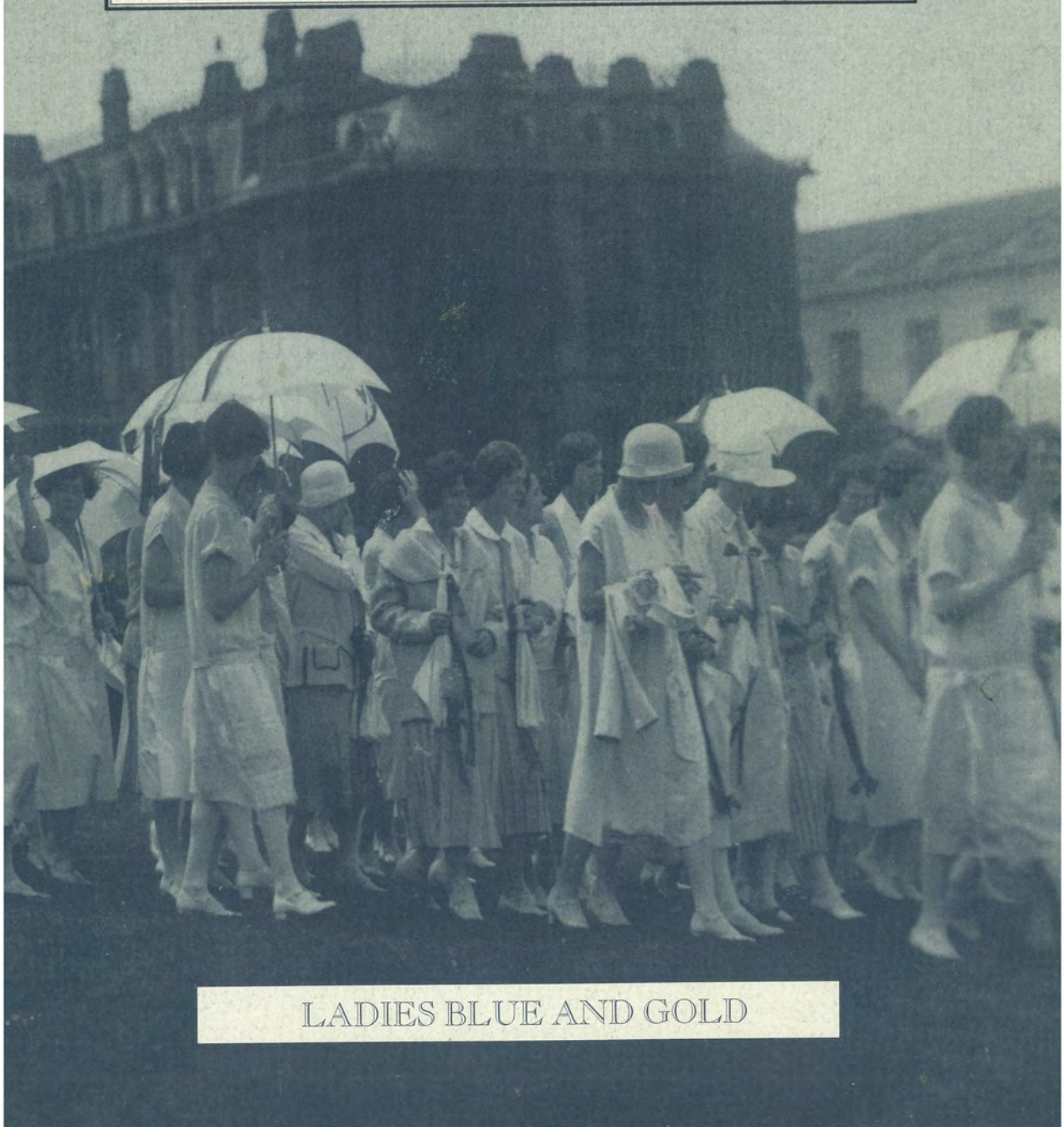


CHRONICLE

OF THE UNIVERSITY OF CALIFORNIA

VOLUME 1, NUMBER 2 • A JOURNAL OF UNIVERSITY HISTORY • FALL 1998



LADIES BLUE AND GOLD

SHEILA HUMPHREYS

CHRONICLE

OF THE UNIVERSITY OF CALIFORNIA

A JOURNAL OF UNIVERSITY HISTORY



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The *Chronicle of the University of California* is published semiannually with the goal of presenting work on the history of the University to a scholarly and interested public. While the *Chronicle* welcomes unsolicited submissions, their acceptance is at the discretion of the editorial board. For further information or a copy of the *Chronicle's* style sheet, please address:

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Senior Women's Pilgrimage on Campus, May 1925. *University Archives*.

