

Transcript – Class of '59

Narrators: Diane Scola, Kathy Humm, Caryl-Ann Miller Nieforth, Laura Thomasson Fishman, Jackie Jones, Nina Krooss, Liza Taft

Interviewer: Jane Lancaster

Interview Date: May 23rd, 2009

Interview Time: 01:20:00

Location: Pembroke Hall

Length: 1 audio file; 1:20:52.

Jane Lancaster: [00:00:00] I'm Jane Lancaster, and I am talking today to some members of the class of 1959 from Pembroke. It's May 23rd, 2009, and we're in Pembroke Hall, in the one room that looks similar to how it used to look, because Pembroke Hall has been renovated. The first thing I'd like to do is just go around and ask you to introduce yourselves. As I said, I'm Jane Lancaster, and I'm a historian with a PhD from Brown. So I'm an alum as well. Diane, would you like to start?

Diane Scola: I'm Diane Scola, I'm a Pembroke alum. Currently a jewelry manufacturer. Living in Rhode Island.

JL: And what was your major?

DS: American civilization. [00:01:00]

JL: Thank you.

Kathy Humm: I'm Kathy Humm, I'm a Pembroke alum. I have an eclectic career; I'm now retired as the executive director of the York county bar association. I've been retired for about two years now. My major was American civilization.

Caryl-Ann Miller Nieforth: I'm Caryl-Ann Miller Nieforth. I'm a Brown graduate of 1959 –

JL: Well, I know you're all Brown graduates. But you're also Pembroke ladies.

CMN: I never considered it that. And – some of us didn't. I'm a retired museum administrator, and I have a son who also graduated in the class of '86, got his doctor, MD degree here in '91, and my mother graduated in '35, and will have her seventy-fifth reunion next year. Three generations, I'm the middle.

JL: And what was your – [00:02:00]

CMN: My major was in psychology.

Laura Thomasson Fishman: I'm Laura Fishman. Or Laura Thomasson Fishman. I have to remember, I have that T becomes a Thomason. And I am a Pembroke alumnus, and I majored in sociology because nobody else majored in sociology, and I wasn't going to be like everybody else. And I have a PhD; I just finished teaching at the University of Vermont, and I'm here. What else do you want?

JL: That's enough for now.

LTF: Did I miss one?

JL: No, that sounds good.

Jackie Jones: I'm Jackie Jones, I'm a Pembroke alumnus. Alum. I have a Masters of Arts in teaching from here as well. [00:03:00] I was a Spanish major, and I'm a Spanish teacher.

Nina Krooss: Nina Krooss. I think we graduated from Pembroke College in Brown University. I did check my degree at one point. I went on to NYU and got a Masters. Here I majored in American literature. At NYU, I got a Masters in English literature. I did some teaching at a

community college – English – and I worked with my husband in his business, which was Pace Packaging. It was a manufacturing business.

Liza Taft: I'm Liza Taft, I went to pre-nursing here. So I spent two years here, and then transferred to Johns Hopkins hospital and got my Bachelor's from Hopkins. But I feel very much part of this campus. [00:04:00] I think my father was the first Taft that didn't come to Brown, so it goes way back. And I still feel very close to the campus.

JL: Thank you. So, the first question I want to ask – and anyone can speak, we don't have to go around in order, but we can if you want, is: why did you come to Pembroke? Why Brown, why Pembroke? Who'd like to start?

KH: I will say, I visited a lot of colleges. I had a wonderful guy that took me around when I was going around the campus. I had gone to an all-girls school, and I absolutely did not want to go to an all-girls school, so Pembroke was the ideal spot for me. Wellesley, Holyoke, and Wells College, actually, in Aurora, New York. I got accepted to those. And Smith, I think. And I just couldn't do it. Because when we visited, all the girls had gone off to boys' colleges. And I'm thinking, "Why would I want to do that?" So I was here for a very happy [00:05:00] four years.

CMN: For me, it was a family school. It's a local school. All my aunts and uncles and cousins were all here before me – and a few after me – and it was the hometown school. And we used to live – when I was growing up – near enough to the stadium that kids in my neighborhood used to charge 50¢ a car to have people park in their driveway. So, I mean, it really felt like we lived on campus, on all the years. It was very much a part of my life, since my mother was an alumna, and she used to bring me to all the events over reunion weekend, from the time I was a little girl – I mean, little – and we'd watch the girls come down in their fancy dresses on Friday night, etc. And we went to reunions – she used to go to commencement, and still does – every year, to watch the classes go through. She'd stand right inside [00:06:00] the (inaudible) gates, in case somebody forgot to tip their hat – for those who know my mother, you know that sounds very

likely. But for me, it was my shoe-in school. I applied other places expecting not to have to stay in Providence. So, it was my “you can get in there” school, my last school on the list.

KH: Safety.

CMN: My safety. I was looking for that word, thank you. But then when I went to actually look at the other schools, and talk to people there, I was very happy when I was accepted here, provided I could live on campus like all the other people coming. And it happened that that year, that our group was accepted, there wasn't enough dorm space for everyone. So several of us who lived nearby weren't able to live in a dorm. And I was very disappointed at that. We did finally [00:07:00] get in somewhere in the middle of sophomore year, but I always felt that I missed that freshman year experience that many of my friends had had. That small house experience. But, for me, it's been part of my home, and it still is.

JL: Diane, maybe you want to give more –

DS: No, I came here because I wasn't allowed to go any other place. I had a very old-fashioned family, and I had to go home every night. I had to be watched over, and taken care of. So that's why I'm here. The only place I could have gone was Radcliffe, because my brother was at Harvard and he could take care of me. But my father was very happy that I came here. I didn't get into Radcliffe, so there was no option. I had to come here.

LT: I grew up in the foreign service, and we moved back to the states when I started high school. [00:08:00] And the idea of American colleges, all I knew was my folks had gone to Stanford. My father had learned that when I started college, he would be transferred someplace. As it turned out, he went to Australia. But I also had family in the west coast, but having spent 10 years back here – or, at that point, four years – I stayed on this side, because there were more people that – could kind of keep an eye on me, in Baltimore. So I applied – and then, I didn't – you know, what was Brown, what was that? I knew that family had come here, but somebody came to Frederick High School and presented and I came home to my dad and said, “I think I'd like to

look at that.” Next thing I knew, I was on the train up here, and was accepted at Hood and was accepted here. And did two years here, and then transferred to Hopkins, as I said before. But I had no idea about – other than Stanford and Brown and Hood. You grow up overseas, it was...

NC: Well, I didn't know [00:09:00] much about colleges, but at prep school, my advisor suggested that I apply at Brown because they were quite generous with scholarships, and scholarship help. So I did, and the only other place I think I applied at was Tufts, and it was Brown that gave me a scholarship. So, I came here.

