

Transcript – Class of 1961 50th Reunion

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Interviewer: Amy Greer

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Amy Greer: [00:00] There won't be any close-ups until you see someone run by with a cable. Which is happening right now so no fears there. But I think it's good, because I know you all have exciting days and evenings ahead of you, so we want to get you out the door. Are we ready to –

M1: You can start.

AG: We can start? Okay, so, for the record, I will state: I'm Amy Greer, I'm the former feminist theory archivist at the Pembroke Center here at Brown University, and we are meeting at the 50th annivers – or 50th reunion, I should say, of the class of 1961, here in Pembroke Hall, in Room 202, on May 28th, 2011. And if we could just start here, and if you could each just say your names, so people know who's sitting with us in the room.

Emily Arnold McCully: I'm Emily Arnold McCully.

Peg Centuria: Peg [Centuria?].

Elizabeth Diggs: Elizabeth Diggs.

Sandy Barnell: Sandy [Barnell?]. [01:00]

Wendy Brest: Wendy Brest.

Chelsea Remington: Chelsea Remington.

Ann Matteodo Dupray: Ann Matteodo Dupray.

Carol Gotes Moreland: Carol [Gotes?] Moreland.

Beth Burwell Griffeths: Beth Burwell Griffeths.

Ellen Shaffer Meyer: Ellen Shaffer Meyer.

AG: Great. Well, I just want to start off the conversation by asking you why you applied to Pembroke, and if you applied to other schools, and then what made you finally decide to choose Pembroke as your – Pembroke and Brown as your college of choice. So, feel free to jump in and speak up as you feel so moved. You don't have to raise, just blurt it out.

ESM: I'll just start talking. We're not that in class. See, we're used to raising our hands. Well, I had a cousin – I mean, the way you think when you're like 16 years old – I wanted to be near Boston. And so my cousin told me about all the schools near Boston. And so that's the first time I heard about Pembroke. She said it was in Providence, and it was about an hour away, and she had had [02:00] a friend who'd gone to Pembroke, and really liked it. So, I mean, there weren't college books then. There weren't a lot of the things we have now. And so that was enough to make me apply to Pembroke.

ED: I would love to jump in. I grew up in Tulsa, and my parents both – their dream for me was that I would go to one of the seven sisters colleges. And my father especially wanted me to go to Smith. I applied to Smith, and I applied to Vassar and Radcliffe. And then I applied to Pembroke because my grandfather went to Brown. He had two degrees from Brown, and he graduated in John D. Rockefeller's class, and then he went to – ended up in Oklahoma as a petroleum chemist. And I was accepted happily – [03:00] I think because I was from Oklahoma – everywhere. I had a famously dreadful interview with a ghastly woman named Ms. [Balu?] at Radcliffe, and I was delighted to be able to turn down Radcliffe (laughter) and come to

Pembroke. Which I fell in love with the minute I visited here with my mother. I just fell in love with Providence, with everything about Brown and Pembroke.

EAC: Well, I came – I applied to Pembroke because it wasn't the obvious choice. I also applied to all those schools. And it was sort of expected of me, but this was kind of a maverick choice, and they gave me a scholarship. So that cinched the deal, it was necessary.

SB: I applied – excuse me, were you going to say? – I'm sorry to interrupt. I applied to Pembroke because I liked the name. (laughs) And that's really why I came. [04:00] I mean, I also applied to Holyoke and Middlebury, but I liked the name better.

WB: I applied to Pembroke because my mother went to Pembroke.

AMD: You're a legacy!

WB: Yes. And my whole childhood, I was regaled with songs, and met her friends, and so it was really very much in the house. And so I just applied to Pembroke, Connecticut College, and Vassar. And it wasn't even a question.

CGM: I liked the idea of the coordinate college. That was the thing that appealed to me the most, I think. Was the fact that it was a smaller college, but it was in the larger university framework. And you had classes on the campus with the Brown men. I also applied to Middlebury and Oberlin, and I guess ultimately there were a number of reasons why I chose Pembroke, but it was fairly close to home – it was only about two hours from New Haven, where I lived at the time. So I was able to go back and forth occasionally, and so that was my major reason for Pembroke. I loved it.

PC: I had to choose between Pembroke and Radcliffe, and [05:00] I chose Pembroke because it felt friendlier. It felt like it would be a more nurturing environment. It was less scary than Radcliffe. And I knew somebody who was a little bit ahead of us, and she sold me on the freshman house concept. And the notion of, you know, being a part of the group right off.

CR: I was exposed to Pembroke through a summer camp counselor who I became very fond of. So I actually had the choice of Mount Holyoke, or Pembroke, and I came down here to visit her, and I fell in love with it. I thought it was wonderful. I guess maybe what partially tipped the scale was the fact that it was coordinate with men, but it still had all the wonderful benefits of being a woman's college. And I liked that mix, so it obviously worked out, as you know.