CHRONICLE

OF THE UNIVERSITY OF CALIFORNIA

Fall 1998

LADIES BLUE AND GOLD

Edited by Janet Ruyle

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1904 Blue and Gold.

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THE
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AN OFFICIAL RECORD

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Announcement

The True Idea of a University

JOSEPH LeCONTE

The University Soprante

W. R. DAVIS

A Year's Review

MARTIN KELLOGG

Edmund Burke as a Statesman

SHELDON G. KELLOGG

Buildings and Equipment; The Phebe Hearst Architectural Plan; Official
Action; The Library; Scientific Societies; University Extension in
Agriculture; Climatic Conditions of Berkeley; Mrs. Ann Jane Stiles;
The Students' Aid Society; Current Notes.

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A WORD TO OUR READERS

IN 1898 BERNARD MOSES, the university's first professor of history, established the *University Chronicle*, later known as the *University of California Chronicle*. He saw that "there were and would be public addresses at the University and documents relating to the affairs of the institution that ought to be preserved and made readily available," as he wrote in his unpublished autobiography. That *Chronicle*, appearing quarterly between 1898 and 1933, provided its readers with intelligent and entertaining accounts of contemporary events in the university's social, academic, and administrative life. Moreover, the *Chronicle* no doubt assisted in creating and fostering an identity, crucial not only for the campus community but also in mediating the university's dealings with the public.

Today, our institutional identity might appear to be firmly established, but institutional memory is ebbing. Every year thousands of new students (along with faculty members and administrators) enter the university's campuses with little knowledge of the institution beyond its admissions requirements and perhaps its reputation for radicalism in the 1960s. And every year almost as many students leave knowing little more about their alma mater than when they entered. While institutional identity will and must evolve, it should maintain a self-consciousness of its direction by acknowledging its past. Without memory there is no identity; without identity the university is left as a mere collection of disparate buildings and people.

It is with this in mind that we, the Editorial Board, have revived the *University of California Chronicle*, in spirit if not in content. The new *Chronicle*, in contrast to the earlier publication has an historical perspective. We are able to consider the current events of our predecessors in the context of ongoing changes within the university. Embracing this opportunity, the new *Chronicle*, at least initially, is organized around single themes that present an inherently longitudinal view of the university's development. The first issue considered institutional responses to natural disasters and calamities. Future issues will focus on the university and the environment, a look at how the university has changed on the eve of the 21st century from its 19th century roots, and the university's relationship to institutions around the world.

In this same vein we now, with great pleasure, offer to our readers this current issue: *Ladies Blue and Gold*.

The Editorial Board



1913 Blue and Gold.

LADIES BLUE AND GOLD

WOMEN FIRST ENTERED the University of California in its second year of classes, 1870. Eight women joined eighty-two men in the former College of California buildings on Twelfth Street in downtown Oakland, crossing muddy streets, dodging wagons and carriages in their long dresses, hats, and, no doubt, gloves. In the *Announcement of Courses* for that year were "Latin, Greek, Modern Language, Elocution and English Composition, History, Algebra, and Drawing (optional)."

When the move to the Berkeley site was completed in September 1873, there were twenty-two ladies, one of whom, Rosa L. Scrivner '74, was the first woman graduate with a Ph.B., a bachelor's degree common for both men and women at that time. For their studying and socializing the ladies repaired to one small room in North Hall; not until Stiles Hall opened in 1893 did they enjoy expanded quarters, as Dorothy Thelen Clemens tells in her history of the University YWCA. That building, which stood on the present site of the newly expanded Harmon Gymnasium/Haas Pavilion, was itself the gift of a Berkeley lady, Mrs. Ann Stiles. It was the first of several structures given to the campus by women of California—Phoebe Apperson Hearst, Elizabeth Josselyn Boalt, Jane Krom Sather, May Treat Morrison '78—as well as by the women students who raised funds for the construction of their clubhouse, Girton Hall (designed by alumna Julia Morgan '94), as described by Margaretta J. Darnall. Roberta J. Park reviews the need for and the development of women and sports at Berkeley from 1876 to 1976.

Ladies Blue and Gold received their diplomas and went forth into the world: Fannie McLean '85, a leading suffragette, taught generations of high school students; May Shepard Cheney '83 spent her life placing university graduates as school teachers, first as an independent businesswoman, then as the university's first appointment secretary. A newcomer to California after World War I, Ida Louise Jackson '22, became the first black teacher in the Oakland public schools, and, decades later, a major donor to the university. A young girl named Helen Wills learned her game on the Berkeley courts and became an outstanding woman tennis player of the century; she recently left a bequest for the construction of a neurosciences insititute on campus. And perhaps the most telling view of Cal in the early 1950s has been from Joan Didion, as quoted by Ray Colvig in his discussion of women faculty. Also in the issue are a few personal vignettes of student life from women of several different decades and a view of women at the Davis campus.

