

Transcript – Class of 1962 50th Reunion

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Interviewer: Wendy Korwin

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Wendy Korwin: [00:00] Well, my name is Wendy Korwin. I am the Pembroke Center's archivist, and I am delighted to be here today with members of the class of 1962, who are gathered on the occasion of their fiftieth reunion. It is May 26th, 2012 at 10:50 a.m., and we're in Pembroke Hall, room 202. I wanted to start by asking each of you if you could introduce yourselves, and maybe tell just a little bit about, you know, where you are now. Where you're living, where you're coming from, and a couple sentences about your life now and how you spend your time.

Jane Wong: I'm Jane Wong, and I live in Berkeley, California, and I'm a retired microbiologist, and I spend my time basically enjoying my retirement. [laughter]

Joyce Klaber Gore: I'm Joyce Klaber Gore, as was, and I live in Australia, and I'm a retired [01:00] teacher who isn't very retired, because if I work enough weeks every year, I can afford trips like this. And I've had three kids, and I helped my husband build the National Science and Technology Center in Australia.

Diana Wilkoc Patton: Dee Wilkoc Patton, married to Gardner, class of '61. Three sons, I've been teaching watercolor for about 35 years, and 7 years ago I changed careers to write and illustrate picture books, so I'm learning that craft, and working very hard at writing and illustrating. I'm still teaching, because that makes the money. But – and oh. Oh yes, and my children's book, I have *Charlemagne to the Rescue* out. And I visit Maui a lot, because one son's there, and I snorkel like crazy.

Letha Smenton Harris: I'm Letha Smenton Harris. I do not snorkel, but I do have a daughter living in a nice place, which is a nice thing. And a grandson in Berlin, [02:00] so I – we do a lot of traveling, I manage my husband's urology practice in rural Virginia. And as I've told all of you, my life is pretty much otherwise consumed by 11 grandchildren who – seven have arrived in the last seven years. So that's enough to keep me busy right now.

Helene Schwartz Kenvin: I'm Helene Schwartz Kenvin, and I – professionally, I'm a criminal constitution litigator, but I founded an international, all volunteer organization, that works in the Caucasus, the Central Asian republics, the Muslim republics, of the former Soviet Union, and I also love to publish books, I've discovered book design, and I did our reunion book for the 50th.

Roberta Lazar: I'm Roberta Bobby Lazar, and – whoops, Roberta Bobby, and Lazar. I'm originally [03:00] from Rhode Island, and I moved to the Washington, D.C. area 50 years ago, and I've just recently, like in the last three weeks, moved back, so what I'm doing right now is unpacking. [laughter] Truly, and the – but I'm a retired ESL teacher in Montgomery County, Maryland.

Dale Burg: Dale Burg, I'm a writer, freelance writer who's done a lot of books, a lot of ghostwriting, and I'm still actively ghostwriting, and I started teaching editing at a university near me, and I live in New York five years ago. I had my one and only son when I was close to 40, and he is a boomerang son, and living at home right now. It makes me – because there's, I have a lot of company in this category.

Joan Baker-Gonzalez: And I'm Joan Baker-Gonzalez, I've lived 40 years in Puerto Rico, I married [04:00] a Puerto Rican, we have two sons, and one lives outside Miami, the other lives in San Juan, so it's easy for me to keep in touch with my two cultures. Oh, what did I do? I was a professor for 33 years at the University of Puerto Rico in Mayaguez, and I too taught ESL, and linguistics. English as a second language, and I did a little publishing in that field.

WK: A lot of teachers we have, actually. I thought I would start by asking you to go back to the beginning, and talk a little bit about what brought you to Pembroke, how you chose this school,

if you considered any others, and perhaps what your expectations were when you did choose to come here. Oh, let's just freeform.

DWP: I can remember clearly reading in a Sunday magazine, they had [05:00] women, and this woman said she studied art at Pembroke, and I thought, that's a good school, and art? That's good. And so, that was the thing that got me on track. I lived near Vassar, which my father wanted me to go there so I wouldn't be far from home, and I did get into there, but Brown had boys. [laughter] And art, and art. So it was a, you know, I had to do it.

LSH: I very much – I have a similar response, because I wanted to go – I really wanted to go to a co-education university, for the double point of view sort of thing, and be able to take classes at the university, right. I lived next door to Connecticut College for Women, which is homogeneous and single sex, and I also was accepted at Mount Holyoke College, and they were all very feminist-oriented, and didn't have this other dimension. And it's very funny you should ask this because I told my husband about 45 minutes ago, [06:00] that I remember driving to this little cushy street inlet where there's a little brick street that opens up to this quadrangle when I came for my interview, and I said to my mother, this makes me feel cozy and at home and this is where I want to be. I don't want to go – go to any great big overwhelming, impersonal, dehumanized place. This is where I'm going. And that's what happened, very similarly.

JKG: I was a small town girl, in a town that had just had its own high school. We always sent kids away. Second class through, no one had ever thought about going to an Ivy League university, and I poured over *Lovejoy's College Guide*, and picked them out, and my mother had a real thing about – I wasn't to go to Radcliffe, they were all snobs, which I think is very funny. But I picked this one out, and I really wanted it, and I came for an interview, and I talked [07:00] too much, and I still do, and the woman kept saying, "And what do you do?" And I kept telling her the extra things I did, and eventually she said, "Don't you do anything else?" And my mother said, "She was being sarcastic." And I was desperate, thinking what more does she want me to do? I said, "I'm still a Girl Scout." And she was the state leader in Rhode Island, and I've always been convinced that's what actually got me in. And then, the problem came that when I finally got in, and they didn't come like they do now, they came to the one you wanted least first, and

they came slowly, and so finally, Brown came through, and my parents said, “That’s wonderful, but we really haven’t got the money, you’re really going to have to go to your second choice.” And I sort of went off to actually a Girl Scout meeting, thinking, “Well I got in, but –” And my parents went to a party, and they said, “Did she get in?” “Yes, but she’s not going.” “She got into Brown, and you’re not going to let [08:00] her go?” By the time they came home, I was going. And I had stars in my eyes. I don’t know about anybody else, but I got where I wanted to be, and I couldn’t wait.