AMD: I had three older brothers who were accepted, and successfully graduated, from Brown, and I saw them metamorphize [06:00] into happier, gentlemanly people. (laughter) This is such a different approach, I guess, to what you all are saying, but in the end it was the same conclusion. That there was no place else for me in terms of growing and maturing and making a proper academic decision than going to Pembroke. But I always wanted it to be Brown. And as I saw Pembroke moving into the brunonion sphere more and more, I was more and more delighted, so. My dreams were realized.

CGM: I grew up in Wellesley, Massachusetts, and spent my youth on the Wellesley college campus, catching polliwogs and riding on bikes. So I knew I didn't want to go to a girl's school. And Pembroke had everything that I felt I wanted. I wanted a co-ed school and applied to three places. We didn't apply to 12, 15 places. At the time, it was two or three places, and most [07:00] likely you got in to at least one of them. So I think, probably all of us got into all of them, and then made our choice. Times were a lot different then than they are now.

AG: So, once you got here, what are some of your fondest memories of the place, and some of the best experiences that you had as students here? And we'll get to the flip side of that afterwards, so we'll start with the good stuff.

SB: I think the freshman house concept was terrific.

AG: Can you explain what that is?

SB: I love that, I'm so sorry that it didn't last. Each of us – except those who lived in Providence and were day students – each of us lived in a small freshman house. One of the old houses within the several blocks of the university. And there were, I think, about 18 to maybe 35 people in each house.

F1: Forty. Angel had 40.

SB: Forty? Forty in Angel? That was the biggest. I was in Allinson House, which had 24. And it was wonderful, because you got to know these girls on a close [08:00] basis, daily. We walked from Pembroke to campus for all our meals. We did not eat in the refectory. Walked to the campus for meals. Walked to the Brown campus for classes. We, you know, had our close friends who lived in that dorm with us. And some of us stayed with the same group of friends for four years. Others split off and were more adventurous, and made friends from other houses, but it was a great system.

BBG: But by our senior year, they had eliminated the freshman houses. (overlapping dialogue; inaudible)

EAC: I have to say something about Bates House. Does anybody remember Bates House (laughter)? I was there. They did us the supposed favor of having the scholarship students make their own meals, in little Bates House. Which meant that we were rather isolated. Not just from Brown but from Pembroke. We had a house mother who was, herself, a freshman. You know, she was a middle aged woman, but she had come to enroll in college, and we fooled her into believing that [09:00] we had no rules in Bates House. (overlapping dialogue; inaudible)

F2: Was that Gretchen Ellison?

EAC: Yes, she was wonderful. But it was sad, in many ways, because we felt like the poor orphans in the place, often, and, you know, Brown guys didn't come by to Bates House. Which, I suppose was, in many ways, was good. Because the whole idea of being Pembrokers and waiting

to be picked by somebody who was strolling up and down trolling the freshman houses was kind of humiliating. But we didn't get any of that. So we were on our own.

SB: So, Emily, after starting in sophomore year, but then you all branched out, and were in the rest of the main population?

EAC: Yes. Well, we were freshmen, so we had to be in a freshman house. So that's why that only lasted one year.

AMD: And you didn't gain weight. [10:00] No one gained any weight.

EAC: No, even though what we made was mostly potato chips, and (laughter) hard cider – yes the hard cider on our window sills.

CGM: I think the freshman dorms was the most important thing freshman year. That your best friends throughout the rest of your four years were from your freshman dorm.

ER: Well, and you noticed at the luncheon today, that seemed to be the gravity that held the groups together. Was your freshman peer group.

BBG: I was in King House, and you talk about the men not coming out (laughter) to Bates, they didn't come out to King either.

AG: So, what about the flip side of that? What were some of the difficulties of being students at Pembroke?

ESM: Well, you always felt you were kind of a guest of the college. I never felt as integrated [11:00] in the college as the men were. And, do I remember correctly, I think you had to have a date to go to a football game?

CGM: Sure. (overlapping dialogue; inaudible)

ESM: I remember that – I don't know if it's a correct memory. But, as I said, I felt as if it was a men's school primarily, and they graciously had women as well. But we were almost like second class citizens, I felt. But it wasn't that bad. I mean, it wasn't bad enough to ruin my experience here, or anything. But there was always that feeling: this was a men's college, primarily.

SB: Well, and there were certainly some men at Brown who would speak inelegantly about Pembroke. And who would say, "I wouldn't date a Pembroke."

ED: Yes, they wanted to go to Wellesley.

ER: Well, remember, we raised the curve for them a lot. (overlapping dialogue; inaudible)

SB: They used to complain about that. That it was not fair because we all – it was harder for us to get into Pembroke [12:00] than it was for them to get into Brown, so therefore we were smarter, and therefore when we were in classes with them, it was harder for them to get good grades.