All professors were men until 1904, when Jessica Peixotto '94, who received her Ph.D. from the university, was appointed a lecturer in sociology. She joined Lucy Sprague, who had arrived the year before and later became the first dean of women in 1906. Miss Sprague urged the women students to create an outdoor pageant, the Partheneia, which became an annual spectacle for nearly twenty years; photographs from a few of these productions are shown in this issue. As the university was readying for its diamond jubilee, Josephine Miles, who had earned her Ph.D. at Berkeley in 1938, was appointed the first woman professor in the Department of English; and before her death in 1985 she had become the first woman University Professor in the statewide University of California.

Scattered throughout this issue are brief biographies that originally appeared as part of the material created for a conference on women at Berkeley, April 28-29, 1995, and included in *Honoring Women at Cal* and a Doe Library exhibition, *Women Who Built Berkeley*. Permission for use of the material has been granted by Maresi Nera, Graduate Division, and Lucy Sells, Center for Studies in Higher Education, with additional credit for the exhibition to Diane Harley and Deana Heath, Center for Studies in Higher Education, and William Roberts, University Archives, who furnished the illustrations.

Although our palette has been necessarily limited, we hope our readers may take away from these accounts some sense of the challenges which faced university women for almost a full century, and their achievements, as well as the support and honors our Ladies Blue and Gold have brought to this university.

The Editorial Board



1899 Blue and Gold.

CORA, JANE, & PHOEBE: FIN-DE-SIÈCLE PHILANTHROPY

J. R. K. Kantor

Cora Jane Flood

ONE HUNDRED YEARS AGO, on September 13, 1898, Miss Cora Jane Flood addressed the Regents of the University of California:

Gentlemen: I hereby tender you the following property: the Flood residence and tract of about five hundred and forty acres near Menlo Park, California; one-half interest in about twenty-four hundred acres of marsh land adjacent to the resident tract, and four-fifths of the capital stock of the Bear Creek Water Company, which supplies water to Menlo Park and vicinity.

The only conditions I desire to accompany this gift are that the residence and reasonable area about it, including the present ornamental grounds, shall be kept in good order for the period of fifty years and the net income from the property and its proceeds shall be devoted to some branch of commercial education.¹

In the fall of 1898 the university's campus at Berkeley enrolled 1,717 students, while the combined total for the campuses in San Francisco—that is, medical, dental, pharmacy, and the Mark Hopkins Institute of Art on Nob Hill—was 581 students. The regents were also responsible for Lick Observatory near San Jose, a gift received in 1888. Miss Flood's beneficence surely added to the university's real estate holdings and to its endowment. Acting with speed, the regents—although addressed as "Gentlemen," including twenty-two men, among them Mayor James D. Phelan of San Francisco, Isaias W. Hellman of the Nevada Bank, Andrew W. Hallidie, inventor of the cable car, Adolph B. Spreckels, president of the State Agricultural Society, and one woman, Phoebe Apperson Hearst—voted to establish at Berkeley a College of Commerce, which has now grown into the Haas School of Business, the second oldest such school in the country.

One might speculate about Miss Flood's motives in making this gift to the young University of California. She was the only daughter of the Comstock Lode millionaire, James Clair Flood, whose Nob Hill townhouse, "a New York brownstone," is now the Pacific-Union Club. Even though the mineral wealth which had poured into San Francisco created instant millionaires, the millionaires were not created equal—money that accumulated during the initial Gold Rush was "old money" when compared to the riches of the Comstock Lode. Thus, in 1879, when retired U.S. President U. S. Grant and his family were touring California and a dinner was to be held in their honor at Belmont, the peninsula home of Senator William Sharon, the Floods were not on the guest list. In turn, the Floods invited the Grants to luncheon at Linden Towers,



Cora Jane Flood, ca. 1900.
University Archives.

their Menlo Park estate, on the very same day as the dinner at Belmont; the well-nourished Grants were unable to do justice to the banquet that evening. Too, Menlo Park was adjacent to Palo Alto, where another millionaire of the 1860s, Leland Stanford, had created in 1891 a university in memory of his only son. One might say that the rivalry between Cal and Stanford operated on several levels.

Linden Towers was a gigantic white wedding cake of a wooden house, with outbuildings and gatehouses to match. The regents discussed what to do with the property; unable to rent it locally, they decided to advertise it nationally, and in March, 1899, they asked the San Francisco photographer, O. V. Lange, who a few years earlier had photographed the Berkeley campus, to take pictures of the interior rooms as well as the exterior, the resulting photographs to be circulated to agents in the eastern United States. No bids were received for the property, and the problem was solved only by Miss Flood herself who, in 1903, bought back the residence for \$150,000. The house continued to be occupied by the Flood family until the building was razed during the 1940s.