HSK: I had just turned 16 when I had my interview here. And my high school guidance counselor said, you’ll never get in. We had 1,200 graduates in our class, and Pembroke never accepted anyone from our school. And I was very relaxed at my interview, because I knew I would never get in. And Louise Bigelow, known then as Mrs. Bruce Bigelow, interviewed me in my Oxford shirt and jumper, and white gloves, and high heels, and she said, “You were born in Brooklyn, why don’t you have a Brooklyn accent?” And thoroughly relaxed, I said to her, “Waddaya spect? Toidy-toid street ‘n toid avenoo?” And she burst out laughing, and later told me, “I’ve interviewed hundreds of girls, you are the first one who ever made me laugh.” And I came to Pembroke, which was known as a [09:00] very snobby school, and my parents sat me down before I came here, and they said, “You’re going to be meeting girls who are debutantes, who were – had coming out parties. We don’t do that, we have sweet sixteens.” So I was very afraid of this place, especially since I was only 16 when I came. But the reason I came here is that it was the only school that accepted me.

DWC: Was it the only one to which you applied?

HSK: No. I was rejected at some of the country’s finest schools. (overlapping dialogue; inaudible) [laughter].

DWC: Now’s the time to tell you that she graduated with honors in the Phi Betas, I recall.

JBG: I came to Brown from Wisconsin, and I was one of – I believe the two first Wisconsin girls here. And I’ve always said that must have had a lot to do with my getting accepted, I came from

a big public high school whose guidance counselor simply told me, this is the school for you. And [10:00] my mother was a birthright Quaker, her family originally came from Philadelphia, but she was located in the Midwest, and she wanted me, above all else, to go back east for school. That again was not something – I’m not proud of this, but I really didn’t have that much to do with my decision to come to Brown. Somebody else put ideas in my head, and thank goodness this counselor knew I belonged at a co-ed school with this kind of intimate atmosphere. I would have been miserable at a place like the University of Wisconsin, with 40-some thousand people, that would never have worked, I’m grateful. Way grateful to have been here.

DB: My high school, it was postwar, and my high school had just been split into three different schools. And so, I was part of the first graduating class, we started in ninth grade, tenth, eleventh, twelfth. [11:00] So I didn’t know anything about colleges anywhere, except that I could read, so I knew it was an Ivy League school, and I knew it was co-ed, and I also, my – and my, I was in that high school, and my mother said, “Do you really want to hang around here for a fourth year? Because it’s a very small class, and they don’t really have many advanced courses.” And so, I applied to school when I was a junior, and I got accepted after my junior year, and I had to make up a health course and an English course in the summer, where all the people who had failed the health course, it was not a very exciting summer, but that’s how I wound up at Brown. I don’t think I’d even seen the place. I mean, I was so young, and I didn’t know anything about school, so I just applied to an Ivy League school.

JW: Well, my aunts went to Pembroke for one year, and so when it came time to applying to college, that was kind of, you know, well she went there, you should apply there. So I did, and I wanted to be a nurse. I actually applied to nursing school, and I got in there, [12:00] and they told me my grade – you know, there was some kind of gap, if you were a good student and you wanted to be a nurse, there wasn’t a lot of options, you know, but anyway, they said, Johns Hopkins said, go to college for two years, then leave and come here for three years, and then you’ll get your BSN from Johns Hopkins. So that’s what I was going to do. But then, I got here, and then I didn’t want to leave.

RL: I grew up in Rhode Island, so I was real familiar with this, you know, Pembroke and Brown. And it felt comfortable to me, and I did apply to other schools, but I had a problem, and that was, I had a difficult home situation. So when I went for my interview, I didn't want to commute, because I needed to board, and I told them that. And then I thought, I'm dead.

F: That wasn't what you were going to say. (overlapping dialogue; inaudible). [13:00]

[laughter]

RL: Anyhow, it turned out that when – that I got my acceptance, and I was one of two Rhode Island residents to board, and everybody else was a townie. So, when I was here, I had a foot in both worlds, which is interesting and wonderful, because I got to know people at West House, which I probably might not have done if I had only boarded, you know?

WK: And maybe to go on from that, so can you talk a little bit about the – did you live in freshman houses, and the living situation there, and how that, you know, how that – what that looked like, and how that shaped, you know, the rest of your time at Pembroke?

HSK: I'd like to speak to that first, because I'm on the reunion committee, [14:00] and as Dale, our chairman and president knows, I decided to organize a Sharpe House mini-gathering before – very early on in our reunion planning. Because it became very obvious to me that the women were identifying with Brown through their freshman houses, and by the time our reunion was set, we had mini-reunions planned for pretty much most of the freshman houses. And everyone was saying, even before the reunion, this is going to be the highlight of the reunion. And I think for most of us, the core friendships that we made were based on the people we roomed with freshman year. Or we, you know, dormitoried freshman year, yeah.