ESM: Well, that's why they two dean's lists! They had a female dean's list and a male dean's list. And supposedly it was because the women would dominate the dean's list.

ED: I actually felt that it was a perfect balance. I loved the freshman houses. I loved the separation of the Pembroke campus, and I loved that we really took all of our classes at Brown, and I thought we were equals with Brown –

SB: I did, too.

ED: – and I thought it was just superb. And I was glad that I wasn't mixed in with the guys. But I was really happy that – that was one of the reasons I chose Pembroke, is that it wasn't an all girl's school.

SB: You sort of had the best of both worlds. (overlapping dialogue; inaudible)

CGM: We were rule [13:00] followers. There were a lot of rules. I mean – (overlapping dialogue; inaudible)

AG: Well, actually, that's one of the questions, so let's go into that.

CGM: Well, there were a lot of rules about – remember, nights you couldn't be out past ten o'clock?

F3: And the dress code. (overlapping dialogue; inaudible)

CGM: We never questioned that. We just kind of grew up with that.

ED: Okay, but how many of you went to class in Bermuda shorts with your trench coat over it?

CGM: Everybody did. You weren't allowed to wear slacks, and you weren't allowed to wear Bermuda shorts (overlapping dialogue; inaudible). We had to wear something over, to cover it, so we all wore trench coats all the time. (overlapping dialogue; inaudible)

PC: You couldn't get to Thayer Street without a trench coat.

EAC: Who was policing Thayer St.?

PC: I don't know. But that was –

BBG: I remember one girl who went to classes with her pajamas under her trench coat (laughter).

PC: Every now and then, somebody'd do that on a dare.

CGM: We had dress Sunday dinner, at dinner time. We had dress Wednesday night, we had to [14:00] have high heels and stockings.

PC: You didn't have to have stockings. You had to have high heels.

ED: I think the idea of gracious living was condescending and absurd. And wrong. And, in looking back, that's the one thing that I think was just retrograde, and –

F4: A holdover from the nineteenth century!

ED: Yeah. The idea that we were supposed to grow up to be gracious living housewives, and –

F5: Look what happened!

ED: – and I was at college because I had just an incredible thirst for knowledge. And it was exciting to be here. And the classes were exciting. But the notion of gracious living was ridiculous.

PC: Well, I thought a more serious problem was the lack of career services. I didn't feel I had gotten the kind of guidance [15:00] I could've made much better use of. About how to think about what I was going to do after college. That the big idea was, you got married. And maybe you became a teacher.

WB: Or a secretary.

PC: Or a secretary. [Rowy?] told me last night that the advice she got was to either learn typing or go to work at [Bonwitz?].

CGM: Well, career services counseled somebody who's – well, Ellie! – to take shorthand and typing, so that they could be a secretary. After four years of English.

ESM: Right, that's what I was advised to do. And that's what I did! The summer after I graduated, I was sitting in a secretarial school with these 18 year olds, and I had my college degree, learning to be a secretary!

BBG: A lot of women went on to Katharine Gibbs, afterwards, for secretarial training in order to be able to get a job!

CGM: Started working for the IBM – you, too – and I told them I was getting married in August, [16:00] and this was April, I think, and they told me IBM didn't hire married women. The interviewer told me that.

ER: Well, I did go to work for IBM, and what sold them on me was the fact that I was engaged, but my husband – this was for Cambridge – and my husband had been accepted at Harvard Business School, but a year delayed. So they knew that I was a pretty safe bet, because I'd be supporting my husband during school. And all the work – like, five or six women in that IBM office – and we all had husbands in graduate school. And it was very unusual, for IBM to have that many women.

CGM: Yeah, I went to work for IBM in Chicago. They did hire me, after I got out there for the interview –

ER: But once you got into IBM, it was just, no – it was fabulous. That was a time when women's lib issues were all coming to the fore, and, you know, I didn't see any discrimination with IBM.

CGM: Oh, we had the same job title amended, [17:00] but they made the higher salary than we did.

ER: Yeah, there was a little job discrimination, yeah.

CGM: Married men with children, married men, single men, then all the women.

AG: So, how did some of these gender issues affect course choices, and how you were treated in co-ed classes, versus single sex classes? You know, how did it affect the atmosphere of your learning experience before you graduated and moved on to these other challenges? (overlapping dialogue; inaudible)

F5: We had all of our classes at Brown!

CGM: Except for PE, and Bessie Rudd and the posture pictures, they were all co-ed.

ER: Did you remember that we had to pass a swimming test, to graduate?

ESM: I know someone who didn't graduate because she didn't pass the swimming test! And she was a very good student.

ER: I taught swimming, and so I had a Pembroker in my class who was from Washington, DC [18:00] and she didn't know how to swim. And she was just frantic. She had to pass that test. I think as long as we got her to float, it was all right.

