration to me even then, because, well, as you said, I mean, she looked as old as Methuselah to me as an, whatever I was, eighteen-year-old or something. But she was out there charging up and down the hockey field with the best of us. And I have always admired her. I think of her now and [00:37:00] I wonder if I could keep up with what Bessie Rudd did then.

F: Yeah, she was terrific.

RSK: She was an imperious figure, wasn't she?

F: Yes, she was.

F: It's true.

F: Yes.

MS: One of the things I remember about Pembroke, and we haven't discussed it yet, was chapel.

F: Yes, mandatory chapel.

MS: We had chapel on Tuesdays and Thursdays.

F: That would never fly now.

MS: And Thursday—I don't know if you remember—was religious chapel. But I never knew what it was, actually. (laughs) But afterwards, I think it was like a Unitarian service. I mean, it was—

F: Inclusive.

MS:—a very inclusive, more philosophic. (overlapping dialogue; inaudible)

JTR: I think it was a reflection of the founding philosophy (overlapping dialogue; inaudible).

MS: That wasn't, but it had a neutrality about it.

BH: And we had to be dressed, right? (overlapping dialogue; inaudible)

F: We had to do what?

BH: Dress.

RSK: We had to wear sort of a gown—an academic gown—

JTR: (overlapping dialogue; inaudible).

RSK:—that we hung up somewhere, [00:38:00] and everybody would be racing out of the doors with their gowns.

CHP: Remember wearing shorts underneath the gown? [laughter]

JL: So those of you who were not mainstream Protestant, you still had to go to these chapels. Did anyone not go?

F: You had to.

F: You had to go. They took attendance.

JTR: It was like the posture pictures. [laughter]

F: The same person who didn't have a posture picture (overlapping dialogue; inaudible).

F: And there was a lot of knitting done. Oh, yes, every now and then you'd hear the knitting needles, like, "click, click."

JTR: Once a week was a speaker?

F: A speaker, yes.

JL: Do you remember any of these speakers?

F: Not a one, no.

F: No, (inaudible).

F: I do. I remember Helen Hayes came once.

F: But that was (inaudible).

F: Really?

F: Yes, it was.

F: Helen Hayes, in fact, (overlapping dialogue; inaudible).

SWD: I remember an astronomer from Dartmouth who spoke one time, and he was talking about the universe. And actually, [00:39:00] I was really quite enthralled at what he said.

JTR: You were allowed a number of cuts as you (inaudible) for your classes. You were allowed a number of chapel cuts, and I think there were some of us who took the maximum. [laughter]

JL: But they'd take attendance in class as well?

F: You had an assigned seat.

BH: An assigned seat. (overlapping dialogue; inaudible).

BH: And how about you could have men guests for dinner twice—Wednesday night and Sunday.

F: Right.

BH: And we were supposed to be dressed like ladies when they came. It deteriorated as the year went along, but (overlapping dialogue; inaudible).

JTR: You couldn't have shorts.

BH: Oh, no.

JTR: You had to have a skirt.

BH: And we were supposed to wear nylons. (overlapping dialogue; inaudible)

JTR: Had to have stockings and a skirt.

F: Right. (overlapping dialogue; inaudible)

JHM: That's why we're all so well-behaved today. [laughter]

JL: Well, how much did it influence you, then, [00:40:00] all this gracious living and –

BLJ: Well, back to clothes. You were not allowed to be seen, in the presence of a Brown professor, in pants. (overlapping dialogue; inaudible)

F: We used to wear raincoats.

F: Raincoats (overlapping dialogue; inaudible). [laughter]

F: Those trench coats (overlapping dialogue; inaudible).

BLJ: We could wear them on Pembroke campus, but I don't think, unless you had a raincoat, you couldn't wear (overlapping dialogue; inaudible).

RSK: We had a little book of rules and regulations, and all these things were spelled out in quite specific details. And one of them was a rule about when you could be seen with curlers in your hair. [laughter] (overlapping dialogue; inaudible)

F: Only at breakfast, (overlapping dialogue; inaudible).

JTR: But we should consider the times, because women didn't really wear pants that much in those days. Bermuda shorts were our thing.

F: Yeah, we had (inaudible). We were on the edge there. (overlapping dialogue; inaudible)

F: [00:41:00] And when we wore pants and went to the game, we'd roll the pants up. And once somebody running out, the pants rolled down under the raincoat, and ran into Dean Lewis and was (inaudible).