DB: I think it was a very different time. People didn't have cell phones, and once you went off to college, you were alone. I mean, your connection to your parents, you know, you wrote letters maybe, but you were out there. And so, the bonding became very important, and they put us in those houses, and in those days, they put you in by religion, they [15:00] matched your

roommate and your – and these houses would be from anywhere from probably 20 to 40 people in them. And I think it was the first time for many of us that we lived intimately with people of different religions and different backgrounds, and I think that it kind of affected our entire generation, because I think we're used to group living in the way that our mothers, for example, never did. I mean, some of us went to camp, but many didn't. I think it was the first time people had the opportunity to sit up all night and sort of understand how other people's homes were different from their homes. And I think it was, you know, that part of the experience was as important as anything. There were no men in the dorms, they weren't even allowed in the dorms, and I think it was a big growth experience to communicate with people from such very different backgrounds. That was a huge, huge first step for, I think, a lot of us.

DWP: We were in King House, and that was the furthest house out. I think we were nine blocks from Brown, five blocks from here. So we were way far out, and it really drew us together. [16:00] I mean, you'd go off in the morning, and you'd plan your day, or you maybe rushed back quickly, but you – and you'd walk home from the library with somebody from King House, because it's all the way out there.

LSH: Because it was dangerous and dark.

DWP: And we were told – yes, and we were told not to walk alone so – but – And we really bonded. I mean, we had all sorts of weird funny experiences. They used to have something where sophomores came and raided the freshman houses, and I don't know what they did, or why, but we tied rope and hangers going up the stairs, and then our housemother said it was a fire hazard, and we did all sorts of things that normal people don't do.

LSH: We attempted to ferment cider on the fire escape.

DWP: Yes. And we –

LSH: Surprising we didn't go blind. But to me, because I'm such an – or was then, I'm not a person – who is the person he was or she was then, I was so [17:00] unadventuresome, it felt

homey, even though King House was right out of Charles Adams, so gloomy with tall French windows and towers, and you could see little ogres peaking – I mean, in your imagination. Kind of like Mr. Rochester's tower in *Jane Eyre*. Even so, it had – bedrooms had wooden floors, soft, and that was it.

DWP: And two lounges – Three lounges, a pajama lounge and two living rooms.

LSH: Oh yeah, that's right. So it felt a little – that certainly, it is not an institutional kickoff, and I think that's what you were talking about too, that dehumanizing, institutionalizing feeling was not there, it was a very homey atmosphere. And we had to be in at ten o'clock, didn't we? We had to be in at ten o'clock. It was just amazing. My nine-year-old granddaughter doesn't even have to be in a ten o'clock. [laughter] Well, she has to be in, but she doesn't have to have her lights out.

DB: And we had to all go to [18:00] the dining room, I mean there were, you know, and (overlapping dialogue; inaudible) and you had to go there for breakfast really early, and people didn't order out, and they didn't eat out, they all went to the dining – we went everywhere together.

DWP: Oh, we ate at Toy Sun's.

DB: Yes, but not – I mean, it wasn't like today where everybody eats every meal out. It was more of an occasion, and most of us didn't spend the money going out to eat.

JKG: Except on Fridays, when it seemed to me that my friends who were poor and on scholarships, because they didn't like the food, went out, and my friends who had money went out, and I didn't. Because I was in that lovely category that said, you have enough money to manage, but not enough money to – you know, you didn't get a scholarship, but you weren't wealthy. A long time before I ever had a Friday night out, and yet lots and lots of my friends did that. But we also had, in those days, you had two juniors in your house for the first semester to sort of guide your way, and a house mother. [19:00] I have no idea whether they have such

things anymore, and how good they were. I certainly know even later on when we moved into the bigger halls, there was a family in charge. And I have no idea whether this continues. I went on actually to become married to someone who was a warden, (inaudible) prison, of halls of residents, which I think is funny. But it meant masters of halls. But at that point, I took it for granted, but I'm willing to bet they don't have juniors living in halls these days to take care of --

LSH: No. My kids who are in college here have absolutely zero supervision. Not -- I mean, they (inaudible) but they were -- our second daughter, Middlebury, was on boy/girl/boy/girl, I thought that was stupid, honestly, I thought that was stupid. And the guys would get horrendously drunk, and the girls would cower in their rooms. They're 17 years old, and it was totally unsupervised [20:00] and pretty chaotic.

JBG: Well, we were under something called the honor code. And I think we were all beginning to see that it was stupid, and we were rebelling in very organized, polite steps toward rebellion. We were not particularly rebellious when it came to the honor code. We thought it was horrible, we were supposed to report our own infractions, if we were five minutes late, I don't remember what penalty there was for being five minutes late, or maybe you accumulated it, I can't remember any of that. (overlapping dialogue; inaudible) You got grounded in your room, and --

LSH: Yeah. And you had to meet with those girls in their room, as if they were judges, kind of a kangaroo court. (overlapping dialogue; inaudible). But to your credit, when you stepped down, you said we should do away with the honor code.

JBG: Yes, [21:00] it was so -- and it was an anathema to me, personally, but I didn't have the confidence -- I laugh in our reunion book, it says Baker blasts the honor code. The word blast, first of all, referred to my final exit. And I can't believe I really blasted them, because I looked at the document I read, and it goes, you know, it's so -- to be told, you don't want to offend your superiors -- our parents expected us, I think mine did, especially coming from Wisconsin, that the college would watch out for me. And this was all part of the college's responsibility to our parents.

