

Transcript – Class of 1969, 50th Reunion

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Interviewer: Mary Murphy, Nancy L. Buc '65 Pembroke Center Archivist

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Mary Murphy: So good afternoon. My name is Mary Murphy and I am the Nancy L. Buc Pembroke Center Archivist. Today is May 25, 2019 and we are here again in Pembroke Hall in the second floor seminar room to record this year's 50th class reunion oral history with members of the class of 1969. So now I'm going to ask our alumnae to go around and introduce themselves. So would you like to begin?

Kathryn Au: My name is Kathy Au. I'm from Hawaii.

Rita Chao Hadden: Rita Chao Hadden.

Kathryn Troyer Spoehr: I'm Katherine Troyer Spoehr and I'm from Providence.

Lucy Jane Wollaeger: And I'm Lucy Wollaeger from Calais, Vermont.

MM: OK. So as we started this morning with the 25th reunion class, I like this conversation to run somewhat chronologically, in terms of your experience at Brown. So what I would ask and at this point, anyone can [1:00] jump in, and we'll hear your different views along the way. If we could, if I could hear about your, a little bit about your family background, and what caused you to begin thinking about Brown University as a place where you might want to attend for college. So who would - anyone can jump in and start.

KA: I don't mind starting.

MM: OK.

KA: I had an interest in history developed by an outstanding high school history teacher. And I wanted to come to a coed school, a small school, and I thought it would be a great experience. Never having lived away from Hawaii. This is the first place outside of Hawaii that I ever lived. So it was an education all around. But Brown was a perfect school that fit those criteria.

MM: And we're specifically in Hawaii where you raised?

KA: Honolulu.

MM: OK.

KA: Right near the city.

MM: OK.

MM: And I - one other question I would like you to answer as you share with us this first biographical information about your parents' level of education. I also I - [2:00] our listeners want to know that.

KA: So my parents, my mother graduated from high school right after the bombing of Pearl Harbor. So she was lucky to get a degree in medical sciences from the University of Hawaii. But she claims that she had very few classes and most of her education was in the laboratories. Because there was a need for that kind of medical testing in Honolulu at the time. And my father dropped out of school to join the [inaudible] guard because of the bombing of Pearl Harbor. So they were - my mother has a college education, but my father only studied.

MM: OK. Thank you.

RH: So I'll be happy to be next. I have a fairly complex background, so I will be brief. I was born during the height of the Vietnam War between the French and the Vietminh. I was born in Hanoi, but 40 days after I was born, my mother had to evacuate [3:00] with this little baby, I had

a twin also, both on the way to Saigon. So I spent 12 years of my early life in Saigon, and then four years in Phnom Penh. Every summer we went back to Hong Kong where she was from so as you can imagine, I'm really a nomad or a [inaudible] whatever you call it, whatever you want to call me.

My mother is a graduate of the University of Hong Kong. My father is a graduate of Shanghai French Jesuit school. And so, we are a multilingual family. I grew up in a French school system, because the Vietnamese government passed a law forbidding the teaching of Chinese and Chinese schools, and so my parents said, [4:00] "Well, if they can't learn Chinese let them learn French." So when I came to this country, I really couldn't speak English. English was a foreign language I had studied, but I will not go into that with. That's a tangent. So just to say that I had spent two years in Maine, going - learning English, in preparation for college. And I applied to Brown because it was on the east coast and it had a great reputation. My mother had instilled in me and my sisters, that we must get an education that would help us become financially independent via work. So I came here to get a degree to be employable. And I got it.

MM: Can I ask just [5:00] how old were you when you came to the United States?

RH: 16

MM: 16. OK. Thank you.

KS: I grew up in suburban Chicago, and had been very interested in science and math in high school. And in the spring of my junior year, my mother decided that we should take a trip east to visit the Seven Sisters schools and a few other places. My college counselor in high school told me that if I was interested in science, to forget about the Seven Sisters, and the only places that a woman could get a good science education on the east coast were at Cornell or Brown.

Pembroke at Brown.

We visited Cornell, and I decided I could not spend four years out in the middle of the sticks in upper New York State. So we got Brown, fortunately I liked it very much, and I came here for that reason.

MM: And your parents level of education?

KS: My father, he actually has a master's degree in mathematics. [6:00] Had that. And he went through college at the University of Chicago during the Depression. And the reason that he has a master's degree is that, not only did he have a full ride scholarship as an undergraduate, but they paid him a fellowship to stay on for an extra year for a master's degree because he couldn't find work anyplace else. My mother was an undergraduate at the University of Chicago and started there, but never finished because her parents couldn't afford it during the Depression, to continue to pay for her college.

LW: And I grew up in southern Minnesota, youngest of four girls. My father had finished medical school and was practicing in a small town, Rochester, Minnesota. And my mother met him when she was in the middle of trying to obtain a master's degree in art history. So she left her studies and came to live in Rochester and started having children.