JJ: I had some of the same experience. I had no idea that it would matter where I went to college, as far as education went. But I was a third generation born and raised in Kokomo, Indiana, and my mother said, “You know, maybe somebody in the family ought to see another part of the country.” And that's what got us started. And her thinking went along like yours. “I don't think you should go to a women's college, because we don't have the money for you to pack up and leave every weekend.” I was a scholarship student here, by the way, and [00:10:00] so we looked at Radcliffe and Pembroke, and I did get into both. And was convinced that this would be the better fit. And it probably was. My brother, later, went to Harvard, and it's really quite a different experience. And this was much more accepting and congenial than his experience.

The disconnect from home was huge, for me. I got on the train with my suitcases – I think I had one truck – and left. We had money for two phone calls a year, and the rest was letters. I couldn't go home until Christmas – we did have the money for that – but I didn't go home for Thanksgiving, or spring, or anything like that. So it was very disconnected from home, once I was here. So I think it was really lucky for me that I came [00:11:00] to a place where the professors knew you, and they ask all about you. And the students were very congenial. Those small houses were wonderful. And I just never felt abandoned, or anything like that, because of the atmosphere here. Even though we were supposed to be protected.

LTF: I came here because I liked – one of the reasons, when I was applying to mainly female colleges, and I received the application from Pembroke, I really liked the texture of the stationary. (laughter) And I just enjoyed filling it out. I had applied to others, [00:12:00] but their

applications were not up to snuff with Pembroke's. And, to make a long story short, my mother – my family is a family of, you could say, first African Americans. And she never impressed that upon me, but – just later, that I found out, but she was like one of the first African American elementary school teachers in New York City. And I [can do down that list?]. And she was very worried about my going to a predominantly white school.

And she would have preferred me to go to Howard University, but I was very determined to go to a school that I felt would meet my intellectual needs. I think that's a bit pompous. But that was the way I thought at the time. So, I really didn't know anything about any schools, really, except Bryn Mawr. And I [00:13:00] really wanted to go to Bryn Mawr, and I got accepted there, but they scared me. And so I came to Pembroke because I got a wonderful scholarship, and room and board. And I was hoping that I would get my intellectual needs met, and that I would be accepted from the perspective of being very involved in, you could say, the world of learning, etc. So I came with really no, absolutely no preconceptions. And I did not realize, until way later, that I would also get my real introduction into race and oppression, and that it would define my existence, and maybe perhaps even more so than my intellectual formative development.

DS: [00:14:00] You stopped, Laura, keep going.

LTW: Did I stop?

DS: Yeah, come on.

JL: Can you move the bottle [and we can move on?]. Move the water bottle in front of you.

LTW: Oh, oh, oh, oh, yes.

JL: About race and oppression.

LTW: Oh, OK.

KH: I was interested to know what you meant by that.

LTW: OK. I went to school in New York City. And I was placed always in the predominantly Jewish parts of the school – the smart kids who were in New York City to the top level departments, and the Irish, or the Italian, and the African American, they were generally at the bottom. And so most of my friendships were of – actually, I was closest with Jews, and I ended up – well, that’s a long story – going – they didn’t know, ever, what to do with me at these schools, because I was the only African American [00:15:00] in the classroom. On Jewish holidays, it was – so they let me go with the families. So then I ended up going also a little bit to Hebrew school. And then on Sundays, I went to – I was a terribly religious Episcopalian. And I had no real inkling – not much – about racism. And so when I came here, I did not expect – I was like a puppy dog. And I did not really expect that race was going to take such a part in my life.

And I discovered that one, when I was given a room, I was given a single room. And nobody else was given a single room. That was very hard to come by. And since there was another African American female student, Peggy Brooks –

KH: Peggy, she was in our house for a year.

LTW: Yeah. And she had a single room. It didn’t take too much, really, to figure out – and the Jewish girls had a room together. [00:16:00] So that was the beginning. And I could say that, when it really was evident, part of it was, was students would ask me to come home and meet their maid. Students would stand outside of my shower and wait for me to come out, so they could see what my hair looked like. And that was just a piece of it. And neither Peggy nor I dated, because there was an unwritten code that white guys didn’t date black girls. And since there were only 13 black guys on the campus. Total. 13 guys, in the total school of Brown. And, of course, one was a basketball star, another one was a basketball star. And they weren’t particularly interested in fresh people.

So, I could go on and on. So, professors. Then I took classes, [00:17:00] and found I wanted to be a physicist. Because I fell in love with physics when I was in college. And really,

really probably went way ahead of the other students, because I loved it, and the professor would work with me. But when I came to the class, the guy – the teacher then proceeded to tell me he didn't believe that African Americans – Negroes – could ever, ever tackle the challenge of physics.

F1: Oh my heavens.

LTW: And he was determined that it didn't matter what I do, with big tears in my eyes, he would still give me a D. And he told me – this was, I proved exactly his position. It was very clear. Then, I found out how to live as an invisible woman within two worlds. The other world – so, not there, the African American [00:18:00]- and to be invisible, and I discovered black rage. And that basically colored my experiences at Pembroke.

KH: That is just amazing to me, because having been a part of this, I knew you a little bit – I always thought of you as a very outgoing, funny, interesting individual. Didn't know you really beyond that. Peggy Brooks, as I said, was in our freshman house. She was a wonderful team player, she was fun, and I have been around African Americans before in all of my life, so it really didn't mean anything to me, but I certainly did not see, ever, this disconnect. And I forget – who was the African American, White? His name was – he was ahead of – he was in student government or something. (overlapping dialogue; inaudible) I mean, I looked at you all as very [00:19:00] interesting individuals with something to give to the world, is what I thought. How wonderful that you were in my class. And that's as far as I went. I never thought about it again.

JJ: (inaudible) a little taste. Wallace Terry and I both took the Spirit of St. Louis. And once I knew who he was, I saw him on the platform, and I went over, and I said, "Hello Wallace, I am in your class, my name is Jackie Jones." And I said, "I think we're both going to Indianapolis." And I thought we would sit together. And when the train came along, he grabbed my suitcases, took them in, put them on the shelf, and went to another car. And I was stunned. I never spoke to him again. I had no idea what to do about that. And that [00:20:00] was how I saw what you go through. But it was inverse.

I saw him many years later, in Trinity, and he had written a book, and I had bought the book, and I went up to him, and I said, “You know, I haven’t approached you before because this is what happened the last time I approached you.” He was so gracious by then, you know, having lived a whole lifetime. And he signed the book, “To Jackie. I will carry your suitcases anytime. Wallace Terry.”

NC: But, why did he leave? Because he wasn’t allowed?