JKG: I remember telling one of the other students I was a very good, honorable girl, and I think I did report myself at least once, saying to somebody that of course, they probably wouldn't suspect you much if you did. And unfortunately I said it to one of the people that broke it wildly from one occasion to the other, [22:00] and about a week later, she reported herself for some minor infraction, and I think the entire college collapsed in laughter. Because everyone knew, I will say no name, but everyone knew that, you know, she reported herself for being 10 minutes late when we knew very well that she often slept other places, and I'm sure it was direct relation to me saying that, you know, if you reported yourself, you know, like a good thing – for something minor you'd actually done, they expected that you were honorable. Well, it was too late for this young lady.

LSH: And of course, we were supposed to report other people, which was –

HSK: That was the double reporting clause, that if you saw someone making an infraction, and she didn't report herself, it was your duty to report her yourself, or else you were in violation of the code. And Dean Tonks explained this to us during freshman week, and a visit to Sharpe House, and other administration people visited all the other houses, to tell them what it was like, and instead of listening [23:00] to this quietly and saying I'll do what I like, the stupid head here stood up and said, "My parents didn't raise me to be an informant, I am not going to abide by the double reporting clause." I was promptly summoned to Dean Lewis's office, and asked whether I was sure that Pembroke was the right school for me. And that wasn't the worst thing she said to me, believe me. I wasn't at all sure that it was the right place for me, but I was a victim of my own inertia, so I stayed.

WK: What were some of the infractions?

(overlapping dialogue; inaudible)

HSK: Being late, failing to sign out.

DWP: And as I remember, weekdays it was ten o'clock, but Fridays you had until either 12:00 or 1:00 a.m., I think Fridays, the big weekends, and you always had to put where you were, which – yeah, so I mean it was a safety factor, but those were the main --

DB: Having a boy above the first floor.

DWP: Oh yeah, right, that.

DB: You got an extended late if you had some special thing. The [24:00] theater people used to have extended late with a cast party. But somebody came home, and snuck out, and somebody reported her, and they had a list of who was at the extended late. So they went around to all the people with the extended lates to find out whether the girl was safe or not. Well, guess what? When they did a bed check, a lot of other people were missing. They wound up getting seven semester seniors were like, made to leave the campus, and they didn't graduate until the following year. It was really a disastrous thing that happened, and it was very upsetting. Judy Mayer had to leave and come back, it was awful. And it decimated – I mean, it was very – a lot of the theater people were gone, but there was a lot of antipathy towards Dean Pierrel, who was new then at the time, and had to impose this ridiculous thing. And one guy came in and said, I can – he was so – he came in and he said, "I can vouch for the honor of so and so, she wasn't doing anything." And they threw him out. [25:00] I mean, it was just ridiculous. And – It was crazy. And then one of the girls, Judy, who got thrown out, became herself a house mother at Vassar, and the rules had changed, of course, very dramatically, very soon.

JKG: And it is worth remembering however that in our sophomore year, sophomore year, I think, somebody walking home got (overlapping dialogue; inaudible). And got stabbed. So that they were concerned not just about our honor, but indeed about safety and the fact, I guess, that let's face it, lots of the money for the institution came from parents and graduates, and so that some of it, I thought the honor code was silly, too, but I do remember that walking together and being safe, and knowing that you were in was a nice thing.

DWP: Right. And I remember once in a blue moon, we could visit the Brown dormitories, but only on the first floor, and if – the door had to be open, and both [26:00] feet on the floor. I (overlapping dialogue; inaudible) [laughter] both feet on the floor? Oh, I remember that. Yes, yes.

DB: Somebody said that she talks to other women, I can't remember who – sometimes, and they all went to school around that time, and she says the door had to be open, and they all chime in, "And both feet on the floor."

[laughter]

DB: It was not just Brown that had that rule.

WK: Well it makes me wonder, on the one hand, I hear you talking about on the one hand, there is the sense from you that well, Brown had boys. On the other hand, sort of the coziness or the atmosphere, this intense like female relationships in the dorms, and I'm wondering how you experienced both those worlds, and a co-ed college. Did you feel separate?

LSH: Yeah, because you were all – mostly after freshman year, we were here.

JW: Actually, I remember thinking at the time that it was kind of the best of all possible worlds. Because we had – we were a women's college, [27:00] and you know, we had speakers who came and talked about educated women, and there was all kinds of, like, emphasis on that. But on the other hand, we had the advantage of a major university – well, I guess it was a major university. A university, anyway. At the time, I was a science major, so you know, they had great science faculty. And so, I really felt Pembroke was kind of unique that way, in that we really got the best of both worlds.

LSH: This campus was really a woman's environment. There were no – there were virtually no men.

DWP: We had our own little gift store, and it was not – (overlapping dialogue; inaudible).

LSH: And our own newspaper, and other activities that allowed us to – That’s literally, when you were talking about what have you done, that was the last thing I did that had a title. (overlapping dialogue; inaudible). [laughter] Brownie leader, I taught kinder – yeah, I mean of course, the last thing I did that actually had a title, besides being president of the PTA or something like that, was [28:00] that. But the idea was that because we had our newspaper, or bowling alley, or whatever, that there was no intimidation by – no glass ceiling, basically, or other kind of ceiling.

HSK: But also, that there were campus organizations to which we could belong, but women could not lead them. That’s right.

LSH: For example, *The Brown Daily Herald*.