My oldest sister went to an eastern girl's school. [7:00] My, the twin sisters that are five years older than myself, one of them went to a women's school in Boston. And I had gone to both of these schools and realized that I did not want to go to a girls' school. After high school I needed, I needed to branch out. And I needed to go to a coed school just to kind of understand more about -

MM: Life.

LE: Coed living. Having grown up with sisters and been fairly sheltered in high school. And I wanted to go to a city, you know, to a college near a city so I could experience an urban setting as well as a college campus. And that seemed to be pretty ideal. Pembroke fit that bill. It was a women's college, but then a larger men's college. I never saw the school, I looked through catalogs and applied to quite a few schools [8:00], mostly coed. So I took it sight unseen. And the first time I ever flew on a plane was to get to college.

MM: Thank you, I'm also from Minnesota. So all right, well, so this is, it's a very interesting conversation, because we started the day with the 25th reunion women. So it was the class of

1994 this morning, and then we step back, and we take the 50<sup>th</sup> reunion look. So the experience of women in higher education in college is drastically different between women who graduated in the '90s and women who graduated in the '60s.

So for our listeners, and our listeners can be students, scholars, members of the community, from the United States and all over the world who are listening. I'd like to try to have our listeners have some context and sort of color, a picture painted for them, about what life was like for young women beginning college in [9:00] the early to mid '60s, right? So if you could tell us about some of those snapshot memories that you have, as I started the last interview, maybe if you could recall for us, one of your first memories on campus that stood out of your time being here at Brown. what was that like for you?

RH: I will start because having gone through a French school system and two years of high school in the back woods of Maine, the first shock for me at Brown was because I was an applied mathematics major, that I was the only person in my class that did not know what a vector was. And I was on scholarship, which meant that I had to maintain a certain average or I would lose my scholarship. So it was, [10:00] it was not an easy major. In those days, there were very few women. And the men were very competitive, very competitive. So it was, I really worked very hard to get that degree.

MM: Did the men in your class, when you were in class with men, were they kind to you? Was there, were they competitive with you? You know, was there -

RH: They were very competitive. For example, if I was sick, and I didn't have, I couldn't attend a class and I asked to borrow notes, they really would, would not be willing to lend me notes. It was that type of thing. That was my experience. Of course, thank goodness I was not sick very often.

MM: Other comments on that?

KS: Well, I did a lot of science and math throughout my college career, particularly in my first year. And you have to remember that Pembroke was a more selective, academically selective

institution at the time, than Brown was. [11:00] So I found that men students sort of resented women who did well. And so I didn't socialize much with them, but there were a few other women in classes, so we sort of formed a group and took care of each other. I remember a few in particular who are not here at the reunion, but it was a strange road to go down actually. To be one of the few women in the sciences, you had same situation.

RH: They were not unkind. The men were not unkind. They just would ignore you.

KS: Yes. They were polite, but they weren't interested in us.

MM: So it's almost like you were spinning in the same room. But in two different -

KS: Right.

MM: Worlds.

RH: However, I have to say, the first time that I received an A in the applied math class, the next day, I had something like [12:00] twelve requests from guys in my classes for my notes.

MM: Yes, yes. I see.

KH: I was a history major, so a different experience, I think. I went to a prep school, the most famous graduate of Punahou School is Barack Obama, So it's a, it's a school that prepares you very well for a university like this because writing is emphasized so much and, you know, standing up in class and giving logical arguments is just part of what you do. So I didn't find that there was an academic adjustment when it came to Brown. It was more of a social adjustment living away from home, being on the east coast. And then just being with a lot of interesting people where you didn't want to spend all your time studying because you wanted to get to know the people around you. So that was what really fascinated me. And well, Lucy and I were in the same suite as freshmen. So we met the very first, well, you can talk about that very first day of freshman week. So, yeah. [13:00]

MM: Please do. Do you have a memory of that?

LW: I do! In particular, I met my roommate and then I met Kathy and her roommate. the first meeting with my roommate was intimidating. I felt really out of place with having had an encounter. My parents didn't bring me to college and her parents had and they were helping her arrange everything. They were very - organizing for her.

MM: Hands on.

LW: She also, I found quite, almost dictatorial. And I felt that this was just not going to work as a roommate pair. But as time went on, I learned to appreciate so much about my roommate. So that was something that the change for me, even in the in the first month. By Christmas I think I understood that. [14:00]

KA: There were four of us in this suite and it was like, I was from Hawaii, Asian American, and then we had somebody who was from a big city, we had Lucy who was from Minnesota, and we had a gal who dropped out after freshman year transfer, who was from Basking Ridge, New Jersey. So we had a real interesting collection of people. And somehow we all got along.

LW: We did. It was amazing.

KA: But that was that was part of the adventure, I think, for us anyway, of coming to Pembroke.