WB: Floating is very nice. (overlapping dialogue; inaudible)

EAC: (inaudible) was really varied, in its attitude toward the female undergraduates, I think. And some of them were insultingly dismissive, and other were incredibly encouraging. And I don't think people chose courses on the basis of how they were going to be treated as young women. We tried harder with the men who were most resistant, and among – I suppose there were classes where some of the Brown men were, you know, snide and dismissing, but not usually.

ED: Well, I had two very opposite experiences. The one, terrible, and one that saved my life and influenced my life forever. The first was with Professor James Hedges, who taught history, and after the first [19:00] hour exam, announced from the podium that, "as usual, there were no Pembrokers who had made As." Because Pembrokers had pedestrian minds and could not think in the brilliant, creative ways that Brown men thought. And consequently, the majority of B's

were Pembrokers. But all the A's – there were six A's – were Brown men, in that hour exam, and there were quite a few men who made C's as well. In looking back on that, I just think how terrible it was that there wasn't an outcry against that dreadful statement. But the opposite, and wonderful, influence on my life was Professor Juan Lopez Marius, who I took a class – on the advice of a Brown senior, my boyfriend [20:00], who said, "The most brilliant mind in this universe that he is, Juan Lopez-Morillas, take whatever he's teaching." And what he was teaching was the liberation of women in European literature, 1850 to 1900. That was just – then I took a course with him every year, and he became a very, very important figure in my life. And he believed that women were brilliant, as brilliant as men, and that was amazing. (laughter)

ESM: And, we didn't take courses thinking about careers. I mean, we weren't going to have careers. We were going to marry successful men, and live in the suburbs, and raise brilliant children. And that was our lot in life. We didn't think of careers then.

BBG: And I think Pembroke, in that vein, was meant to make us brilliant conversationalists, so that [21:00] we could entertain our husbands' business associates very successfully.

CGM: My roommate's father thought she was a failure because she wasn't engaged to be married when she was a senior, when she graduated.

AG: So, when you came into school, did any of you have career goals, or was that something that came later on for you? Was that sort of something that has developed over time, or was it something that happened to you when you came into Pembroke, or part way through Pembroke or how did that –

LAC: I arrived with career goals. They were a little vague, because I didn't know how the world worked, but I definitely wanted a career.

AG: And what was your –

LAC: Well, I wanted mostly to be a writer, but I also could draw. I took a couple of courses at RISD, but then I was more interested in academic things, so I dropped that. [22:00] But I ended up doing writing, illustrating children's books. And writing books for adults, too.

ESM: Well, when I was a junior – I didn't start college thinking of a career – but when I was a junior, I decided I wanted to take the LSATs. My father was a lawyer, there were a lot of lawyers in my family. And my father said to me, "Don't take the LSATs, it's a waste of time. You'll never be a lawyer." And I said, "Well, what – I'd like to have some sort of career!" And he'd say, "You can be a teacher, you can be a social worker, or you can be a librarian." And those were the three choices I had. And later, in the late '70s, I took my LSATs and went to law school. Fifteen years after I got out of college.

WB: I was just kind of expected to get married, that was where I was going. And I got married at the [23:00] end of my junior year, so I was not thinking career. However, my husband was going to graduate school, and he was not making much money. So, I was thrown into making money. And I went to Dean Tonks, and she said to me, "Oh, you know, I think you would be perfect in the Girl Scouts. You could be a Girl Scout advisor. And I have a wonderful woman for you to work with." Right in front of me, she picked up the phone, she called this woman, and over the phone this woman said she'd interview me, and in two seconds I had the job.

And I did it for a year, and I really enjoyed working with her. She was very bright, and she really wanted to bring scouting to girls who didn't have any of that. She said to me, "I just want to tell you, Wendy, that everything's going to change after you finish this year with me, because it's becoming a state-wide counsel. And it's going to become a corporation." Well, she wasn't just kidding! And the whole thing changed. It was not geared to the poor girl, it was now geared to the middle class and the upper class. It was just an entirely different thing. And I was [24:00] happy to leave that and move on, but I did have to work for – I guess I worked for four years. And then, after that, we moved to New York, and my husband finished his – got his degree from Brown, and then he was with the Federal Reserve bank, and I was able to go to the Brooklyn Museum and start taking art classes. And that was the beginning of my art – developing my interest.

AG: Well, let's talk a little about – so, your social life, here. You talked a little bit about the freshman houses, but what were some of the activities that you were involved with, whether they were structured or unstructured. And, if you had a Friday night off with nothing to do, what were some things that you folks did for fun? I'm sure you had fun, you're all smiling a lot, so –

CGM: Played a lot of bridge.

SB: Played a lot of bridge after dinner. (overlapping dialogue; inaudible)

CGM: We sat around and talked. (overlapping dialogue; inaudible)

PC: [25:00] It's interesting that you say a Friday evening off, the assumption being, off means not having a date?

AG: No, off meaning that you didn't have any requirements of you in an academic sense. (overlapping dialogue; inaudible)

PC: We did have classes Saturday.