HSK: But that was only the last year and a half that we were here. The first – (overlapping dialogue; inaudible). But that we were even allowed on (overlapping dialogue; inaudible). Yeah, that was not until the second part of our junior year that women were allowed on the *Herald*. And that is thanks to Dick Holbrook, may he rest in peace. But for example, in our reunion book, there’s a story from *The Pembroke Record* that says with great happiness and pride that our classmate Sallie Kappelman was elected vice president of the university Christian organization, and it goes on to say in *The Pembroke Record* this is the highest office [29:00] that Pembroke may hold in this organization. So, we could do the leadership positions on the Pembroke campus, which gave us an opportunity that we would not have had if Pembroke didn’t have (overlapping dialogue; inaudible).

LSH: That’s exactly what I meant. (overlapping dialogue; inaudible).

DWP: On the other hand, classes were always with Brown, and we graduated from Brown. So that –

LSH: No, we graduated from (overlapping dialogue; inaudible). It was Pembroke College for Women, Brown College for Men, both part of Brown University. (overlapping dialogue; inaudible).

JKG: And that, I mean if – Barnard never did that, Barnard's part of Columbia, but they're – at that point, Radcliffe didn't either. Yes, they were the college in Harvard University, but it didn't say – it's – they got a Radcliffe diploma. And someplace in there it would say a college of Harvard University, so it was nice. And our classes were mixed, and I still actually think it's very good to have the other [30:00] outlook and opinion, but I liked being here and I enjoyed it thoroughly. I then moved to the opposite side of the world, and instantly, I mean instantly, was taken in illegally by the warden of Bruce Hall at the Australian National University, which was a mixed hall, but he was romantic, and he saw this, you know, great romance coming, so I got put in, but the halls were mixed at that point, different wings for different sexes, but everything was mixed. By the time I left, only five or six years later, of being in there, mixed meant mixed. And when my husband was running one, the students all took down the signs on the bathrooms that had said men and women, because the halls were mixed, but the bathrooms were separate. And there was no way, and he had to call a meeting, and saying, we are about to have a two week break and we hire this place out. And whereas a man might like walking in and seeing [31:00] an 18-year-old girl in the shower, he probably wouldn't like as much the 18-year-old girl to walk in on him. And we're putting the signs back up for the whole place.

DB: I don't think the 18-year-old girl would have liked if he walked in on her. I doubt it.

JKG: Who knows? But it was one of those things that they had become so mixed that – and –

DB: We had an option to vote whether we wanted to be part of – whether we wanted to combine the classes, and the classes before us pretty much kept separate. I think we were probably the first. Yeah, the alumni, at one point they asked us if we wanted to merge organizations, the Pembroke women used to come to reunions and have their own events, but we voted to merge.

LSH: And somebody will carry us on down the hill.

JKG: They did last time, five years ago, there was a big sign, you know, for Pembroke.

DWP: For the class of '57.

JKG: It was the class of '57, was –

DWP: And when they came by us, do you remember how we roared in joy, and clapped?

JKG: So there may not be anyone, but I loved both. I loved having a place that was here, and I certainly enjoyed being part of Brown. And later on, when I was in Andrews Hall, the joke was that I was a good girl, and I studied, and I would study in the evening, and at eleven o'clock precisely, my boyfriend from Brown would arrive, and we would walk down the hill to Toy Sun's, and have a cup of coffee, and get me back by midnight. Every night.

JBG: Brown seemed to be my university, but I came from far away, you know, and I just felt I was in a dorm situation, which was for women. And I know we had our own organizations, and we had to go to chapel, we had to go to chapel, and in four years, you rose in stature from the balcony or choir of the Alumnae Hall, toward the front where as seniors, we had to wear our caps and gowns to chapel. But that did not [33:00] change my basic feeling that I was going to a co-ed university, all my professors and classes were Brown University-oriented, I had full professors from Brown as a freshman. I was challenged in my classes by young guys that I felt were much more daring than I was. This is something I will say. I do recall how I changed from mentally being a math major to being a French major, which was only the first of two – four steps towards my degree. That's something I'm very grateful for Brown. Brown didn't categorize me as – I was in a liberal arts situation, and I didn't have to choose until I was ready to choose. But anyway, I was in math, and not, you know, doing badly, but a young man next to me raised his hand, and he said, "Professor, I know that's one way to [34:00] do it, but I have another way." At which point, I decided, you know, I'm not going to be a math major. [laughter] That's not where I'm going to be creative. But if I'd been in a woman's college, I think I might have been protected from that kind of difference where there was more daring coming from the guys. A

professor gives 12 topics for a paper, and a guy raised his hand and said, “Professor, I don’t like any of your topics, and I’m going to do my own thing.” And as a female at the time, I’m not sure that I would have been at all encouraged to do my own thing if I hadn’t had the Brown guys there. I really was very – felt very much like I was in Brown University, not in Pembroke College.

DB: The women, academically though, were much superior to the men. Somebody reminded me, there was a ranking by hall, which was silly, because [35:00] we were in halls randomly, not – we didn’t choose, you know, we just got our rooms. But apparently, who told me this? The ranking of all the women’s dorms were like this, and then the highest ranked men’s organization was below the lowest ranked women’s hall.

LSH: They had alcohol impinging upon their neurons.

HSK: No, but also we were a much smaller school, so it was a much more work to get into Pembroke than Brown. They were at least three times – we had 200-something, 242, I think, 242 (overlapping dialogue; inaudible). [laughter] And there were 627 men, so --

LSH: Still, really small by today’s standards.

HSK: Yeah. But no, very small, but so many more men that it was a lot easier to get into Brown than it was to get into Pembroke.

RL: Also, there were far fewer schools for women that were Ivy League schools, because they all weren’t co-ed, so there were very few options for women who wanted a co-ed education.