LW: I think having a suite arrangement was a good one, but it was good to have four so diverse, but we had a little place to sit and chat. And we really did a lot of talking when we first came.

KA: And you know, so you guys can chime in, but I'm from Hawaii where we dress very informally and here it was matching sweater [dress code?]. So we had the heathered at line skirts.

Unknown speaker: I remember, throughout college.

KA: Cabled -

Unknown speaker: cardigans.

KA: Cardigans and they had to match, and we wore nylons to classes, [15:00] and it was very, I don't know, it's almost unimaginable to students today, I think, to think that we would dress like that every single day. And even when you went to the library.

MM: So let's step back.

RH: I would like to say that I did not do that. [laughter]

KS: You had to wear a skirt. You had to wear a skirt.

MM: So there were, so let's set the, let's set the stage again for listeners. So this is, what are we in? Are we in '66?

KS: '65.

MM: Fall of '65.

KA: Fall of '65.

MM: OK, so you're in the fall of '65, so that means you're under the parietal rules, right?

Group: Yes.

MM: At this point still? And the parietal rules dictated basically administration stepping in with rules in a parental role over women attendees of Pembroke within Brown University.



KA: *In loco parentis* was a very big thing. It was a real thing and it affected everything we did basically.

MM: Do you remember the first time that you heard that term?

KS: I think I heard it from a letter that I got [16:00] from the junior - we had Junior counselors in the dorms and I remember getting a letter the summer before I came that talked about the rules, including the parietal hours and that we would have to sign out of the dorm after dark, and we to be back on weeknights at 10:30, and weekends midnight. And that gradually got moved back to one o'clock. And then by the time we graduated, they had gotten rid of parietals. I mean, we really spanned the transition of Brown from the old-school finishing school, Seven Sisters model to the modern university that it is now.

MM: So this really blows my mind. I think the class of 1969, for this reason, plays a fundamental role documenting history because of that, because you are the bridge.

KA: Right.

MM: And about, if we could talk a little bit heavier, more reminiscences about what that was like as being a young woman. Were you [17:00] under many controls, and then all of a sudden, some of the shackles start coming off?

KA: You know, some of the benefits of being under those controls were what we still refer to as gracious living.

KS: Right.

KA: And so on Thursday evenings, this, again, is unimaginable today, we would have candlelight dinners in the dining hall.

KS: Andrews Dining Hall.

KA: Andrews Dining Hall. And faculty members would be at each table.

KS: We could invite faculty members for dinner.

KA: We would dress for dinner, and it was all served to us. And -

KS: Waitresses.

KA: Yes.

KS: Other students who are working at the time get paid for doing that.

KA: A civilized conversation around a table about - I think it's the same size table like that table there. I think there were eight of us at a table.

KS: Right. Three on each side and two on the ends.

KA: And all the way. I mean, you went all the way to dessert.

KS: Don't forget demitasse.

KA: Demitasse. You wore your nylons, you wore your nice clothes. [18:00] It was really a formal dinner. And so that was the, I think the upside in a way was we had interactions with faculty members, and with each other that were not rushed, and were, I don't know. They were just civilized conversations.

MM: Thank you. Please join us. We're under way. Welcome. Please take a seat.

Maria Garcia: Thank you. Sorry, we had a long lunch.

MM: No problem.

KS: We did. Some of us sort of ran out.

MG: So that's why I'm late.

MM: No problem.

MG: And I'm not so young to walk.

MM: So, thank you. So we're picking up a conversation now about the parietal rules, basically, and about experiences living under the stricter, more strict rules as you began your education. And then the transition to 1969 once those rules had been pulled back. So do you have any other memories you'd like to share [19:00] on that front?

KS: You know, I think that there is a benefit to the Pembroke community because most of the time we did all eat in the same dining hall. Even students in quote, "new dorms," at Wooley and Morris-Chaplin came over and ate in Andrews Hall. So we all got to know each other, I think better than students do now.

RH: I only paid attention to those rules in a very marginal way. I tried to abide by the rules, but I did not go out of my way to make sure that every single dot, you know, was dotted, in other words.

MM: Did you receive pushback for not following the rules?

RH: No, I always followed them in a minimalist way.

KS: So we had to I wear skirts -

RH: Because I'm not someone who believed that I was behaving [20:00] inappropriately. I behaved appropriately. I just wasn't going to do the things that I didn't have to do. So, wearing nylons, if it's hot outside I'm not wearing nylons.

LW: I didn't think too much about parietal rules freshman year. It was sophomore year where I had a very large clash with someone in my class for not signing her out when she wanted to be out later. And I felt the conflict of loyalty to my friend, versus being honest with the school. That was really tough for me. And we ended up having quite a rift. And that was sad and perplexing.

KS: It was, I think to put a little context on that, you could sign out overnight for later [21:00] arrival if you signed out before you left, but if you discovered that you were going to be staying out past -

LW: That's a good point.