ER: Eight o'clock in the morning on Saturdays. Which was a haul, from King House, way down to White Hall. Eight o'clock math class. Well, I met my husband freshman year. And we dated all through college. So, my experience – my social experience – was very much tied to Brown and the fraternity system, and social parties on the Brown campus. I have to admit. If I wasn't there, I was watching him at a basketball game.

CGM: Football games were an experience. We went in high heels, with stockings, and a warm dress –

AMG: Gloves, hats.

CGM: – and gloves, and a long coat. And froze our fannies off. [26:00] And then would go back to a fraternity to have drinks afterwards.

SB: To drink. Everybody drank, a lot.

CGM: Lambda Chi used to make their own beer in the bath tub and sell it to the townies. We had fun if we didn't have a date, or something. We stayed in the dorm. We weren't allowed to go out, you understand. You weren't going to take a late night to go out unless you had a date. And, what did we have, three a month?

SB: Three a month. But didn't lates go away when we were sophomores? Wasn't it only as freshman that you had a number of lates?

CGM: They gave you more. They gave you more. But you still had to sign in and out.

SB: But I didn't think they were counted anymore.

CGM: Oh, no, they were counted.

SB: After freshman year?

CGM: Mm-hmm.

AG: How did they keep track of that?

CGM: You had cards!

AG: Did you have to sign in and out? (overlapping dialogue; inaudible)

SB: You had to sign in and out, but it was an honor system, too.

CGM: And I think Saturday night, it was 1:00 a.m., and they'd blink [27:00] the lights for it. If you weren't in that door fast, you were late and you had to go to Honor Council.

SB: And there was – at each freshman dorm – there were a couple of people who had the late duty, which meant they had to stand by the door and lock the door at the minute. And you sure – if you were running down the street, trying to get back, you sure hoped it was your roommate or your friend who was on night duty.

AMD: I enjoyed the experience of Brown youth guidance. There was an activity available to students that were interested in community service, and what was happening around. Because I was a townie. And I could see the cultural and sociological changes right there. And what was so incredible about Brown was being in the same air space as Eleanor Roosevelt. Helen Hayes. You know, legends that are written down for posterity. Lester Mattocks. A couple of people – Isaac Bashevis Singer! I met him in person and conversed with this great and noble [28:00] human being.

So, I don't think if I had gone to the only other school that accepted me – URI – I would've gotten that kind of exposure, and my finger on the pulse of history. There was something very serious about this school that was happening all the time. That it was not just the moment, transient – there was something transformative that you could partake of, as history passed along. You could be part of it. And, as I said, just seeing Eleanor Roosevelt, sharing the same breath space in the chapel, and having her great presence there, meant a lot. And it's a memory that I'll always have. And I'm just so grateful to Brown for that.

AG: Well, that's actually a good segue. You were attending Pembroke and Brown at a huge time of change in the United States and internationally. Shifts in politics, the civil rights movement was taking off, the early forms of the women's liberation movement were beginning [29:00] to take shape. How did you hear about news – locally, regionally, nationally, internationally? Were you engaged politically at all? How did those external forces affect your experience here?

EAC: Well, the Woolworth sit-ins were something that we certainly all knew about. And the Kennedy election was the biggest thing that engaged me the most, and the people I knew.

PC: I was part of the picketing at Woolworth's –

ESM: I was, too!

F7: When was it?

ESM: And we sat – it was senior year, I think.

PC: Or even before that.

ESM: I remember going to Woolworth's, and sitting, and not moving. Because we were protesting the segregated Woolworth's. The Woolworth's we went to was not segregated!
(laughter)

PC: I remember explaining to some black people that – (laughter) [30:00].

F8: I remember doing that. I was involved in that, too.

CGM: We only had two black people in our class, at Pembroke?

ESM: We were a little before that. I mean there were rumblings, but for example, *The Feminine Mystique* I don't think came out until 1963. So that was two years after we graduated.

ED: But we read Simone de Beauvoir, in Lopez-Morillas' class. And that changed my life. *The Second Sex*. That was just mind-exploding. And that was all because of Lopez-Morillas.

CGM: There was a television in the [wine?] lounge in Andrews. The television was never on, I don't think, and we didn't have radios in the room.

SB: And did you ever read a newspaper?

CGM: Well, the *Brown Daily Herald*, and *The Pembroke Record* but – (overlapping dialogue; inaudible). That only covered campus goings-on. I think we were very isolated, very isolated.

PC: [31:00] I remember watching the Nixon-Kennedy debate.

ESM: And I remember the Kennedy inauguration in the blue room. Watching it, and watching Robert Frost in the snow, trying to read his poem. And there were mobs of people there, watching one little television set.

ED: Myrna Danenberg and I went downtown to hear Kennedy speak, and the entire family was there. We were way towards the front – it was incredibly exciting!