LSH: And possibly more legacies for Brown, more people who were legacies. But I absolutely agree with you, I didn’t find it was going to be politic [36:00] to say this, but I had a different experience from you that – in class with boys, they might as well not have been there from an academic point of view. They didn’t generally – well, those were different disciplines, I had a similar experience with the math, I came here to be a math major, and Dean Lewis was a math

major, that was the discipline in which she had her degree. And I absolutely hit a wall in math when new math, or something called multi-variable vector analysis or something, this professor said, “A plus zero equals A. Prove it.” Well, how can you prove it? It just is. I thought, just what you thought, this is not the place for me. I had taken my first art history course with Professor Downing, in Impressionism. It was, again, a curtain went up on the world. It was a whole new world to me, so I went to Dean Lewis and said, I’m switching out of math, [37:00] into art history and English. And she said – she was offended. I mean, she was not pleased, because she was – math was her domain. And I said, “You know, I simply can’t do it. It’s hitting a point where I have no comprehension of what these people are speaking of.” That was the end of that. But again, that’s the good thing about it. That is a good thing about the American system that my English grandchildren do not have, they must choose their disciplines, they are choosing four subjects at the age of 15, 14 or 15, and our grandson in university reads only history, he has one subject at university, in detail and depth, but that’s the end of it. That’s the end of diletantism, sampling the world when you’re about 16.

DWP: Yeah. The thing I loved about Brown was that we did have to sample, we had to get (overlapping dialogue; inaudible) at that point, we did have to do different things. And Brown was the first time that I learned to love studying [38:00] just for the love of studying. In high school, you memorized for the most part. And here, there was so much I could do. In one of my art classes, I got to go to the Annmary Brown Library, and look at original illuminated manuscripts, which totally blew me away. These things painted in the fifteenth and fourteenth centuries, and I could look at them and turn the pages. I was – I loved it. And then you’d go to the John Hay, and the history course, you’d see what Brewster said, and Webster said, and there’s all these original things, and like, whoa, I just, I loved – I actually liked studying. I mean, I actually liked it. And even though writing papers was hard sometimes for me, you still got to put everything together. And I thought that was marvelous. That was probably the greatest gift Brown gave me, besides my husband, but. [laughter]

HSK: I’d like to pay tribute to Brown also. I majored in religious studies, and specialized in Islam. [39:00] And 53 years ago, this 19-year-old kid was writing papers on the Ikhwān al-Muslimūn, the Muslim Brotherhood. That’s where Brown was, and the kind of materials that

they had in the John Hay Library that I could utilize to write papers on Islam and historic Middle Eastern loyalties, Abraham in the Bible and the Koran. And then I went to Columbia, and I studied Islamic law, and then I, in 1984, founded this organization that works in the Muslim republics of the former Soviet Union, and because of that, I became an expert on Islamic terrorism in this area, which I lecture about all the time. And look at what Brown did. Who ever would have thought that a religious studies major, especially in the days when women were not permitted to become members of the clergy, could actually utilize all of the things that I learned at Brown? It was fabulous education. [40:00] The best thing that Pembroke did for me was accept me so that I could go to Brown. And I'm still friends with Wendell Dietrich and Ernie Frerichs from the religious studies department. It was the most wonderful education anyone could have.

JKG: And I went back to my high school actually and talked about the fringe benefits. For a start, for me, from a little school, stupidest person I met was bright. And then people came and talked, and you – well known, famous people, and you actually got to listen to them, and silly things, if you will, like the Latin carol service that we loved, and if you wanted, but it was a --

WK: What's the Latin carol service?

JKG: All right, just before Christmas, they actually had a service in the hall over there, not just open to Pembroke, where everything was done in Latin, including people like the Chattertocks singing in Latin. And when you hear "The 12 Days of Christmas" in Latin it's quite funny.

[41:00] But –

WK: The no smoking signs?

JKG: Yes. Everything, and it was – yeah, it was fun. It was silly. But it was also the kind of thing that only a university would do. And if it's died, I am so sorry. Because it's one of those things that I don't think had anything to do with being Pembroke, or women, it was something, though it was held here, that was part of the university. And those sort of things had never happened to me before. There wasn't anything wrong with my small town. In fact, as the town got bigger, I

think we filled Ivy League colleges from one end of the place to the other in years following, but I was in heaven. And I don't mean there weren't bad things, or bad days, or days when I thought I'd done my best essay possibly and I only got a B. And, you know, right, but, you know, and I didn't understand, and it's amazing how when I teach, I can see now what made the really good ones, and how putting it together, and not retelling the story, and all of that, [42:00] that I didn't understand, but it was opening my eyes in all sorts of directions. Though I have to tell you that being forced to play field hockey was not one of my great joys here.

WK: Being forced to what?

JKG: Play field hockey.

(overlapping dialogue; inaudible)

LSH: We had archery. We had these unusual athletic events, athletic efforts. Bowling, as I mentioned, you could do (overlapping dialogue; inaudible).

DWP: As a way to fulfill your requirements.

LSH: Yes, three years. And we did archery, and the archery instructor misjudged the range, and we let fly this volley of arrows, and there was a man walking (overlapping dialogue; inaudible) [laughter] outside the fence. He was the guy you maybe didn't see anymore, he had a bowler hat, he was a properly dressed businessman in a black suit with a bowler hat, and there was a volley of arrows coming down on him, and all [43:00] these cars. Dink, dink, dink, dink. Athletics at Pembroke.