KS: The curfew hour, you would very often reach someone else, a friend in the dorm, who could go take your physical card and sign you out. And I think Lucy's talking about a situation where she didn't want to risk her own integrity for signing out someone who had forgotten to do that.

LW: It seemed to happen often. And I knew it was a trend coming along in the school, but it hadn't really been established yet. It was people trying to evade and go their own way, being the kind that - which you know, I honor too, and thought, "Oh, well you know, they're courageous." Thinking, "Well, how many more people are going to be doing this? And how long will the rules last?" Not long.

KS: No. Not long.

LW: After about sophomore year, I knew it was after sophomore year.

MM?: [22:00] 1967 I hear a break.

LW: Right.

KS: And then we came back in the fall of 1967 for our junior year, there was no longer a sign out procedure. But we were all very much encouraged to make sure that our friends in the dorms knew where we were going and who we were going to be with, when we were expected back. And we were encouraged to make, or let the resident fellow know if something seemed amiss if somebody wasn't where you expected them to be after they had told you.

LW: It was really for safety purposes.

KS: Yeah.

MM: I'm going to ask our newest guest to introduce yourself, and if you have any comments on parietal rules.

MG: My name is Maria Isabel Garcia and my story is completely different because I was never in the dorms.

MM: OK.

MG: I was a commuter. I came from Portugal in 1966, a dictatorship country. I came to go to MIT because I took three years of engineering in Portugal and I thought MIT's the best school. But I got there in the summer, [23:00] I had no idea of the distance. They said, "Oh, we'd love to have you, but you can't commute from Cumberland" where my family was. So I said, "Well, lost another year of school," something I thought. "Oh, no, no, no. We're going to transfer you to Brown." I said, "Brown? What's that? Never heard of it." The best thing in a world.

So my next three years here, I finished my degree in three years, was a lesson in politics, as you can imagine coming from a dictatorship country where you couldn't open your mouth to say anything. And that all that was happening in Taiwan, you know, you know, all the demonstrations. And then I remember seeing all the things going on. And I'm going, oh my gosh, what is this? But because I was in engineering, I had to stay overnight sometimes to do

research in the laboratory, so I would stay in the West house right around the corner. And of course, there we you know, we were free to come and go, you know, because we were outside just commuters coming in.

MM: That's right. There was that, [24:00] once the switch was made -

MG: So I was not within any of the rules or anything. So I didn't have to experience that.

KA: I think, I'm, I'm thinking, Lucy, of walking in the front door of Miller our sophomore year. I remember there was a desk. And there was a book, right, where we signed in and we signed out, and there was always a student or somebody at the desk, right? So there was a, in that sense there was - we knew a lot more about everyone's comings and goings. And I think we were, that particular group of students, we were very close with because we were in emergency doubles. And we were very close to the Freshmen that were also piled in with us in Miller.

And I think it wasn't so good that we were being monitored all the time. But when there was a family emergency as, as happened a couple of times, it was very good, because we could get in touch with people and we could have good communication around those emergency situations. [25:00]

LW?: Right. You got people looking out for you.

KA: Yeah, yeah. And I re- I just remember that you felt a sense of community even though it was restricted in that sense, but you know, when you walked in the door, there was somebody there. Yeah, yeah.

LW: We also had dorm parents who lived in the first floor of Miller Hall and they used to invite us in for tea and conversation. And I think we all really, at least, I really enjoyed them. And was glad that they were there and they were upset when people didn't abide by the rules. So.

MM: So what I think we should do, because I think there was there's so much going on on campus and in the world during the time you went to college, it's hard to, to even approach it, or

cover it well. So as I asked in the last interview, let's do, if you - please only share what you're comfortable with, but if you have bright memories, [26:00] meaning very clearly memorable to you, highs and lows of your time on campus, or on the campus itself. Maybe there were protests over different things going on, or celebrations about new liberties being had, or whatever. But, if you can, if someone wants to jump in high and low memories of your time.

RH: I'll share a high because my major was applied math, but my minor was studio art. I was a painter. And so one of the highs was one day I was walking down, I believe it was Thayer Street, and everybody around me was saying "Congratulations!" And I said, "What for?" you know? And they said, "Didn't you know?" you know, "You've won first prize" on one of the paintings that my teacher has submitted for me to the contest of some kind. And so that was a real high.  
[27:00]

MM: Oh. Nice. Thank you. Others?

LW: I think a high for me was actually getting off campus to take a course at Rhode Island School of Design. I also was interested in art and it was really fun to go somewhere else, to this other school. But that wasn't until, maybe junior year.

MG: For me it was very interesting, because of course, I had applied to MIT. Can't imagine. I would be lost there. Huge school. I knew English, that was not a problem. And when I came to Brown they weren't sure about the equivalence of the courses so they placed me as a sophomore again. And I thought, "Well, I did lose a year after all." But. the thing is here you get a degree four years. In the school, in the University I was in Lisbon would be six years, so I gained one.  
[laughter] So that's kind of interesting.