F: Caught, (inaudible), nailed. [laughter]

RSK: But there was, also, a regimen about how you acted at dinner, and handled introducing people.

F: Did you still have family-style diner?

RSK: Yes, family-style dinner, and how you'd pass the food around the table, and saw that each person was served.

F: Grey meat, I remember. [laughter]

JL: Yeah, the food—what did they feed you with?

RSK: But those were good—some of those were good lessons, weren't they? (overlapping dialogue; inaudible) Someone who didn't know, you always introduced them.

F: Right, that was good (overlapping dialogue; inaudible).

F: (overlapping dialogue; inaudible) into the conversation.

F: [00:42:00] And then, I've thought that over the years. That's—

F: And it also was (inaudible), sure.

JDA: It was good as the introducer, because at least for someone like me—a country bumpkin. [laughter] But you knew what to do. You knew what to do.

F: You knew what to do.

JDA: Yes, and so you could do it.

RSK: And forever after, you knew about including people in a group. And often I've been in groups where I wish more people knew about that. [laughter]

JL: So somebody was talking about the food, and something called train wreck?

F: Oh, yeah, that was good. (overlapping dialogue; inaudible)

JTR: Well, I can describe it, because I liked it.

F: I liked it too.

JTR: It was layers, and you had a layer of thinly sliced potatoes, and hamburger meat, and onions, and tomatoes. And it was fairly bland, I think, but (overlapping dialogue; inaudible).

F: It sounds great.

JTR: I mean, just salt and pepper. But it's actually not bad at all. (inaudible).

BH: [00:43:00] But we got served lunch and dinner.

RSK: Waitresses in uniform, all students, that carried trays, served the platters. It was country-style.

JTR: Family-style.

RSK: Family-style.

JL: So the waitresses were students?

BH: Students.

F: Yes. That was one job. (overlapping dialogue; inaudible).

CHP: I had a job as a waitress.

BH: Now—

CHP: But I was not allowed to have that job the second half of our senior year because I might be busy planning my wedding. [laughter] If not wedding, then – That's right. And so, I know my sister had to send me money, because I didn't have enough money because I didn't have my job.

F: No

CHP: Yes. [laughter] I was furious.

BH: And you were not supposed to have classes at two o'clock, because we were supposed to dine leisurely, and half of them had classes. So they put the food like this and they'd be taking the dishes as they were running away.

JL: So tell me about campus jobs, because some of you must have [00:44:00] worked. You must have had some scholarship money, but (overlapping dialogue; inaudible).

CHP: We were very limited. I worked at The Gate, serving coffee and stuff. And as a waitress—the waitress was the best job.

JL: Because —

CHP: Well, it was easy, even though you've got to build your muscles. And you didn't have to clean up. The first job I had was to be in the kitchen cleaning up. That wasn't so good. Dishwasher, no.

JDA: I started out as a waitress, and one Saturday, when we had soup for lunch, my tray with these soup bowls got out of balance and it was all over. (overlapping dialogue; inaudible)
[laughter] And so, that was sort of the end of my waitressing career. And so, after that, I washed dishes in the kitchen for all four years.

F: I washed dishes, too.

JL: What other jobs did people have?

RSK: I worked in the economics department on a research project for a professor, so that was very nice. [00:45:00] That was a very lucky break.

JL: Which professor was that?

CHP: I got a job—

RSK: His name was Dean Carson.

CHP: I had a job representing Reed & Barton silverware.

BH: Oh, I had the best job for somebody who hardly could remember to put on lipstick. In the summer of one year, the Avon lady came to my mother's house. And I said to her, "What do you have to do to be an Avon lady?" I mean, I knew I wasn't going to go from house to house. And she said, "They send you all the samples, and you just send in the orders." And you get 15% of a dollar lipstick. And they paid all the shipping and everything. And so, when I was going into my senior year, I had another sister who was just starting college. And my mother would say to me, "How come Carol never asks me for money, and you're always asking me for money?" (laughs)
So I came and I was going to be the Avon lady. And I just put up notices [00:46:00] in all the dormitory rooms, and I said come from 6:00 to 8:00. Now, people came from, like, 6:00 to 10:00, and they practically filled out their own orders. And when the orders came in, I put up a notice, and I said your order is in.

And you had to send an order, like, every three weeks, I think. [laughter] So we used to have Christmas vacation. So I sent in a huge order at Christmastime. And then we came back, though, but remember we had study period. So because we did, we had our exams the minute we came back from the holiday. So I missed two orders sent in, and they told me I couldn't be the Avon lady anymore, and I think I got a freshman. But I think I made \$1,000 in a couple of months.