DWP: I loved fencing. I took fencing. (overlapping dialogue; inaudible) Oh, I absolutely loved fencing, and for years after, I would daydream that sometime there would be a bank robbery, and the guy – and I would fence in front of all these people [laughter] because I adored fencing.

LSH: But it was hot, you had to wear all this hot fabric. It was hot.

DWP: Yes.

WK: Did everyone gravitate toward the more violent?

(overlapping dialogue; inaudible)

JW: If you didn't sign up right away, you got stuck with what was left. Like so many team sports, so many individual sports, so much dance, I personally, the lowest point of my entire years at Pembroke was the PE department. That's – I loathe PE. And they divided you up into – I mean basically I think they thought of us in two groups. There were the jocks who could do everything, and were actually really coordinated, good athletes. And there were people like me who, I was willing to learn, [44:00] but I'm afraid of being hit by a ball, I trip under my own two feet, and they just treated me like, you know, like this thing that they had to deal with every time. It was awful. I mean I really, I really –

JKG: The old game of picking two captains and letting them pick the teams. See, I was never last, and that was only because there was a very fat girl and a girl who'd limp. And I had no hand eye coordination, and I felt like going back to both my high school teachers and here, when I got a coaches certificate in snorkeling, because I was taking these things, and when I became a scuba diver, I felt like saying see, I can be good at something, just because I can't – but --

DB: Do you remember freshman course, where we all had one period, I don't know whether it was a full semester or what, where we learned to lift a suitcase and place the suitcase – (overlapping dialogue; inaudible). Yes. And (overlapping dialogue; inaudible).

LSH: It was so humiliating, I saw, my posture picture was used, I recognized myself as the example of everything bad. I was going to have horrible arthritis, I have no arthritis, she was wrong. And I had a forward head, humped back, I remember seeing myself in silhouette, forward head, she said, humped back, something – slouched shoulders, or something, locked knees, and it

was so – this humiliating thing. I hope no one else believed that that was my picture (overlapping dialogue; inaudible).

HSK: We didn't know that we could say no to this. We were so passive, we just did (overlapping dialogue; inaudible). And it turned out, Wendy, to be part of a very scandalous eugenics study. They were also taking pictures at Brooklyn College, and they were taking pictures in other places to compare them and see whether there was a certain body type at Ivy League universities that could be used to predict intelligence. It was [46:00] a big revelation in the '90s, and (overlapping dialogue; inaudible).

JBG: If I could tell a personal story that's related to this, I went to this one station, we had to go from here to there, and this doctor took calipers and measured the width of my hips, and he said, "You will be a good mother, you have 30 centimeters of hip."

LSH: The doctor is wrong, I work in a medical office, I have for a few years (overlapping dialogue; inaudible).

JBG: Oh perhaps, but his comment to me about my hips was that.

LSH: It is not material, it is a pelvic outlet.

JBG: It was pelvic, (overlapping dialogue; inaudible). Because he told me I had the widest pelvic bone in the class.

WK: So, sure. I'm curious about some of these things that sound so, you know, so distant. And I'm curious too, as a class that, [47:00] you know, came in, in the late '50s, and left in the early '60s, how much changed while you were here? Was Pembroke a different place by the time you left?

LSH: No, we just said last night that we were sort of on the cusp between what our mothers had done, total traditionalism, and the '60s revolution as we know it. Someone said well, when did

the birth control pill (overlapping dialogue; inaudible)? And it was – so we were kind of out before that.

JW: And *The Feminine Mystique* came out in '63. And I think, and it's very interesting, I think if you look at members of our class, I remember noticing this at the twenty-fifth reunion, there were women who married right out of college, and followed a traditional route, and there were those that didn't, and went on to various kind of career things. And then there were those who had taken the traditional route, and then – Yeah, and it was very interesting, I think it would be a really interesting study to [48:00] study the – how the women's movement changed women of our age, and just our age.

HSK: I was one of the few people in the class, other than women who went onto academic studies and became an academic, who went to a professional school directly from Pembroke. I think Ann Levin was the only other, she went to the Radcliffe Harvard business program. And we – I noticed doing the reunion book, how many of our classmates went back in the early '70s and got law, medical, and science degrees, and went onto very distinguished careers. I think it's an enormous tribute to our class that we were able to change the mindset that was inculcated into us at Pembroke, this gracious living, you will marry. My dad, may he rest in peace, said to me, "Well you didn't find a husband at Pembroke, maybe you'll find – at Brown, maybe you'll find someone in law school." Even he, the lawyer, had that [49:00] mentality. But our gals were able to get out into the world, and when you read the bios in the reunion book, there is so much that we can be proud of with this Pembroke class.

JW: And I'd like to add something here. After I – after graduation, I went to graduate school at the University of Wisconsin, and that was the first time I think in my life that I really ran into this really bad attitude toward women. Brown, I really felt that, you know, there may have been some instances, but I felt that Brown, on the whole, wanted to educate us, and gave us a good education, and did not hold being female against us. Where – which Wisconsin did.

DB: I directed a play in my senior year. Usually there was a musical that was written by students, and directed by students, but there was no play written that year, and I got to direct a main stage

production, which didn't happen. And the professor, who of course, theater is pretty, you know, people usually are – people are equal. And he came and he said, “Dale's directing, [50:00] and it's very hard for women to be in positions of power, so I want you to work with her, and be – you know, and he wasn't doing it to – it wasn't – I didn't experience it as a putdown or anything. But when you look back, and it was absurd. And also, I wanted to point out that, do you remember that in order to get to – you were talking about the libraries, the D.H. Lawrence was locked up. There were certain books that you had to get a key to look at. This was before – because right – (inaudible) and Grove Press brought in, I don't remember which of the, D.H. Lawrence, one of those banned books, I don't remember the title. *Henry Miller*, yeah, all his books were locked.