JJ: No, no.

NC: He thought you would be uncomfortable?

JJ: I suppose so.

NC: I think the trains were probably still segregated.

JJ: You think? Oh, I don’t think so.

LTW: No, but it was not – it was so risky for a black man to sit with a white woman. There was still a risk [00:21:00] to it.

JJ: I didn’t even know there was a risk to it.

KH: But that’s the point. The disconnect. (overlapping dialogue; inaudible) We were unaware, and not feeling. I just – because I was very naïve when I went to college, that’s another issue – it was something that I was going to do, my father did not go to college, my mother did, it was expected I would, and therefore I did. And these things that I ran into – it was a very slow awareness, a maturing, that happened during these four years. And I think Pembroke was probably a very good place for me to do this maturation. And it took me even years after college to come into who I finally think that I am. And the race issue was something that I just, I didn’t –

JJ: I think we just don't get it.

KH: We didn't get it. (overlapping dialogue; inaudible)

DS: But she got. She lived it.

KH: Yeah, she had to.

LTW: I was pretty verbal, I was very verbal, amongst [00:22:00] the girls.

KH: Well you were, and that's what I remember.

CMN: That's what I remembered.

LTW: And Dean Lewis just loved to see me come pouncing in, telling her I was going to take another moment of her –

CMN: And you were cute!

LTW: Oh, I was? I didn't see myself that way. I just saw myself as the mouse that roared. In, I guess a really unseen, yet very cruel, ocean, that was coming down on me. It was basically, I never had experienced that kind of very, I'm here but I'm not here. I'm not recognized. That on Saturday nights, I was the one who was home alone, etc. And Peggy felt it, too. That's where we had the support. At the end – I do say, is that what Pembroke, or Brown, gave me was, one, [00:23:00], the beginning knowledge of being black in America, which was devastating to me. Two, how to utilize all that anger. And that's the big point. Is that through the courses that I took, particularly in the sociology – I was going to be in Egyptology, because nobody took Egyptology. And there was a reason why nobody took Egyptology. When I got in there, the two teachers – there were only two teachers, who taught it – were supremely boring.

So, I left that and went into sociology, with no sense of why I was there. But I began to get the tools there. How to make sociology – how to break the silence that I felt that I was experiencing, and how to do it slowly, in a way that maybe people would listen. That was the beginnings. But it took many years for me, and I'm still working on how to actualize myself in a [00:24:00] manner to which more people will pay attention. But, I wasn't really out there, gaining much support at Pembroke.

CMN: I say that this is very similar, in some ways, to being a Jewish girl on campus. And Diane and I went to high school together, and our high school –

DS: But there was no disci –

CMN: Our high school was roughly 49% and 49% Italian, and 2% something else. And so we grew up into the academic life, thinking that –

DS: This was the world.

CMN: Hm?

DS: This was the world.

CMN: Yeah. Thinking that your goals of achievement, and what you're trying to accomplish academically, is what counted. And there were not that many other things that came to the fore, as far as differences, [00:25:00] other than scholastic ones. And it was a total – so when we – well, I can't speak for Diane, but I know when I came here, I expected this to be the same. And it wasn't. And, as you said it, it was the introduction to the world. Because we'd never been in the wide world before, primarily because we weren't invited in. But I didn't know that at the time. It wasn't until later that I discovered things like the quota system, etc., etc. And that we weren't invited to be in certain groups, or fraternities, or etc. And the reason that you said about the

Jewish girls rooming together; the university makes up who rooms together freshman year. They are the ones who put them together.

And it was very interesting as, I in my life have broken out into the wider world, to find that I didn't [00:26:00] really consider myself very observant. I was not an observant Jewish person when I came to Pembroke. I knew many here who were, but I did not identify with that. But as I've gotten older, I more and more identify with being Jewish, to the point that I married a Christian the second time around, because the man I was married to first, who had a very nice Jewish name and Jewish family, wasn't very Jewish at all. He was somebody who understood that you could be one thing, and then have respect for that, and yet he could be something else. So, in fact, that has taken me a long time.

But I remember the comment – there was a time, because I want to say this, that, when we were at Pembroke, or Brown – it is a Brown degree, but we were at Pembroke, it's true – when we were here, there were a lot [00:27:00] of things we were not allowed to know about. The records were sealed, you didn't get your SAT scores –

_: Posture pictures.

CMN: Oh yeah, posture pictures Only the men got to see those. And there were a lot of things that were on your record. You were always being threatened by, "It's going to be on your record!" But you couldn't see what your record was. I got in a little bit of a tussle here, that was really a misunderstanding, but I was being threatened with being expelled. And it cost me a Phi Bet key, and I was not allowed to see my records, how it was put down.

And for years – well into my professional life – I was afraid to use anything from Brown as a recommendation because I didn't know what it said. And somewhere in the early '70s they mandated that you could have [00:28:00] access to your records. And I lived in Boston at the time, and I came running right down here to look in my records. And, of course, there was nothing negative in it. I had wonderful recommendations from my professors, which I wish I'd known earlier, it might have given me more self-confidence, but the most interesting thing to me was, there was a notation from my application; when I came for my interview, I had Gretchen [Tonks?], who I'm sure you all remember, and the one comment she had written – I had a high

school picture that was very nice, my mother had had me go and get – not the regular high school picture – but a second picture made for sending out to applications – and it was quite glamorous. And she put a little note. The only thing she wrote from my interview: “Is not anything like the picture looks.” (laughter) That’s what she wrote. So, there were a lot of things that were [00:29:00] of knowledge to people here, or above us, or whatever, but we weren’t aware. And I think that’s a part of it. Because part of the reason we weren’t aware is there was a lot of negativity as well as positive things. And we weren’t supposed to know what they were.

NC: I think there were many degrees of prejudice in the school. I think there was something of a prejudice by Brown towards Pembroke. The same was that, for a weekend, they were going to import girls, because the Pembroke girls are so ugly. I knew, working my way through school with a family, and having like five dollars a month to spend; it was very difficult to be poor at Brown. And if I [00:30:00] went out with somebody, and they said, “Which dorm should I take you back to?” and I said, “Oh, I live with this family,” it was kind of, you know, a shock to them, and I never heard from them again. So, I think there were quite a few social prejudices. I would say that some were worse than others. I never even thought about this. I felt so lucky to be here. At any cost. And I was willing to, you know, to accept a kind of minority status because I was poor. And, you know, I loved the education that I got here. It was so great. And I don’t regret anything. But I think, later, I looked back and I said, “Oh, that existed.” [00:31:00] And maybe it wasn’t fair.