F: Wow.

BH: Right, and I just sat there, because the girls came and filled out their own orders, and my roommate was going to kill me because she couldn't study. (laughs) And (overlapping dialogue; inaudible).

LBF: [00:47:00] Didn't recommend the library?

BH: Didn't recommend that.

JL: You found that job for yourself?

BH: Yeah.

JL: But were there campus jobs other than waitressing? (overlapping dialogue; inaudible)

MS: I worked in the library, and I got that job through the placement office here, because I was studying Russian and they needed somebody in the library who knew Russian. Well, I learned probably as much Russian in the library, but I went on to become a librarian, so obviously it had a very big effect on me. But I did not make \$1,000. Probably even when I worked full-time. [laughter] Now I'll know to become an Avon lady.

JL: That's interesting you mentioned Russian, because this is the height of the Cold War, wasn't it?

MS: Yes, it was.

JL: Was there any other sort of pushing of you into Cold War-related work? Well, you went to the CIA, but –

JTR: [00:48:00] This was the Ivory Tower. Do not (overlapping dialogue; inaudible).

JL: So you didn't know about these things?

JTR: Oh, you knew about (overlapping dialogue; inaudible).

JHM: (inaudible) out there.

JDA: Do you remember when Eleanor Roosevelt came to speak at—was it the Forum?
(overlapping dialogue; inaudible) Yes, that's what I thought. And I was so impressed with that. But I remember her saying that she visited a kindergarten in Russia, and, you know, all those little five-year-old children were learning to love Joseph Stalin, and grow up to be communists.

JL: I just found that Margaret Mead came to talk to you.

JDA: Yes, she did.

F: Yes.

F: Yes. (overlapping dialogue; inaudible)

JL: I was wondering, because I was looking through your yearbook, and some professors are mentioned there. So I just wonder, [00:49:00] 50 years on, which professors or which courses just stay in your memory.

CHP: Well, (inaudible) the music courses that I took.

F: Who was teaching it then?

CHP: I can't remember his name.

F: Coolidge?

F: Bill Dineen?

CHP: Coolidge—Arlan Coolidge. He used to play, I think, the violin. And if you wrote a paper about a musician—for example, I wrote a paper on Walter Piston, who was a contemporary musician or composer at that time—he would write in the margins of your paper, “Oh, I played with this person.” And I kept them, because those are so precious. And I don't even think he's still alive. He would teach a symphony, for example. You'd learn all about it. You'd study the score. And then, for the test, he would play the record. And he'd put this down in the middle of the song, and he would say (overlapping dialogue; inaudible) explain. You know, was it the first movement, or – And he was just great.

JTR: Brown had a [00:50:00] wonderful English department when we were here. And there were a couple of stars, one of which was I.J. Kaplan. I don't know if any of you had a class with him, but he was just a remarkable teacher.

F: Kapstein, Kapstein.

JTR: Kapstein, I'm sorry, yeah.

BLJ: I don't know his name. He taught Russian history. And his class was very, very popular. I (inaudible). But he was denied tenure because he didn't do any publishing. And everybody was furious. Does anyone remember? I can't remember his name, but he really was a fabulous teacher. But, evidently, a lazy researcher, so – [laughter]

JHM: I took a course from Forrest McDonald, who was a visiting professor. And he was right on the cutting edge, in those days, of early American history. And to this day, it's one of my favorite courses.

JTR: Did we talk about distribution courses here, and—

F: Comprehensives, right? (laughs)

JTR:—comprehensives? I mean, there were certain things that, I think, [00:51:00] changed about Brown.

RSK: Oh, (inaudible).

F: Yes.

F: Yes.

JL: Well, tell me about distribution courses.

JTR: Well, distribution classes—the notion was that you had to take a certain number of classes in various areas. You have the sciences; you have the humanities; you have —

F: Social sciences.

JTR: Social sciences. And this was sort of fixed in my memory, because I did have a little event with Gretchen Tonks, in my case, [laughter] when she discovered that I was trying to pass off a sociology class as a science class. She was not very happy about my not having really fulfilled the distribution requirements. But I think the idea was very good, because it really forced you to have some kind of broad (overlapping dialogue; inaudible) scientific career you really needed that. If you were in the humanities [00:52:00] you needed some science.

BLJ: That was changed, I think, in the late '60s.

RSK: And then there were the comprehensive examinations.

JL: Yes, what were the comprehensives?

RSK: At the end of your senior year, you had an exam in your major.