But anyway, that best part was that the first semester, [28:00] all the classes that I took I had had. Calculus, all of that. So gave me a chance to get accustomed to the culture and the, you know, the language even though I already knew it. So it was a little bit easier. But ever since that I'm so glad I went to Brown because I would have been lost at MIT and even though I was not on campus most of the time I had that sense of community like you said. Sometimes rules, you don't like rules, but at the same time they keep the community together, you know, knowing

where everybody is and what's going on. So that's very good. I think that's a good part of being part of small community. So that's one of the things I appreciated about Brown. I lucked out. I ended up one foot in chemistry, one foot in engineering. Professor [Erin Wol?], which is one of the best professors that knew how to get money for our projects. [laughter] And, of course, I found my husband there. I finished my degree when he finished his PhD and we got married in the [29:00] Manning Chapel.

MM: Oh that's nice.

MG: So that was a high point. And of course, we ended up in Texas because after getting married I was in a five-year program. I could have gotten a master's degree in engineering, but my husband got a proposal to go to Bordeaux, France, for a postdoctoral, so I don't want to go without you. So okay, we got married. As soon as we got married, found out the grant was not there, the money wasn't there. So here we are just married, no place to go. We ended up in New Jersey, he went to work for [inaudible] Chemical, and I went to work for Bell Laboratories in Murray Hill. We were there for three years doing research and all that, but then he wasn't happy with his boss so one other colleague from Brown said, "Why don't you come to Texas Instruments?" That was the best time to work at Texas Instruments. So that's how we ended up in Texas. So our daughter was made in New Jersey, but she was born in Dallas.

MM: We'll take a pause on that and we'll hear some others.

KS: [30:00] I think the most exciting thing for me was the opportunity to do research of my own design. And I got to stay here the summer between my junior and senior year to do that which led to an honors project and which eventually led to my whole career.

KA: I had many highs I think, but I'll share what was a really pivotal learning experience for me. I was one of the first two students appointed to what was then called the University Council on Student Affairs, which was the first government group that actually included student representatives. And the first case that we were confronted with was whether students who have participated in the sit-in at University Hall should be expelled.



MM: Interesting.

KA: And the two faculty representatives were very, very sympathetic people. One was a physics professor. And, you know, he was a physics professor. George was very, very [31:00] politically savvy and very worldly about such things. And the other was an assistant dean named Bill Brown, who had a background, I believe in labor organizing and, but he was very good with strategy. So they - I really got a political education from these two men, because when we were having these discussions, they would conference in the hall. And what they said to me was, "Okay, we're going to go in there, and I'm going to make a motion," and this is what Bill said, "And George, you're going to second it, and this will be to ask immediately for the expulsion of these students. Nobody will be ready to make that decision, so they will defeat the motion, and then it cannot come back on the floor again." So I've learned a lot from these two about how to manage a contentious meeting, and what strategies you can use in that situation. And I can't tell you how often that has proved helpful to me. But I think that was really the start of my [32:00] real hands on political education and help to foster change through these, these difficult situations.

MM: So there were, there was much protest on campus. Do you, do you remember some of the sights and sounds of what that looked like?

KS: Well there was -

MM: Did you participate, first of all, were you political in nature?

KS: Well, I'm not political nature, but I did participate in a lot of the anti-war demonstrations. I didn't participate in the part where our classmate, David Cursor, threatened to burn down the ROTC building, but I did participate in a lot of anti-war demonstrations, particularly against the draft. There were a number of grad students who at the beginning of the lottery system for picking people who are going to be conscripted in the Army to fight in Vietnam, were bringing their draft cards, or otherwise trying to become conscientious objectors, and one of them was to be [33:00] inducted at the Cranston induction center. And a whole bunch of us got bused down to

Cranston and we sat and sort of barricaded the doors. And I was very disappointed, I never got arrested. And I even found out that I wasn't even on any government subversive list when later in my career I had to get security clearance to do a job in my career. But I remember being very active in that. And then, of course, a number of us were active in the curricular reform initiatives that started, got really going in our senior year.

RH: I participated with my fiancé. In the march on the Pentagon, in Washington, DC. There were a number of buses from Brown that went down there.

MM: Tell us about that experience.

RH: There were about, I would say, half a, [34:00] half a dozen buses that bused students to Washington, to the mall. And so once we got to the mall, we're listening for, you know, various speakers and whatnot. And then there was a sub group that actually went to the Pentagon, but we decided not to, because we were not, we were definitely against the war, but neither of us wanted trouble. We did not want to go to jail.

KS: Were you a citizen at that point?