ESM: Kennedy made a whistle stop here, or something! (overlapping dialogue; inaudible)

PC: Before the election. (overlapping dialogue; inaudible)

AMD: I was working with the group of people who transported him from the airport to City Hall, downtown. And I was worried every step of the way – it was almost prescient – wondering about this poor man exposing himself all the way into the wilds and hinterlands of some parts of Providence that aren't so safe. Because we put his motorcade into a certain direction. But [32:00] I always think of that, now, in a haunting way, that there were a group of us (inaudible) townies that were worried for his safety, even then.

CGM: Providence, downtown, wasn't a very nice place.

AMD: Not really.

SB: Well, you all were a lot more politically astute than I was. I had not a clue about any of it. Not a clue. About any of it, until after I was graduated.

ESM: And I couldn't even vote. Because then, you had to be 21 to vote. And I remember, I was supporting Kennedy very strongly, and my roommate was supporting Nixon. And we put a chalk mark down the middle, and all of my Kennedy paraphernalia had to be on my side of the room, and the same with her Nixon paraphernalia.

CGM: Tricky Dick!

WB: I didn't have a television set, because as I said, it was right at the end of my junior year, and we were in a tiny apartment where we didn't have room enough to have night tables on either side. So we're kind of laying the bed, listening to the debates. [33:00] So we had no idea that Nixon was sweating, and that Kennedy was looking so cool.

AG: So, it sounds like, once you were on campus, it was a little bit of a little bubble. Which is not uncommon, in fact, current students will say things along those lines as well. Or they only hear about the things that the activist students took on. You know, that then they would hear about the political rumblings because of, you know, sort of activist oriented students. So, were any of your classmates sort of rebellious, or go against the tide, or there weren't any people who sort of operated that way?

EAC: We didn't really protest things. Actually, *The Pembroke Record* covered a spoof that I engineered. We had our friend, Joyce Reed, who was from Canada, and very proper, who would, you know, stand out – proper manners, [34:00] and mannerisms. And we put her in a hat and gloves with a tea cup in front of her, and a sign behind her that said, "You be for Hubie." And she was supposed to be campaigning for Hubert Humphry in that election. And it was in *The Pembroke Record*. But that was about as serious as political coverage got.

ESM: Well, I was –

PC: Oh, excuse me. Go ahead.

ESM: – I was very involved with *The Pembroke Record*. I was the editor. And I used to read *The Providence Journal* every day. I don't remember if I had a subscription or what. But I was very aware of what was going on, and very interested in what was going on.

AG: How was that received, by your peers and – male and female peers?

ESM: A lot of my friends were very interested, too. Well, especially our senior year, when there was this election, and John Kennedy – a Catholic, running for president, which was really a big deal – and there was a lot of excitement around that, and I really followed it very carefully. [35:00] And I remember that being a very important part of my senior year, the early part of my senior year, that campaign.

PC: I remember in the John Hay library there was the smoking room, and that that was a place where I can remember debating politics. And the Cuba missile crisis – there were people interested in that – Dick Holbrook was a part of that group, I remember his energy. I don't remember anything specific about what he said. But there was a lot of political discussion there. But I don't remember much on the Pembroke campus.

ESM: But I remember talking late into the night, arguing issues – political issues and philosophical issues. As a matter of fact, that's one of my fondest memories of Pembroke, is, really feeling my mind stretch, as I got involved in these very deep conversations with classmates in the dorm. And we should have been [36:00] studying, is what we should've been doing. But we would spend an inordinate amount of time discussing things.

EC: Yeah, I felt that too. The conversation – the intensity of the conversation – was exciting. And Peggy Ellickson was just a big influence on me. Because you were – I didn't realize, Ellie, that you were involved in the sit-ins, too, but when I found out that you were, it really was exciting to me, and challenging, and terrific. And I admired you enormously ever since. I thought that was really cool.

AMD: There was a whole wealth of studies called “Ideas and Criticisms of Ideas.” ICI. Highly prized. And beautifully put together. Curriculum-wise. And it challenged us mentally in such a way that I always look for something craggy to hang my brains on. And, you know, try to find the most unusual way of perceiving what’s going on, as like Alice in Wonderland [37:00] getting curiouser and curiouser. It’s just an enormous compulsion now: the adventure of learning. And I’m still doing it. It’s absolutely exciting. I wouldn’t change any of it for that reason.

ED: That was really important for me, too. Almost every course I took was a seminar, was an IC. And the few that weren’t – such as Hedges’ ghastly course – were very rare. Almost everything was a very intense seminar, and really exciting.

WB: Also, back then, we had a lot of distribution credits. And that was the first – requirements -

CGM: First two years! First two years, you were fixed in what you had to take.

WB: Locked in. And I had to take all the sciences.

AMD: Very few electives. No electives, really.