DS: Continuing with that, and keeping in mind what Carol-Ann said about where we came from, particularly the high school, I came here and I was a West Houser. And I always felt I was a West Houser. We were not included with the dorm girls, and it’s funny – Margo, who’s staying with me, who was also a West Houser, we got the yearbook out. And they have the dorms and – wait a minute, I’ll find it, it’s in here – and they have Whittier House, and Goddard House, and all the other houses. And we were looking for West House. And it’s not with the Houses. It’s all by itself. We’re excluded again. And there’s no reason. Why is West House all by itself? And we were always treated [00:32:00] as the lunch baggers. That’s how we felt. And – no, it wasn’t race – but it was another kind of exclusion. And, coming from [Cossico?] which was so inclusive –

the only thing that mattered, “Did you make the honor roll?” That’s all that mattered. And here, classes mattered, grades mattered, but there were so many other things that mattered. You said, going out on a date. Nobody asked me. You know? I was a townie.

NC: Well, [Keeper?] House girls asked me to go to the fraternities with them, so sometimes I’d have to walk back, and that’s when –

DS: Yeah, nobody asked! Every once in a while you’d think to yourself, “Gee I could take you home for a good home cooked meal.” But you never got close to anybody who didn’t commute. And even the boys I knew were the boys that I knew. They were [00:33:00] locals. And there was all that. And I don’t think anybody had a sense of it. Except if you’re at the receiving end of it. And I don’t think you did it, or they did it, or anybody did it –

KH: It was just the way it was.

DS: You know, you all stayed together. You even do it now, you go, “Which house were you in?” “Whittier!” Nobody asks me which house I was in. “I was in West House!” You came in the morning, you got your lunch back, and you put in the refrigerator, and then at lunchtime, you took it out of the refrigerator, and we all went to the Gate. That’s the only thing we kind of owned at lunchtime was the Gate. Because we didn’t go with you to the dining hall.

KH: It’s interesting, though, looking at the yearbook. I was on that staff. And it never would’ve occurred to me to say that West House wasn’t with the houses. I mean, there has been change. As a woman back then, the woman I am today, I couldn’t [00:34:00] challenge anything. I just did. Now, I think, at least my daughters do, they’re as outspoken, probably, as I am. If they see something they don’t like, if they don’t think it’s fair, they will say something. But I think we, at that time, were allowing things to happen just because they had always been that. I live in York, Pennsylvania, let me tell you York is still that way. When you speak out and say, “That’s not right. Think about changing something.” they say, “Well, we’ve always done it that way, so, why

do we want to change?” And I am not going to be buried in York. But I think that’s – if you all had said something to the yearbook staff to say, “Why do you do that?”

DS: But we didn’t know! (overlapping dialogue; inaudible)

KH: Well, I know, you don’t – well, it was always that way! I mean, we just followed on our routine.

CMN: You follow precedent. You also follow what you’re told. At least, then we did, by the higher-ups. And I will add to the yearbook – to this yearbook – experience, that working on the yearbook for the reunion, [00:36:00] which I did – I came into the first meeting and I was told, OK, first, we do this, then we have this, then we have that, then we have that, then we have that. OK? Meeting over? Hey, wait a minute! This isn’t the way I want to do this! And they said, “Well but this is how we’ve always done it.” And I said, “Uh-uh.” Now we’re at a point where we can say. But they still try to do it the (inaudible) –

KH: They do. Because it’s easier.

CMN: It’s because it’s easier, and you know what, it’s cheaper!

KH: And it works. It’s cheaper, it’s easier.

LTF: What you’re saying – the context that you – I listened to the context, and I can totally relate to it, because this was another aspect of Pembroke that absolutely, totally, awesomely infuriated me. Because I was so sensitive to inequality, and also I was so sensitive [00:36:00] to what I would consider to be almost the anti-intellectualism that, as you say, like, there was some women who played cards the whole time that we were here. The other women who had no conversation except getting married, or who were you going to go with at the fraternity parties. And at that particular time, no sense that we were living in a community. It was hindered by poverty, and I mean, just absolutely terrifying poverty. My father’s taken me down in New York City to places in Harlem, but I went out and I saw where African Americans lived, and then I think about this

school, which was so isolated, and living in a bubble. So, for me, it wasn't just race. It was coming [00:37:00] alive and experiences, not only mine, but very painful other forms of oppression.

And I guess the other piece of it is, for me, it was like what Thomas Mann talks about, when he wrote a short story. For the life of me, I can't remember the name of the short story. But I remember his name. And he talks about looking through the windows at the blond and the blue-eyed. And that they were the in person. And at this particular point, Pembroke had a disproportionate number of blond and blue-eyed. And the outsider. And that was where I made my commitment to being an outsider – it's also where I made a commitment in a class on race and ethnic relations, with Mr. [Fouls?], and I still remember him. That I was going to come back to a similar place as Pembroke, and teach on a college level. And [00:38:00] teach not in an alternative way, but a broader perspective that looked at structural problems, and not at what I called the accommodating way. And Brown was accommodating. That means, what was taught was, how do you make life bearable.

KH: Yeah, but do you see Brown at that time any different than many of the other colleges at that time? I don't think Brown was unique in this, but we don't know, because we weren't there.

LTF: I did a study on the social and academic adjustments of Negro female students in the sister schools, and in Howard University. And within the predominantly black institution, there was a greater emotional and – far greater emotional stability. They didn't have to deal with areas that they were totally unprepared for, such as, how do you deal with being the marginal person?

KH: Right, no, I would appreciate –

LTF: And then I looked at Radcliffe at that time. Radcliffe was a far more open school, in terms of race relations. Yes they were.

KH: I had no idea.

LTF: I started going up to Radcliffe just because of the difference. And so, yeah, there was a difference. I can't say I have majored in the variations, but I talked with friends, and all my friends were expected – we were all expected to go to some Ivy League college. Because that's the strata. And we knew, all in that strata, all these schools would fight for us, because there weren't many of us. And I would say, yes. There were schools where it was far easier than Brown. And I envied those schools. But, as I said, [00:40:00] I made a decision to come back and not just here, but to go to a college and teach in a predominantly white college, since I'd already been [vetted?]. I like that word. Vetted, vetted, vetted. Into that world. And put pinpricks into students, and focus my life on: you've got to understand how the society works on you if you're going to feel that you, yourself, are free. And that's been my focal point, is to try to get – particularly white people, who like that bubble – they don't want to talk about race, they don't want to talk about sex, they don't want to talk about religion, they don't want to talk about anything –

NC: Politics.

LTF: Politics, yeah.

NC: Especially if you're a liberal.

LTF: Yeah. I mean, Pembroke wasn't just unaware about race. It was no-talky. It was very no-talky about most [00:41:00] areas.

KH: Oh, I would agree with you. But I look back and think that was the time, and I'm probably incorrect in that –

LTF: No, you're not.