RH: No. I was not a citizen. That's another reason why I, I tried to be very, not politica. I did not try, I did not want to be political while I was on campus. But because my fiancé was anti-war and he wanted to go on that March, I went with him, but we decided not to actually go to the Pentagon. [35:00]

MM: Can I ask you a question? For a person who had lived in Vietnam while of this protest was raging on campus, did you feel tension? Did you feel any discrimination against you?

RH: Well, I have to tell you that I've lived in the United States for 55 years and in those 55 years, there were only about 15 years when I felt that I was free to speak my mind. The first 30 years or so, I didn't want to even let people know where I come from because everybody was so angry about the war that if you tell people that I was born in Hanoi they would, they would

assume that I was number one, Vietnamese, which I was not; [36:00] number two, I was communist, I am not; and you know, etcetera. They make a lot of assumptions.

MM: Complete misunderstanding.

RH: Complete misunderstanding.

KS: I certainly didn't know that you were from Vietnam. I thought you were Chinese.

RH: Well, the first 30 years, as I said, the first 30 years I just didn't say anything about where I was from, what, you know, where I was born. You know, I just tried to keep a very low profile. And then there was a period of about 15 years, when China was opening up and people were curious, and wanted to go see it, so I finally did tell people that I'm actually Chinese, I'm not Vietnamese.

But then, as China rose, there was a backlash, like, in the last 15 years or so, again, I don't dare tell anybody I'm Chinese or anything because [37:00] they will automatically assume things that were not true about me. So for the 55 years, very few years of freedom, the rest have been, you just have to lay low, keep a low profile. And, you know, don't make trouble for anyone, because it's going to, because, for me, it is a fear of what has happened to other Chinese people. The one in near Detroit who was beaten to death because they thought he was Japanese. You know? He wasn't even Japanese! But, during the automotive, you know, trade war and whatnot, with Japan, beaten to death in a bar because they thought he was Japanese. And there's been many other cases like that. So I just decided, don't tell them, just, just lay low that it's, [38:00] in retrospect, I find that to be very disappointing, because this is to be the land of the free and you can't even be free enough to say where you were born, you know, without people judging you. That is very disappointing.

MM: Can I ask, did you also, what was your experience on campus as a woman of color?

KA: I -

MM: Or beyond.

KA: You know, in Hawaii it's very common to have Asian classmates and so it was a different situation for me when I came here and I found out I was in such a minority. And I think we probably would have been very good friends, but I think we kind of kept a distance so it didn't seem like Asians were all clustering together. I don't know if you were aware of that, but I kind of felt like -

RH: I was very fortunate that I had a very close freshman dorm mates. [39:00] In fact, At my 50<sup>th</sup> reunion there are about eight classmates that I got close to during my freshman year. And four of us have kind of kept in contact, but the eight are still seeing each other now every reunion. So that's why I really did not know Kathy, even though she and I were both Asians. I did not know her.

KA: It's more, it was more a case of propinquity I think so that's why Lucy and I, Kathy and I, we became very close friends. But the thing about being Asian at that time was because there were so few Asians, everybody knew who you were so it was very easy for me if I was going to run for office or something like that everybody already knew who I was because there were so few Asian faces.

I will just add a little bit to the conversation about the anti-war sentiment. I think that was the norm. And so I think a lot of us who would not have been so politically aware, [40:00] became politically aware because of the times. There was also a good contingent of SDS people, Students for Democratic Society people here on this campus. I was friends with some of them. So I did go with them to Boston to some meetings to see what was happening. But there was definitely a systematic networking across universities and for us with, especially with Harvard I think. But it was very common. That's what a date was in those days. "Well, let's go to the Green and we'll protest and then we'll go to dinner." I mean, you know. "Vice President Humphrey is going to be downtown.

KS: We're going to go downtown and we're going to protest.

KA: We're going to walk around the block while he's there and then we'll go -

KS: And try to make so much noise he couldn't speak, right?

KA: That kind of thing. So that was, that was, you can see that we, we did not go into crazy kinds of radical. This is a provost, former provost here, right? So I mean, it's, it's not, but this was just that was how we work. Pretty much everybody was kind of like that. And we have [41:00] science, people, and art, and history, and different kinds of majors here. But that was that was, that was -

MM: The climate.

KA: Yeah. The climate.

LW: I was very sympathetic to the Black student issues. I felt that I didn't understand well enough to be active in expressing how I felt about it, but we did talk a lot amongst ourselves about it. And I, I'm really glad to have had some gotten some background about that today. I learned quite a lot.

I also was very sympathetic to the curriculum reform, and especially with the Vietnam War protesting. I didn't do so much protesting on campus, but I do remember my parents coming to graduation and how conservative they were before they came, and how I with a group, a large group of students, stood up with black armbands on -

KS: White armbands on a black robe?

LW: White on black. Stood up with our [42:00] backs to Henry Kissinger who -

[overlapping speakers]

LW: He was getting an honorary degree.

MM: Why on - and this was

[overlapping speakers]

MM: I'm sorry, this was, this was?