BH: Your major.

RSK: And so, you had to review all the courses you had taken, and you had to pass this comprehensive to graduate. And so, those last few weeks, everybody was in an utter tizzy studying for these things, because, my goodness, it was scary.

F: It was very scary, (overlapping dialogue; inaudible).

BH: We were on top of the building getting a suntan and putting the blankets on the (inaudible), and ruining everything. [laughter]

RSK: And there was just the collective sigh of relief as we all tiptoed up to that list. There was a list posted on a wall somewhere.

MS: With names.

RSK: With names.

MS: [00:53:00] Yeah, and some people didn't pass it, too.

RSK: Yes, and had to come back and get their degree the following semester or the following year.

F: Oh, the pressure of that was just —

RSK: That was—

F: Enormous pressure.

RSK:—really fierce pressure.

CHP: I'm trying to remember, was that two days or one?

F: I think it was two days.

CHP: I thought so.

JTR: And that was not untypical of elite universities at the time, in most universities.

MS: Yeah, I remember that our names were there. Now, when you see lists like that, they have codes or Social Security numbers or something. But this was names, so you knew who didn't pass.

F: Yeah, that's true.

JDA: When Carol and both had to take the math comprehensives, and the year before, when we were juniors, we sometimes studied together, when we were studying for our finals. And one of our friends who was a senior and was a math major came back to the dorm after her comprehensives. And if you've ever taken a math test, you know what I mean. Every question is burned into your brain. And so, Janet Waldron stopped in the room. [00:54:00] And she told us what the questions were that were on the comprehensive. And so, Carol and I wrote them down. And then, the next year, when it was our turn to study for the comprehensives, well, you know,

we studied those questions. And then, we took the comprehensives, and they were exactly the same.

F: Oh, my lord.

JDA: And at first, we had this great sigh of relief. That's over, no problem. And then we realized, well, you know, not everyone got to see those questions before the exam. Of course, in the fraternities, they probably had files of (overlapping dialogue; inaudible). [laughter] And so, we went back and we went to see Professor Buchsbaum. And we told him about this. He was not pleased, but I don't believe they ever had comprehensives in the math department after that year. [laughter] So that's our contribution, isn't it?

F: Made a mockery of it. (overlapping dialogue; inaudible)

JTR: Right, but we did know that the comprehensives did not change year to year, [00:55:00] or might not have changed from year to year. And there were rumors going around that there were some people—not on our campus—who had access to those exams.

F: Yeah, that's right, I remember that.

JTR: But most Pembroke's, I think, were straight (overlapping dialogue; inaudible).

F: We studied (overlapping dialogue; inaudible) We did the work. We did the work.

F: Right, we did. I think we were naïve.

BH: We went to class and read the books. [laughter]

F: Yes, right..

F: That is true.

JL: The people who are mentioned in your yearbook were the following: Barnaby Keeney.

F: The president.

F: He was the president of Brown. (overlapping dialogue; inaudible)

JL: Did you have much contact with him?

F: No.

F: No.

JL: You didn't see him much. Nancy Duke Lewis, we've talked about. Elmer Blistein.

JTR: Well, I had him as an English teacher.

JL: He would be quite young then? He was quite young then?

JTR: Yes.

JL: Bill Jordy?

F: Yes, he was art.

F: Art, architecture, yeah. (overlapping dialogue; inaudible)

F: He was well-known.

F: Art history.

JL: [00:56:00] Did some of you have him?

JTR: I had a minor in art, or the equivalent of a minor in art history. And, again, Carolyn, you were talking about identifying the music. That's what happened in the art history classes. They would flash the slides up rapidly, and you had to identify the art or architecture.

CHP: I think I had that at, like, one o'clock or two o'clock in the afternoon. It was one of these –
[laughter]

F: Naptime?

CHP: Oh –

F: At nine o'clock, and it definitely was an A.M.

JL: Suzy, you were going to say something?

SWD: I had taken the architectural course also, and actually I think it has informed me as time as gone on, that I really do enjoy visiting the newest buildings that have been built, not only in the US but abroad.

JTR: He was a wonderful teacher.

BH: One thing about when we took or finals, they were spread over two weeks. And if you were unlucky, you got two in one day, like day one and maybe day three. (overlapping dialogue; inaudible)

F: [00:57:00] Yeah, spread out.

BH: Remember? Oh, my God. It was sometimes really tough. (laughs) You didn't have enough days in between, so you'd have two on one day.