KH: – but it's where we were in passage, going through. Life is passages, there's no doubt about it.

NC: Most of my social life – because I met Bob, my husband, at the beginning of my sophomore year – most of my social life took place in Cambridge. And it was much more comfortable there, than at Brown. Socially. It, academically, you know. I was very happy here. And I would come here again because of the education that I got here. I can't think of a more perfect place. But –

JL: Maybe we can just wait a second, because I looked at your yearbook, and about 200 of you graduated in '59. And for [further?] 83, who had started as part of Pembroke's class of '59, did not. They had left. [00:42:00] You were one of them. (inaudible) –

NC: But see, I graduated in '60, because I went off to Johns Hopkins for one semester.

JL: OK. Well, 83 out of 283 is rather a large dropout rate, isn't it.

NC: Marriage.

JL: Only 38 of those 83 were married.

JJ: I can speak to that. I was supposed to come for one or two years, for the experience. And then transfer back home. I decided that I liked it so well that I would just stay out of school until I had the money saved up from work, and I would come back on my own. And my mother was the one paying for everything. Dad paid the bills, and she paid the education. Her entire salary, as a teacher. Which, my education, by the way, only cost \$10,000 for four years. Just to make every future [00:43:00] person feel really bad. And the – I lost my thread, sorry.

JL: You were talking about how –

JJ: Oh, transferring home. Several people in my dormitory were in that boat. One had come from Ohio, I remember. One had come from Hawaii, and I bet she got married. She was one of my

roommates, as a matter of fact. So I think a lot of people were not expected by their families to stay here. It was the experience, and then you go back to your home state.

NC: Well, I got married, at the end of my junior year, and I continued here, commuting from the Boston area. When I went to the Dean and said I was [00:44:00] getting married, and I think she expected me to say, “And then I’ll drop out” – having achieved the goal of getting married – and I said, “No, I’ll continue” (overlapping dialogue; inaudible).

F1: I’ll get an MRS degree.

NC: But her expectation was that when you got married you dropped out. But she did say that there were more students in our class who got married and came back.

CMN: Well, that was partly because of the policy. There was a policy in Pembroke, at the time. If you were married, you were not allowed to live in the dorm. So unless you – and whoever you were marrying – could afford an apartment off campus, or if you married somebody – as many people did, from our class – in their sophomore or junior year, and they married somebody away from Providence, they had to drop out. They didn’t really – I mean, they couldn’t continue their education and live on campus while their husband [00:45:00] was elsewhere. You were not allowed to live in the dorm. You might tell nasty secrets or something!

F2: Right, corrupt the virgins! (overlapping dialogue; inaudible)

CMN: I mean, corrupting everybody else! So, it was just not allowed. And that was policy that (inaudible) that.

JL: I’ve counted out 30 of the 200 who graduated were married.

LT: When I came, I didn’t intend to stay. Brown didn’t have a medical school and my uncle, who was a physician, had suggested if I was going into nursing, I needed to go to a nursing

school that was affiliated with a medical school. So Dean Tonks and I had a conversation because I didn't have a language proficiency, and in order to graduate you had to have a language proficiency. I remember sitting there as a freshman – "I'm not staying so I don't need that." "But what if you change your mind?" "I won't change my mind." But I didn't know where I was going to go to nursing school, but I knew I was going to do the pre-nursing and then leave [00:46:00] because of – nothing wrong with the hospitals here, but there just wasn't the medical input.

JJ: I felt very uncomfortable socially here. Not among women. And there were fabulously wealthy women in my freshman house. But they didn't make you feel bad. But step on that Brown campus. First of all, I was a public school student. And never mind classical. It was just a public school, you know. Didn't have to take a test to get in, or anything. Also, I didn't smoke or drink. And I would have one date, and I'd be introduced as, "This is Jackie Jo, she doesn't smoke or drink." (laughter) And I never got – you know, I couldn't see what earthly difference it made, other than they didn't have to buy me a drink. I never got it, the whole time I was here. And it made me so angry that I swore I would never take a drop [00:47:00] on this campus. And I never did. If I was off campus, fine. Not on this campus. Just very, very uncomfortable.

One thing I've been remembering – trying to remember what happened 50 years ago – I got stopped on campus by a young man one day, and he said, "I want to tell you that I look for you. I love to watch you go by." And I said, "Why?" "Because you're so un-Ivy!" (laughter) The other thing was, I didn't wear the right clothes. You know? I would get dressed in my Midwest – it's kind of like being a Caribbean person, maybe, nowadays. I would get dressed in my pale yellow skirt and matching sweater set, and I would go down, feeling (inaudible) – swim, in those days. And the guy says, "I'm not going out with you in that!" "What do you mean?" [00:48:00] "Yellow? You can't wear yellow!" Just tons of things like that.

DS: Wait a minute. I wore black, and you didn't wear black when you were young in those days. And I wore black to dances. "You were black?" You know, a hussy wears black. No, a person who feels she's fat wears black. And talk about not getting it.

NC: But you could have a little black dress for a cocktail.

CMN: That was later.

DS: No, no, no. There were color exclusions too. And I don't mean skin. There were all kinds of exclusions. I know, looking in that window at the blond, blue-eyed girl. I was so Italian-looking. I remember I got pierced ears. And Marilyn [Robinson's?] father wouldn't let me in the house. I had pierced ears!

KH: These are all [00:49:00] cultural things –

CMN: You didn't pierce your nose, at least!

KH: I dated –

CMN: You didn't pierce your nose!

DS: Oh, they should see my granddaughter.

KH: I can remember freshman year, we had a mixer. I ended up going out with some guy who turned out to be an engineer with white socks, and that was the end, because I couldn't stand white socks. And of course, what did I do, I ended up marrying an engineer who –

DS: Who doesn't wear –

KH: – no, he does wear white socks. And my children, we have a great joke about that. But I think it's a cultural thing at that time. And I agree with you, you know, about – I mean the bridge, and all the things. I mean, those are all gone. We used to play bridge before dinner, because it was something to do before you went down, because nobody wanted to study before dinner. And if you could play bridge, I remember in Andrews House, you would just do – and nobody knew what they were doing. So, if you couldn't play bridge, that would be an issue.

(overlapping dialogue; inaudible) There wasn't enough time to learn it. Either you had learned it by the time you got to college [00:50:00] or you hadn't. And they don't do that anymore.

NC: May I interrupt with a sock story. My daughter went to Rhode Island School of Design, and I thought, "Gee, it'd be nice if she went out with some Brown men." And I said, "Marty, have you met any nice Brown men?" And she said, "Oh, Mom. When they wake up in the morning, they look to see that two socks match." (laughter)

DS: By the way, many of us played bridge Saturday night because we weren't asked out by Brown men. And we played all night.