Group: '69.

MM: This was in '69?

[overlapping speakers]

KA: Henry Kissinger getting an honorary degree.

MM: You know, I feel like I've heard that before and it's just so unbelievable that it's just gone out of my brain every time.

LW: It was a huge issue.

KS: And we -

LW: Continued after that to protest. I, when I went on to life in Boston I took buses to Washington. I got tear gassed and I remember going into the art museum and just splashing my face with water because I was completely just tear gas in my eyes.

MM: So did you become, I have two, questions now and I'm watching my time. So do you feel that your time at Brown radicalized you -

LW: Oh definitely.

MM: Maybe towards the anti-war movement, or for the Women's Rights Movement? [43:00]  
 And I will say that the time that we're in now around access to reproductive healthcare in this country, were you being radicalized? Either way, by your time at Brown? I don't want to -

KS: Certainly, politically. You know what, there was a gradual shift in the view of health services at Brown while we were students here. I think when we were freshmen you could not get even counseling on abortions or birth control and by the time you graduated, they were handing birth control pills out like candy over at the Pembroke health center. So a lot of things happened. I'm not so sure it was because we necessarily did anything about it.

But there were things happening on campus. I remember clearly in the fall of my sophomore year, some faculty members ran a non-credit teach-in course that met about once every two weeks on Tuesday evening in Alumnae Hall. There was a book, a reading book, [44:00] where we actually read the history of Western involvement in Vietnam. French involvement and so on, and how it was supposedly the Vietnamese didn't like the Chinese as you know and it all of a sudden scales fell from my eyes. I had come from a conservative Republican family in the Midwest and I began to realize that things were different than what I had been led to believe. And that's what radicalized me, really.

RH: So, in terms of radicalizing, I felt that my four years of Brown gave me the confidence, taught me the confidence, as a woman to be able to stand on my own and fight my own battles.

KS: Yeah.

RH: So I was not the type that would go to feminist protest and burn my bra or anything like [45:00] that. I'm just not that type of person. But what I discovered, the minute I graduated, was that even though Brown taught me I could do anything I want to do, that was not true in the outside world. When I graduated, I found that gender discrimination was at its height, you know? I would go for job interviews, and people would not hesitate in, you know, at all to say, "Well, we're not going to hire you because your husband is a transient in town," which means as soon as he leaves you're going to leave. That they wouldn't hesitate to give that kind of response to a job given to a woman, he goes, in those days because there were no laws against it. So gender,

[46:00] I experienced gender discrimination for the for the first, probably 20 years of my career. It stopped when I got higher and higher and they could no longer do that.

MM: I actually have a question for you. Coming from a country that was under dictatorship, and then just before we leave, coming from Portugal, from Portugal, then to the United States, when our country was under intense crisis, but the Free Speech Movement was, played a huge part of that. What was that like for you?

MG: To me, it was a political education. I was here three years, not four because I was admitted as a sophomore. But anyway, I learned a lot to them. But a lot [inaudible], but also, I learned disappointment because I was aware of the discrimination. And when I came, I was only one of those two girls in engineering. And whenever [47:00] I said, "I'm going to Brown," oh you know, "What's your concentration?" "Engineering." They go, "Engineering? Why do you want to be an engineer as a woman?" I said, "What do you mean? This is a liberated country. My country also has women engineers and it's a dictatorship!" I couldn't understand that. And yet, that was the attitude. They didn't expect a woman to go into engineering. So to me was another, you know, lesson that I thought, "Well, now this country has a lot to offer, but it still has a long way to go." [laughter] to Understand, you know, the, you know, the society and to give opportunity for everyone to be the best they can be.

RH: I think our class was very close to prior classes, where women graduates only had three choices: nursing, teaching, or clerical work. And since neither, you nor I were looking for one of those three types of jobs it was difficult for people [48:00] to accept us.

MG: Exactly. And that's why I thought, "Wait a minute."

KS: I went on to graduate school to get PhD and then after I got my degree there were still concerns about hiring a woman. "Oh, if we hire you you're just going to stop and start having children and, you know, we're not going to invest in you because we know you're not a long term prospect.



MM: So with the remaining time that we have, I want you to be able to share further about anything that you'd like. Oftentimes people come to our interviews, because they have a story that they really want to tell and set down for the record. So now is the time to do that. It may be about being a woman in the workplace today. It may be questions around #MeToo. It could be commenting on the current state of affairs and our politics towards women and reproductive health. So please use this time of round robin or whoever would like to jump in. [49:00]

MG: I just, to me, my experience at Brown was excellent. I have to be very grateful, because I didn't find any discrimination in the job that is for sure for one thing. So my case was different. But also the fact that I have exposure to so many things. I grew so much in those three years than in, you know, the 20 years prior. And I'm so grateful that now, my husband didn't want to get involved with anything with the Alumni Club or anything in Texas. So I said, "Oh, darn it." We got divorced in 1969 and I said, "I'm going to get involved." So I've been interviewing students for the admission office now for several years. One year I interviewed 21 of them. 17 another year. And usually I get at least one in which is very difficult. But this year, I was very busy with my programs and my other job and I ended up interviewing 7. I got 2 in.