WB: I had to take all these sciences and math, which was really tricky, so – I was able to (inaudible) about some very interesting classes, with my now husband. We would do them together. [38:00] We did some music classes, and we did Hedges’ American history. We didn’t have to get grades for it, it was really very nice.

AG: So as we kind of approach the last ten minutes or so, I’d be interested to hear how your experience at Pembroke and at Brown have affected what you’ve gone on to do personally and professionally. When did you sort of come into your own, and was Pembroke a part of that development, or was it something that you kind of revisited later on? Talk a little bit about life after Pembroke.

WB: Can I just tell my little story on my freshman dorm? I’ll be very fast.

AG: Oh, sure.

WB: My first semester, an intruder came into my room and grabbed me from behind. And I kicked him – in the right place – he fell, and then he went out the window, on the roof, and left. The dean called me, told me to call [39:00] my parents, I called my parents, and she said to just tell them that I'm fine. No details at all. So I called my parents at nine o'clock at night, to say I was fine. My father said, "Why are you calling? It's nine o'clock! Your mother and I are in bed! Do you need money, are you sick?" You know, the list. "Nope, I'm fine, I just want to tell you I'm fine." Anyway, next morning, five o'clock in the morning. Telephone rings, it's my father. My uncle had gotten sick at five o'clock in the morning, and he turned on the radio. "Wendy Friedman was attacked in a room at Pembroke!" (laughter) So, my father called at 5:00 to say, "Mother and I are on our way up, we're meeting the dean at 9:00, and we will see."

So I got change – this is where it affected me – from my schooling. I then moved from Whittier House to Metcalf, and was living next door to the house mother. In oriental rugs, four poster bed, paintings on the walls, and a private bathroom. Nobody was allowed to come in and use my private bathroom, that was the deal. And I had parietal rules for sophomores. And the sophomores couldn't [40:00] have been more welcoming to me. So, it really worked out fine, for me. But I had to that little (inaudible).

AG: Yeah, I was going to say – because I had looked through some of the Pembroke Records, and saw that security had become quite an issue towards the end of your time here at Pembroke, that there were talks about putting lights around campus, and having more security guards.

ED: Somebody was attacked, weren't they? (overlapping dialogue; inaudible)

F8: We had an intruder in King House!

CGM: And then the library.

BBG: That's right, there was an intruder in King House who came into one of the first floor rooms, and one of the girls in the room woke up to find somebody stroking her hip, like this. And she very calmly said to her roommate, "I think we have a visitor." I would've been screaming bloody murder! [41:00] (laughter) And so the two of them got up and the guy dove of the window and they grabbed him by the ankles and hauled him back in! And sat on him until the cops got there! (laughter) And of course, the next day, there's a picture in the newspaper of this guy all bloody and beaten with a black eye and they claimed that the Pembrokers had done it!

CGM: I met my husband senior year, and he had a scholarship to University of Chicago law school. And when I announced to my parents that I was getting married and would support my husband through school, my father told me that I had to earn \$60 a week. And he made a budget out for me. So I flew out to Chicago after we graduated – IBM putting me off, saying they wouldn't hire a married woman – and pounded the pavement in Chicago looking for a job. Nobody knew where Brown University was. It was very interesting. Until I went to IBM and interviewed at the very end of this [42:00] and then they offered me the job. And so, my whole life has been revolved around his career, plus mine in information technology. It was a wonderful, wonderful career. I worked 40 years in there, and, you know, was able to make a good living, for a woman.

So I'm very fortunate; I didn't have to go to secretarial school, I didn't have to take typing and shorthand. But there weren't many jobs like that back then. And Chelsea's the same way. She went to work for IBM. It gave you a career right away, because they trained you, but they also made me promise to stay three years. Because the amount of training that they have to put into you to make you, you know. And we started wiring control panels – great big things with wires all over them, lugging them on the trains of Chicago to work outside the office.

BBG: Now, did you actually have to leave in order to have your family, and then go back, or did you keep working?

CMG: When I was six months pregnant, they made me leave. And they did not have a job for me afterwards. There was no maternity leave. [43:00]

BBG: But then you did end up going back to work?

CMG: Well, I – we moved to Boston, and then actually I called Chelsea, I think, and she gave me the name of a company that was looking for a programmer, or something. So I went and did some work there.

AMD: Well, I married a career military fellow right out of Brown, and I found myself in the Federal Republic of Germany as a Department of the Honor Civilian. And I applied for a certification as a teacher, and George Schultz, who was then the Secretary of State after I had my child, anyway, but to make a long story short, the name of Brown resonated. And I was certified K through 12, but I could not teach if I were wearing a maternity top. That was the rule. So, I had three children, but I mean, there were enforced rules. It was not considered proper for a teacher to be demonstrating that she was also reproductive. (laughter)

ED: The most important part in my career at Brown was the theatre. I became involved in the theatre right away, I think, and my roommate was Joyce Reed, who was a fabulous actress. And then Emily and I, in junior year, wrote the Brown Brokers musical, which was the second time in history to be won by women. It was directed by a woman – Myrna Danenberg – and it was a fabulous experience. And the opportunities and the experience of the theatre was central to my life forever. And it was intense, and it was gratifying, and it got me started on the trajectory of my life.