JL: George Walken, who was around. None of you had a class with George?

F: No.

F: What field was he in?

F: Was he applied mathematics?

JL: He wasn't applied math, but he did these university courses—these sort of big multidisciplinary things? And that's where [Nancy Drew?] has gone, to talk to him this morning, or is going to talk to. Bill McLoughlin was fairly new in those days.

F: He was history.

CHP: History, yes, yes. Had him.

JL: You had him?

CHP: Yes.

JL: Was he in his protesting years yet?

CHP: No.

JL: So those are the people I saw that you've mentioned. I think we're going to start drawing this to a close, but what else would you like [00:58:00] me to know?

BLJ: I remember we had Saturday morning classes, and you spent hours trying to figure out how you could take your classes and avoid Saturday morning classes. [laughter] And it was gruesome getting up at nine o'clock on a Saturday.

JTR: I think what we would all agree upon is that it was sort of an age of innocence and joy, as I think most college students find that four-year period of time when you don't have to face the cares of the world and responsibilities. And it really was an age of innocence. We've been talking about that the last few hours. We were all rather naïve, I think.

BH: It's true.

JTR: We came from small towns. I'm rather surprised. I thought I was probably the only person in the class that came from a tiny little rural situation, and you were all talking about your small towns. But I think we really had [00:59:00] a lot to learn about the way things went, after we graduated, of course.

JL: After you graduated. [laughter] So what else? Is there anything else I need to know, given that I'm also writing this history?

CHP: I think the university, or Pembroke at least, was our substitute parents, and they treated us that way also. Set down the rules and regulations, and you had to work hard, and they had high expectations. And it was just like our parents.

F: *In parentis loco*. [sic]

CHP: And they took care of us.

F: Not forget that. [laughter]

CHP: They took care of us. I mean, there was security and –

BLJ: It was very different. I remember only on Sundays speaking to my parents on the phone. And now, parents are, like, hovering their –

F: Hovering on their phone. (overlapping dialogue; inaudible)

BLJ: —cell phones.

RSK: I mean, financial expectations were different, also. You were talking about someone car. That was something. (overlapping dialogue; inaudible) Everybody has cars now. [01:00:00] The Brown students didn't have cars. Our life was lived on this campus. We were in this cocoon the entire year.

JHM: It was a bubble existence.

RSK: Yes, indeed.

MS: I must admit that, this morning, when I walked onto the Pembroke campus, I felt emotional.

F: I did, too.

MS: And I didn't feel—you did too?

F: Good.

MS: And I didn't feel any emotion walking on the Brown campus yesterday. But coming to this area, this is where I went to school. Here.

BH: You know, there was, though, also, nothing for us to do downtown. As I said this morning, there was only the Biltmore. And I said, "When you entered as a freshman, you made your room reservation for your parents for their senior year, because there was nothing there. So we didn't have a lot of distractions. I mean, everything (overlapping dialogue; inaudible).

F: [01:01:00] Rarely.

JL: So your social life, such as it was, when you weren't studying, was on campus?

F: Right.

RSK: This was our little town here. Everything was here. We went to the little shops on Thayer Street.

BH: We went to The Gate.

F: The movies.

RSK: The Gate. And that movie theater that showed the foreign films—

F: (overlapping dialogue; inaudible). Right, foreign films.

RSK:—that none of us understood. [laughter]

F: (inaudible) subtitles.

RSK: The Bergman festival. [laughter] To this day, when I hear Bergman, I think of that little theater.

F: Yeah, right. (overlapping dialogue; inaudible)

JL: So, ladies, is there anyone else that would like to make just one last observation before we close?

BH: It actually prepared us for everything. I mean, either you went on to school and you were qualified, you did as well as anybody from whatever—Harvard, Yale, Princeton. And then, as Rosemary said, [01:02:00] they taught us a little bit of graciousness. And they were a good role model, I think.

JTR: I think you had confidence when you left.

BH: Yes, yes.

F: Yeah, really. (overlapping dialogue; inaudible)

JHM: We were really being educated for our world as it was at that time.

F: That's true.

BH: But you didn't stay in that little world.

JHM: No, but the world outside—you know, even as we went outside, as Jane said, we had the skills to do what we needed to do. And then, of course, the world changed.

CHP: And we changed with it.

JHM: Yes, we did.

F: We changed with it.

JL: Thank you. I think that is an excellent note on which to end. Well, thank you all very much indeed.

JHM: Well, thank you. (overlapping dialogue; inaudible)

F: This was interesting for us!

- END -