CMN: Did you pick up on what Diane said about the MRS degree? Many of us, when we came to college – the hard work was at high school. That was the hardest work we ever had. Brown was a breeze, after Classical. And the whole point of that was to get in. Once you were in, you didn't have to work so [00:51:00] hard. And I found Brown easier, academically, than Classical ever was. But then, it didn't matter, because by the time you got here, you weren't supposed to be trying to get on the honor roll. You were supposed to be trying to get somebody appropriate to marry. And what that meant in my culture was to find somebody wealthy, Jewish, and spend the rest of your days – we'd say, "[Bon pool?]," sitting at the pool at the country club. And I had a lot of trouble with that, because I not only didn't like pools, I didn't like the people who sat around them. And I was very fortunate, really –

DS: You had a summer house at –

CMN: Barrington, not at the pool.

DS: That's salt water!

CMN: Salt water, you bet. Right on the ocean.

KH: But this is what Laura was saying –

CMN: But one second, let me just finish my sentence. And that is, I was very fortunate to come to Brown, because nobody had said to me that I could do [00:52:00] something. I had no sense – I hear you all talking about, you were going to be this, you were going to be that. But nobody had told me there was anything after college, other than the MRS. So it wasn't until my sophomore or junior year here that someone said, “Why, well aren't you doing X, Y, Z? Why aren't you doing honors in psych?” – which I then did – and it just led from one thing to another, and I ended up with a career. Which I never would have, if I hadn't been here. I'm sorry.

KH: No, that's right. No, just, back to Laura, saying that people weren't serious about their studies. And I think, in the beginning, that was very true. And I have to say that I probably fell into that myself. Because I ended up becoming part of the Chattertocks singing group, which occupied a lot of my time, and I dearly loved it. Things I wanted to do well, I got A's in. Things I didn't really care about so much, I got a C in. Then I graduated with probably around [00:53:00] a B minus average. Only because I chose to do that. We made choices then, not knowing what we were making those choices about.

LTF: When I came here, I came here with triple burdens. We could even call it triple stigmas, but triple burdens, I prefer. And that is, is that I was taught almost all my life – my friends and I would sit and listen to folks, the adults on the bench. And at that time, many of those were people like Thurgood Marshall, or the greats, if you want to call it, of our community, always out to the ordinary of the black community. And every once in a while, they'll turn around to the kids, and because we had nothing to do and there wasn't any television, and they'd say, “Remember, all you own is your mind. They own the rest; you own your mind.” And the next piece of it, which always [00:54:00] was implanted in me, is the value of education. And that if I wanted to have any kind of freedom, I needed to get the education so that I could control my mind. Not control the country, but control my mind. And then I got another piece, which was, “You've got to represent every single African American person in the country. Don't do anything that anybody would ever, ever, ever, ever be ashamed of.” Then I got the female one.

Which is, “Don’t show anybody that you’re smart. And be invisible. Because white people don’t like it when you’re smart. And if you’re smart, you can get killed.”

So I came with these – these are the messages. And it continues after going to Pembroke. But those were the messages that –

KH: You came to college with –

LTF: Absolutely.

KH: – or that you developed during college?

LTF: No, no, no, no, no, no. They were [important?]. [00:55:00] And they were important because at that particular time, going into the white community was terribly, terribly dangerous. And my mother, and others, felt that I needed to learn how to handle myself. And my mother told me I did a piss-poor job of it, because I’d always open my mouth. And I shouldn’t do that. Because, again, that sense of danger. So I came to Brown with those particular – Pembroke, with those particular messages. And that meant I had to work harder, because one of the underlying things is that you guys show – white people – and people who were at Brown and Pembroke would say, “Well, what are you doing here? How come you’re not a maid?”

KH: Laura, I really find it so hard to believe that.

LTF: It’s true, it’s true. I can go –

KH: I can believe you, but –

LTF: I can – “Are you really an intelligent being?” And you know, I had lots of snappy little things. But every time it happened, [00:56:00] it hit right here.

KH: Oh, certainly.

LTF: And so I realized I had to show everybody at Pembroke – and Brown – and the administrators – that I could do better than any white person. I could one-up. So, in the process of being one-up, I studied hard. And I also studied other [guys?] at being absolutely inferior, because that was important. And that there was some things really strange – and really strange – who [said?] I got A's. And I wasn't recognized. And I basically left – and I didn't even know enough to – it took me years to say, “Whoop! I one-upped on them! They thought I was stupid, and I showed them I was smart.” But it took a long time for me to come to that. And I did not come to that. I was pretty devastated when I left Brown. And I went to [00:57:00] the University of Chicago, which, I mean, in some sense was a mistake, because all I did was socialize. Oh my god, there were guys and they actually want to see me, ooh! (laughter) I can be intellectual on the sly, and blah, blah, blah, but I took that feeling of being unworthy right straight through my PhD. Took me a long time to work that one through.

CMN: But you should hear that we were not aware of that. It never –

KH: And that's why. It's like before, it's something – because I say how I saw you, I didn't know you that well, but I did interact –

DS: But also, women weren't expected – I mean, I was expected because my father and mother believed – they hadn't gone to college, and the children had to go to college, [00:58:00] had to graduate, etc. However, you were – again – excluded from so many careers. I was even excluded from my family business because I was a woman. The sons went into the business. I wanted to be a lawyer. I was petrified to even think of pursuing that. Because it was beyond me.

NC: Do you remember Catherine Irwin, when we were graduating – I'm living in Boston, you know, I'm interested in working. And so she suggested I get secretarial training and an education degree? And –

DS: Right! Go to Katharine Gibbs for a year, after you graduated from college, go to Katharine Gibbs!

NC: I ended up working at the World Fair's council, and it was an interesting job for no pay. All my life I've had jobs – the jobs that I get, on my (inaudible).

DS: [00:59:00] But you were just not expected even to desire something.

CMN: Especially to desire.

DS: I mean, I finally went into the family business by starting it. All right, I'm not allowed in that one, I'll do it on my own. And because you're constantly excluded. You were even excluded from teaching. If you were married in Providence, you couldn't teach.

CMN: You weren't allowed to teach.

DS: Yeah! Think of it! We couldn't wear slacks on the campus!

LT: That's the thing I remember, is no slacks.

DS: But the men could wear shorts!