MM: Nice job. [50:00]

MG: I was so excited, I said, "Yay!" That's my way of paying back to Brown what Brown gave to me.

MM: Thank you. Yeah.

MG: And I'll continue to visit as much as I can.

MM: Other memories you'd like to get into the record?

KA: I'm, like I said, I could say that I think one of the things that I became very aware of when I was at Brown was inequality in our society. And so I had never seen that in a way that in Hawaii, but it was so clear to me when I went home. So I spent my whole career working on issues of

educational equity. The other thing is, I think I was so taken with Brown. My sister is a Brown graduate, I have two first cousins who are Brown graduates, and then my nephew's graduated this year. So I think we - everybody has been in a different major, and had a different experience. But I think that's, that's an interesting thing about Brown. We're all so different, but yet we all benefitted so greatly. [51:00] And of course I'm not selling Brown. That's not the point of this interview, but I think we really can appreciate that, especially at this distance of 50 years.

MM: And what did you, can you just tell us again, what did you do for your career?

KA: I'm a literacy researcher and educator. And I've spent most of my career doing research on how to help native Hawaii children become excellent readers and writers. And I think that interest in issues of cultural diversity and of inequality came from being here at Brown and having that distance from my home community where I could see those issues more clearly.

MM: Thank you. Others who would like to share memories to get on the record?

LW: I think I tried to take a broad course when I was here. I was always interested in science, but I enjoyed art work too, and wanted to learn about economics and literature. It was hard to choose, actually, there were so many courses that seemed interesting to take. So I [52:00] kind of had a double major, art and biology.

And when I graduated, I tried many different jobs related to biology. I tried teaching for a while, which was satisfying with high school students, but not with junior high. SO I just, I wanted a job where I could keep learning and keep ex, you know, exploring. So I ended up going to medical school at age 28 and went back to my home state and became both a primary care physician and an ER physician, and worked my whole time as a physician, doing some ER and I love that. So when I became a mother I was able to adjust my hours, be home for some of my child's upbringing. We did a role reversal. I was the wage earner and my husband stayed home and connected with the community back when that really didn't happen, [53:00] and he thought he got the lucky deal. [laughter] He loved being a dad and he loved connecting with the community and being a sub teacher, substitute teacher in the elementary school and just all the things that, you know, are typically women's outreach, goals. And I also got the best of the off

time world. I enjoyed my work, there was always something new. Problem Solving was the biggest challenge and the biggest joy.

MM: Were you one of few women?

LW: In my medical school class in Minnesota, there were 29% women. So I actually started in a new.

MM: Yeah, that's actually pretty great percentage.

LW: Yeah, and women were very much courted after that. I think it's over 50% now. So yeah.

KS: Well, I, of course, came back to Brown and I went off and got a PhD [54:00] and eventually came back to the faculty where I've been here for years and years. I think I give back to Brown both and in teaching, but I was the first woman Dean of the Graduate School of Research, actually the second female Dean of the Faculty, and the first female Provost who was not just an acting provost. So I've tried to enhance those things that were special and contribute to the things that are just part of the Brown experience.

MM: Thank you for your service to Brown University.

RH: So I want to wrap up by saying that I'm very grateful to Brown, because Brown opened doors for me in the time of gender discrimination. If it hadn't been for the fact that I had a degree from Brown in applied mathematics, I do not think [55:00] I would have been able to get my first job in technology, you know, because in those days, they don't hire women for technology. So the very first job led to the second etc, etc. And I ended up having 42 years of a fabulous career, the first 20 years in technology management, the last 22 years in organization transformation, where I would go into large, complex organizations that wanted to be more effective, and help them change their culture, so that they could adopt best practices and be successful. And that led to a book that I wrote, called *Leading Culture Change in Your Software Organization* which was published by Management Concepts. And it [56:00] led to my being able to represent Carnegie

Mellon University where I was one of fewer than a hundred authorized to be assessor to go around the world, in America, Europe, Asia, I work in assessing organizations and giving them a Capability Maturity Level. Nobody wanted to be level 1. Everybody wanted to be 2 and above. Unfortunately, most people were 1. So it was a very rewarding career. And I give credit to Brown for opening doors for me and to my parents for encouraging me to go into the sciences.

MM: So I think with that we will wrap up. We are over the 3:30 mark. I want to thank you so much for sharing your memories [57:00] with us and with the world and scholars today. This information you provide will be studied far and wide. We know they are being used by researchers and scholars within the United States and globally. So thank you for your contributions today.

Group: Thank you.

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