LSH: *Lady Chatterley's Lover*.

DB: Yeah, you couldn't access them without – and bad words were not in the dictionary.

JW: Weren't there certain biology books that were also locked up?

DB: I don't know.

JW: And by the way, as bright as we all were, and as well as we did here, you could be summa cum laude, but if you didn't pass that damn swimming test, you couldn't graduate.

WK: Oh yes. I want to know about that swimming test.

JW: (overlapping dialogue; inaudible) it won't take very long, but this is my classic with the swimming test. [51:00] I grew up in a beach town in Connecticut, and I spent every year, every summer from the time I was nine, swimming in Long Island Sound. So I came here, and we had to take the swimming test, and no problem. I swam, but when I laid on my back to do the dead man's float, or whatever float it is you do on your back, I wasn't used to being in a pool, and my feet started to sink, which they don't do so much in salt water, I gave one little kick, and they failed me. And I was so mad at them. Of course, that probably started my whole attitude towards

the PE department. But that – I didn't, and then they said, well I was going to have to take beginning swimming. You know, I passed all these Red Cross things, and everything. So I just didn't do anything, and then my junior year, I got some nasty note from the PE department that I had to take swimming, and I went, and I talked to – it was Miss Lutz, I remember, I went and talked to her, and I said, "You know what? I" – no, that was Miss Rudd. Freshman week, over there, she stood there, I knew I was doomed, she stood there with that microphone, and she went, put it over here, [52:00] and she said, "My name is Bessie Rudd, and I don't need a microphone." But anyway, I asked Miss Lutz if I could take the test again, but I wanted to borrow nose clips, and I wanted to just lie there and hold my breath, because I knew my head was going to go under the water, and to just come and get me after a minute. And she did, and I passed it. But I mean, what kind of rigidity is that? I mean, how stupid is that? Yeah, so.

JKG: You spend your summers working at a pool as a lifeguard, you have to pass a swimming test. I don't remember doing it, but that's how I used to spend my summers, was as a lifeguard in a swimming pool.

WK: Well it sounds like some of the strictures and early experiences at Pembroke have really stayed with you all, and that in some cases, you can really see the ways you've branched out, gone to other, you know, professional fields. And so I'm curious, just maybe as a wrap-up question, to ask how have you stayed connected to Brown? Like how has your time here carried with you?

HSK: Through [53:00] our friends.

WK: Friends. Even more than your studies?

HSK: Well for me, I think I was perhaps an exception, except for people in the sciences who stayed in the sciences. I think it's rare to have your studies have such an impact on your life, which is purely serendipitous, by the way, but definitely my loyalty to Brown goes through my friends. Both Brunonian and Pembrokeers.

LSH: I don't know, I have a daughter (inaudible) there may be other people here who have – you do. Alumnus, (overlapping dialogue; inaudible). [laughter] Is that the right way to say – because I live in rural Virginia, where 70% of the children born are illegitimate or to single parents, and go on that way. That's kind of the state of Virginia. That there – we may have thrown out the baby [54:00] with the bathwater, in the sense of zero structure, that I see this all the time in my husband's medical practice. There is so little structure in the mentality of people 18 or 20 that live in rural Virginia, they have no concept of unit family, marriage, going to school, getting grades, they're very amorphous. So, despite the restrictions we may have had, I think they had some value. I think structure has value. I don't think eugenics has value, that was pretty scary.

HSK: And I don't think we had to wear metamorphic chastity belts when we were here. And that's the way I felt, that they were so interested in our being pure, and they were ridiculous.

LSH: Yes, absolutely. Well, (overlapping dialogue; inaudible). Yeah, and I think keeping us off the streets at night was a matter of protecting us. [55:00] The honor system, well, do you mean medieval, or?

HSK: Metaphoric, I meant. Metamorphic!

LSH: Metaphoric. (overlapping dialogue; inaudible). But at any rate, as you have studied, and all of us who have studied religion and power, or moralism and power, a lot of this restriction is just the glee, the rush, that people that people in power get from exerting it. And that's what was going on with this informant business in the honor code. (overlapping dialogue; inaudible) glad to see that sort of thing gone.

JKG: They did have one thing that I hated, and saved me. That on our freshman year, and only our freshman year, they gave estimated grades partway through the first semester. They sent them home. In my case – you probably don't remember because you weren't me, you see. And in my case, I was having the best time of my life, in that from the first freshman dance when we were here, when [56:00] the others weren't there, boys noticed me almost for the first time in my life, in a big way. I went out, maybe back at 10:00, but I went out almost every night. I never had

so much fun. I was also interested in classes, but the grades came through, and while they weren't failing, they were not good. And at that point, I went, "Oh." And the end of first semester, my grades were substantially better than that estimate. And while I hated it, and those of you who had – were doing well don't even remember, but I promise you, it happened, they – not just to me, everybody got them. But I had to say that that nasty bit of thing saved me. I would have found out at the end of first semester that you could have had an absolutely marvelous time and not been here for second semester. And I continued to have a lovely time, but put it in control. Which was –

WK: I'm glad all of you were able to carry on and to be able to come back and speak about it with us. [57:00]

LSH: Thank you for arranging it so beautifully for us. So, such an organized way, thank you.

WK: You have a delightful reunion, enjoy connecting with everyone, and thank you so much for coming and taking time with us.

- END -