LT: But we couldn't wear half slacks at Hopkins, either. We had to get out of our – (overlapping dialogue; inaudible)

KH: I think we have to think of the time, we have to think of the perspective. Each of us have our own perspective, [01:00:00] which obviously we didn't share with others. But at that time, which is a young time in our lives, it was a very fragile time, I think. You did what you did and you had to –

DS: I think, Kathy, we helped change it. I really don't – I mean, the demonstrations, and the petitions, and all that, and I was telling someone last night, my mother used to say to me, "Why can't you act more like a woman? Why are you always arguing with people? Can't you be docile? Can't you be feminine?" And the biggest compliment I ever got in my entire life was when my mother got old, and turned to me one day, and said, "I should've been more like you." So, we initiated, in some way, some small way, a revolution.

NC: I think we were part of the '60s, in fact. You know, we – (overlapping dialogue; inaudible).

DS: [01:01:00] Talk about defiant women! I have two of them, I reared. And my god, do they question everything! I'm the mother here, and they don't accept that anymore! And the beautiful thing is, my granddaughters don't, either. It's called payback. But, we helped, in some very small way, to create a little more freedom. First, for our sex. Because I think we have been oppressed for thousands of years. And also for other people – other races – no?

LTF: (laughs) I'm a revolutionary. I'm a revolutionary. And I like to be a revolutionary at Brown. I am a total – and I have not changed. I am not really, as I said before, in my life –

DS: [01:02:00] You should've stirred us up!

LTF: I tried.

DS: Oh, I didn't really notice.

LTF: I tried. I tried, I tried, I tried. And I had a tremendous burden on me to try. I was the only one in this mass of – forest of... People who might go out and wave their hands, but I wanted a radical overhaul of this society. And I wanted a radical overhaul of what we call a capitalist society. I learned all of that, and I had, again, my foundation was going to predominantly Jewish smart kids classes in New York City, and their parents were – many of them – communists. And I saw that if people said – and I'm much easier on you – because I don't think I did much at all,

anyway, in the long run – but, in terms of [01:03:00] demonstrating, I did not see Brown or Pembroke as this growth of revolutionary or creative action. I remember my friends and I – the few, here at Brown, who were the really out people – we created that out status, because we wanted each other’s support. So we wore – here we go – sneakers. Torn sneakers. And dungarees. And (overlapping dialogue; inaudible) –

DS: – fashion statement!

KH: I don’t remember that.

LTF: Yeah, well, that’s where we were –

CMN: Thursday night dinners? No, no.

LTF: – and we basically attempted to begin the real, hard breaking of the ways things were done. And I could go on. My life is not just passive teacher. I’ve been on the streets with people who have committed crimes, [01:04:00] I’ve been in the prison systems, I am attempting to, again, to change some of the – particularly the treatment of prisoners with AIDS in the system, which is setting them up for fast death and dying. I have not lost that which I’ve had at Brown. Brown really did help. And it helped even in terms of having to deal with racism. You know, you say, “Out of bad things, good things can happen.”

KH: Exactly! You developed – it sounds to me, anyway – as though you developed a focus, and that focus has carried you through your life. And this is something you were almost meant to do. I mean, Brown was a cauldron of beginning, boiling something.

JL: Catalyst.

LTF: But it also was the first time that I had been in touch with my rage. And that rage has never really diminished. I just have become more, you could say, [placid?]. [01:05:00]

CMN: But you also made a career of it and became a professor of sociology.

KH: But you've done what anybody who has anger, and anger management – you have learned to manage your anger.

LTF: Sometimes.

KH: Sometimes? Well, we don't all manage our anger all the time.

DS: We don't always want to!

KH: We don't. And it's not a good thing, I think, to always manage. Because I think, when the pot is really boiling, you've got to let it go. You're the psychologist, so I'm...

CMN: Not that kind.

KH: But, I think that in so doing, you obviously have made a contribution to wherever you have been. And I think, at that time, it would've been difficult – I mean, you're not going to go from black to white, you know. I mean, let's say from blue to red. That's not what I – you can't do that. I mean, this was, somebody said, this was the awakening. We were on the cusp at this time.

LTF: Yeah. And I was further than the cusp.

KH: And the country had to go through what did happen. Now whether the '60s helped that [01:06:00] to the point where we are today, with, you know, a president who is black in this country that I never thought that I would see in my lifetime. I mean, it was mostly – for me, it was the most exciting thing, because I remember when I was five years old, I was driving up from Mississippi to go see my parents – my father was in the army – and I remember it was a very cold morning, five o'clock, and we were having coffee and breakfast in this place. And a

black couple came in and wanted a cup of coffee. And the lady said, “I’m sorry, we don’t have any coffee.” And there’s my father, drinking his coffee, and I said, “Daddy, why? You have coffee?” And he put his hand over my mouth. And I have never forgotten that – of course, when we got into the car later he began to try to explain, which he never did, and from that point in my life, that’s when I kind of woke up to “issues.”

But, you know, the country has worked through, probably, quicker, I’ve heard. I don’t know. You can speak to that. But, I mean, exciting things are happening. We’ve seen in our lifetime, which I think is to people – your credit, [01:07:00] for, I don’t know.

NC: I was listening to Noam Chomsky, coming up in the car. And he was saying that he’s not too pleased, actually, with the president, and what he’s doing. But he said, “There is some hope, because we did have an election between a black man and a woman.” And there’s some hope in that. I think he’s not too pleased with the direction – some of the directions – Obama’s taking, in terms of habeas corpus, and rendition, and –

KH: You can’t have it all! You know? You can’t have it all!

NC: Well, yes, but I think a number of people who worked hard for him feel that he’s compromising too much, when it sounded – looking at this room, as if – I don’t know [01:08:00] if I should be turning this into a political discussion, but it sounded, when he was running, as if he was going to take much stronger stances. Going into Afghanistan. He’s not for – he doesn’t even let a single payer healthcare advocate at the table, right now. They’re discussing healthcare.

KH: But if you put it back in perspective with what we’re talking; things come slowly. And anybody who is a leader at their time, you know, I don’t think they – can’t come out and just change things overnight.

LTF: I don’t think it’s even that. I think he’s an acceptable candidate. I quote, “A good nigger.”

KH: Yeah, well that’s what you hear.

LTF: It's a sociological description of – and it goes on with the legacy of slavery. There was good niggers and bad niggers. Bad niggers died. Good niggers lived. And good niggers means that you have, basically, assimilated, acculturated, etc. And the good nigger is not going to bring about social change. Because bringing about social change in this country still means that you [01:09:00] either – maybe you won't die and be lynched, and we hate to think of this term, but you are legally lynched in this society. There are other ways that the lynching occurs, if you're a bad nigger. Bad niggers are angry. Bad niggers look at the more social policy that's going to be far more threatening to the breath of the society. And I could go on. He is not. He's a good nigger. So he's doing what he's supposed to do. He's already owned and controlled.