ESM: And I felt, after I came out of Brown, I really had learned to think, and to think very deeply and not superficially, about things. And I feel I learned that at Brown. High school, [45:00] to me, was more rote learning. But Brown was more thoughtful. And I always appreciated that. And as I would meet other people who'd gone to other schools, I appreciated my Brown education so much more, because I felt it had so much more depth and so much more intelligence.

BBG: Absolutely. I felt, too, that – again, like many of you, when you're in high school your career options are teaching, nursing, secretarial. And it was so wonderful to be able to get out of

here without a job, a description, per say. But to know that I could do anything that I wanted to do. And I could go into any kind of work that appealed to me. There was no restrictions because I was a female. That was wonderful. And I thank Brown for that. For opening up my mind to those possibilities, the potential that I had.

SB: I married a career military man also, as did Ann, and I was married 11 days after graduation. My husband was in [46:00] our class. And I had every intention of going to graduate school until we decided to get married, and then that was that. Because, in those days, if you were a military officer's wife, you were a support system. And we were – I was. And I was perfectly happy doing that. It was a good choice for me. The only options, really, for military officers' wives who worked was a teacher or a nurse. And you really didn't need to do anything else. You moved every couple of years; you know, there wasn't such a thing as transferring careers, or taking your job with you, or working from home, for heaven's sake. So I never had a career. I had several jobs, as my children got older. But in our generation, the military service was a serious occupation, and [47:00] the whole family participated. For a military officer's wife, you were involved in it on a day-to-day basis. So that's what I did. And it was fine with me. I was very happy, actually, doing that.

CR: I'd just like to add. As some of you know, I do some fundraising for the Brown Annual Fund. Some. But, what that did – this was after I ended my career with IBM and had two children, and they were old enough to be on their own – but that opened the door for a whole lot of wonderful volunteer opportunities that I've done ever since. Every 501(c)3 organization you know, whether it's counseling, or family services, or museums, or whatever – everybody needs to raise money. And it has just made my life very fulfilled, and being able to help organizations like that. So I've done a lot of volunteer work. But it was really here at Brown – learning the basics of fundraising. [48:00] So, that was much after graduation, but it's been fun.

EAC: I found that after – well, first of all, I married a Brown graduate, too, who was in graduate school. And I didn't want him to become smarter than me, so I eventually went to graduate school, too. But at the same time, I was working. But I found that, because the world was kind of opaque to me, I had a vague, romantic idea of what was possible, and what I could do, with not

really any notion of how to get in there and make it happen. And friends from Brown were a kind of support system that has lasted all this time, and have been tremendously important. And the famous Lopez-Morillas was a friend until he died. And that kept me really, constantly aware of the life of the mind, and how important it was, and how it could be maintained, no matter what you were doing. [49:00]

AMD: Well, it's centrality of your life is attested through the fact that you have an honorary doctorate, and we're very proud for you. (laughter)

CGM: Five of us married Brown men, which somebody was asking me today, you know, how many of your classmates? I said, "Oh, not that many." But half the people here married Brown men. (overlapping dialogue; inaudible) You did, too?

EMS: Well I was, I guess, an anomaly. I did not get married till I was 26, which was considered old then. (laughter) And I wanted to have a career. But it took me until the late 1970s to finally get to the career that I wanted. But I'd worked – and I worked while I was married – I took time off to have children, and then went back to school and got my law degree, and became a lawyer when I had children.

WB: I raised my children and I did not work during that period. But I got involved in art, and I ended up [50:00] going to SUNY Purchase and then studied with a professor at Yale. And it just became a whole career for me. And now I'm in a critique group, and we meet with each other once a month, and we critique each other's work. And it's just provided a very important life for me.

AG: Well, thank you all. We've reached the conclusion of our meeting today. And I want to thank you all for sharing your stories, and I know it will be used well by many students and friends of Brown for years to come. So, thank you so much and enjoy the rest of your reunion!

BBG: I had one thing I wanted to add, just for perhaps the benefit of this group, and not necessarily the DVD, but I have a special affinity for the Christine Dunlap Farnam archives,

because Christine was the secretary of the Brown Club in New York City before me. I lived with her for several months in the process of [51:00] “looking for an apartment,” during which time I met my husband, and she took one look and said, “You can stay on.” She says, “You’re not going to be around for very long, I can tell.” And she ended up being the maid of honor at our wedding.

AMD: She was beautiful!

BBG: Just a wonderful gal.

AG: Everything was going through three or four different people, I think names got unfortunately butchered. But thank you for pointing that out.

- END -