KH: You don't want a revolution. I mean, I think this is our democracy (overlapping dialogue; inaudible) –

LTF: And I made a choice that I would never, ever, ever succumb to be a good nigger. And good niggers – bad niggers don't get invited to university parties, or to have dinner with the president. Bad niggers don't get to make all the important speeches –

DS: At Notre Dame.

LTF: Or even here! [01:10:00] Even here. So, you know, so that's something I also really learned, very much so, here at Brown. And there was real tight kind of – there is a boundary. That if you pass over that boundary, you are really being threatened in many different, and subtle, ways. For your existence. So, he's a good one.

KH: I mean, we're talking, maybe, now, minority issues –

LTF: No, I'm talking about any issues. Because I don't just deal with – I'm not everybody's house nigger. I am a person who is also a revolutionary, who looks at building economic capitalism for years. I have many different hats that I wear. But every different hat I wear, I

question. And I am the person that eventually, nobody wants for dinner (overlapping dialogue; inaudible). [01:11:00]

JL: I think, actually, we could go – this is such an interesting conversation, but you ladies do need your lunch soon. Lunch is important, you know. So, I would like to – if any, or all of you, want to make a very brief closing remark about the conversation we’ve been having, or your experience at Pembroke, I would like to hear that, and then we’ll wrap up. So, who’d like to say something.

CMN: Well, the thought that just came into my mind as we’ve been talking, which I haven’t really been thinking – before, Diane and I said, we were at Classical, we were then to learn, and that was very clear. It was single focus. We were there to learn. But, when we came to Brown, I think we learned to participate in our own learning, and in the learning of other people. And I’m thinking, especially of the IC [01:12:00] courses we were privileged to have when we were first starting out, and how we were pulled – with small groups of 10 – pulled into looking at original source materials. Discussing things, not just learning them, but questioning and so we learned to assess things, and analyze information, and people, and to try to learn how to participate in whatever that process gave us for the next step. And I think, that’s how I would sum it up. And I think that was very, very important for us.

NC: So, I remember, at the end of my senior year, Professor Wagner, in American literature, saying to me, “When you go to graduate school.” You know, I thought I was done with school, because I had done something nobody in my family had done. I was graduating from college. And he said, [01:13:00] “When you go to graduate school.” It suddenly opened another door.

LT: I think, one of the things I’ve learned, was the love of learning. And certainly pre-nursing was very, very, very difficult for me. It was essentially pre-med, so it really was not much more than studying, although I played bridge. But I think, once I got out of nursing school, I thought, I’m never going to go back to school. And I’ve ended up with two Masters degrees. And I think

part of it is that love of learning, the participation, and being very proud of Brown, Pembroke, and what background I have.

DS: I don't regret being here. It was wonderful. I mean, I even cut classes so Carol [Sonella?] and I could discuss existentialism. I wouldn't have done that normally. So this is what you did. Your mind was more [groomed?]. [01:14:00] Because, it's true what Caroline said. Classical – you studied, you got good grades, you learned this, you learned that. But Brown taught you what to do with that learning. And it taught me what to do. And I don't regret it at all. I'm so glad I was here.

KH: And I think, I wasn't an intellectual at Brown, I'm sorry to say. I think of lot of you were much brighter than I was. But it all fits into a college campus life situation, the four years that we had here. We all gave something to our individual communities, we tried to do what we were doing. Some were successful, some were not. But it's the beginning, it's a microcosm of the world. And one of my things has always been, you go out – and I always wanted to try to make the world a better place than where I found it. Wherever my husband and I have lived, we've done this. And the liberal arts background [01:15:00] and the ability to think and to work within a structure. I am a structured individual. But Brown taught me that some of Brown was bad. But then again, we talked about that it was the time. You know, back in the '50s, the structure wasn't perfect. But somebody after us has changed some of it, and I don't know Brown today. It's huge. Blows my mind, walking around. But I think that's what the four years – there's more to it than just the intellectual. We hopefully have all learned to be giving individuals in the communities where we are living.

JJ: I grew up in a very narrow way. I'm a third generation teacher. I took Spanish, I taught Spanish all along. I started at Lincoln School, which was private, and got my Masters right here. But, in spite of that narrowness of that, [01:16:00] I had the flexibility to do whatever came my way. I taught 4 through 12, I taught advanced placement, I taught learning disabled. I taught university. I taught adult education. All within that very narrow field. And I lived long enough to see that teaching suddenly – and, before, this was not a career for a Brown graduate – was being

validated, here at Brown. When I went into teaching, my professors said, “What’s the point of that? Why are you using a Brown education to teach?” But over the years, as that took hold, they suddenly discovered that only average [01:17:00] and below average people were teaching. And Brown woke up to that, and our twenty-fifth, they had all these speeches, about, “You must go out and teach.” And I thought, “Oh my! This is wonderful!” And so, on that, I faded into the sunset in glory, for having taught.

DS: The saying used to be, “If you can’t do it, teach it.”

JL: So Laura, a last word from you?

CMN: And if you can’t teach, teach teachers!

LTF: Well, when people ask me, I would say that Brown had a very complex impact on me, and a very multi-faceted impact. And I still dislike the social scene, but after a couple of reunions, [01:18:00] I began to like the women more. (laughter)

KH: We always liked you, sure we were prejudiced, but – (overlapping dialogue; inaudible)

LTF: And I am eternally grateful for the education. It has set me up to get a PhD, and I found that I really was. I had a fantastic foundation, was the ability to think critically, meaningfully, and to be able to convey it. And I would say that the foundation of that is basically a Brown education. I love the identification and criticism of ideas, I loved the classrooms, and there was conversation with specific students about this – like existentialism, etc. – so there’s that part. I still have a couple of friends who I’m very, very close to. So, it has enriched in that matter. [01:19:00] My son went to Brown?

KH: Did he?

DS: Oh, really (overlapping dialogue; inaudible).

LTF: But he's not speaking to Brown right now. He went from Brown to Georgetown and got a law degree, and he's got – again, he's got his own issues of anger with Brown. We talk about all the ways of defining people, and the weight of those definitions. I mean, he has his own definition problem, because he's African American and he's Jewish. So, (laughter). I really do say that who I am today was fortified at Brown. And I am deeply grateful for that, even though, for years, I would not speak about Brown. I was in rage. And I'm really good, I got enraged. And into black rage. And women rage. And, you know, Latino rage, and prisoner rage, and anything that – I have been involved [terribly?]. This is my life, and it began here.

JL: And I think, that sounds like an extremely good note on which to end. A little rage, it's what we need.

DS: We've got to get nursing home rage. (overlapping dialogue; inaudible) That's the next one.

NC: That's a luncheon issues.

DS: Don't put me in one of those places!

JL: All right. Thank you very, very much, all of you. This has been really (inaudible), thank you. Very interesting conversation.

- END -