The 2,400 acres of marsh land at Menlo Park remained in the hands of the regents, or to use a more precise image, on their books. At the beginning of this century, the Berkeley campus was becoming crowded with buildings—there were more than eleven!—and the College of Agriculture needed additional facilities and space to deal with large animals. In October 1902, President Benjamin Ide Wheeler suggested that “The Flood Estate be devoted to the use of the school of dairying as the accommodations at Berkeley are inadequate.”² This recommendation was adopted by the regents who took no immediate action. Why? Because in 1901 a gentleman named Peter J. Shields had drafted a bill in the state legislature to create a state-supported farm school. Although the bill had not passed, the regents were well aware of the support which Shields had won for his idea. In 1903 he sponsored a second



Linden Towers, the Flood mansion in Menlo Park, 1898. *University Archives.*

bill, and although this one passed, Governor George Pardee, an alumnus of 1879, vetoed it. Creamery and livestock interests in the state rallied, and when Shields introduced yet another bill in 1905, he was supported by Professor E. W. Major at Berkeley, and the bill was passed into law. Davis was selected as the site for the University Farm, and the Menlo Park property was held by the regents for another twenty-five years, the last parcel being sold off in the 1920s.

In 1924 Miss Flood also gave the regents her San Francisco residence on Broadway whose estimated value was “\$250,000, more or less. The Regents have the privilege of selling this property, the proceeds of income to be used for the benefit of the College of Commerce of the University.”³

Jane Krom Sather

Soon after he arrived at Berkeley from Cornell University in late 1899, Benjamin Ide Wheeler, eighth president of the University of California, was asked to call upon Mrs. Jane Krom Sather at her Oakland home on Twelfth Street. The widow of Peder Sather, a founding trustee of the College of California in 1855 (which later gave its Oakland lands and buildings as well as its undeveloped Berkeley property to the newly-chartered University of California), Jane Sather sought a dependable trustee for her considerable fortune, and luckily for the university she found such a person in the new chief executive at Berkeley. In his 1900 *Report*, Wheeler noted her gift:

Mrs. Jane Krom Sather of Oakland, \$75,000 in cash, stocks and real property for the endowment of the Jane K. Sather Chair in some department of classical literature; real property of the proceeds of the sale of which the first \$10,000 is to be set aside as the Jane K. Sather Law and Library Fund. . . . Mrs. Sather has executed a deed conveying to President Wheeler in trust valuable property in Oakland, which upon her death is to be sold and the proceeds applied according to instructions contained in a sealed letter deposited in escrow in an Oakland bank.⁴

Although the two endowed professorships, one in history and one in classical literature, were not activated until after Mrs. Sather's death in 1911, during her lifetime she made a lasting architectural contribution to the campus in the shape of the Sather Gate, marking the southern entrance to the university.⁵ Construction was begun in 1909, under a design by John Galen Howard, and the gate was completed in the following year. On each of the four granite pillars were to be placed marble panels, one facing south and one facing north, each to represent the arts and the sciences. On each panel were sculpted nude figures, four



Jane Krom Sather, ca. 1905. *University Archives.*

female and four male. Once these panels were in place, unknown persons decided to have some fun and adorned the figures with oak leaves—fig leaves being unavailable. Word of such desecration reached Mrs. Sather. Out came her pen and off went a stern letter to Secretary of the Regents Victor Henderson. The marble panels were duly removed, and for seventy years the gate stood without them, until they were restored. But, since it has been thought that it was prudery on the part of Mrs. Sather that demanded this removal, it is important to refer to the letter which she wrote on February 1, 1910:

There is a difference in *nude* and *naked*. The latter, *I should say*, has not even the *fig leaf* and is rather trying to uncultivated people. The University Students are and will always be largely of this class. Now I ask, is it wise to force *culture* and thus subject the beautiful though it may be to danger of defacement and probably mutilation? . . . The whole matter has passed out of my hands and it is now *up* to the University. If they cannot protect it it is a great pity to have built it. The next manifestation of disapproval may be a *coat of green paint*. Nothing will surprise me, though I did not expect the attack to come so soon.⁶



Sather Gate in 1910, looking south toward Telegraph Avenue. *University Archives.*

The Jane K. Sather History Chair was established in 1912, and its first incumbent was the popular historian Henry Morse Stephens, who had followed his friend and colleague Wheeler from Cornell in 1900. A like chair in classics would be held on a yearly basis by a distinguished visiting professor who would give a series of public lectures; since 1921 these lectures have been published by the University of California Press, and the Sather Classical Chair is considered one of the world's preeminent in its field.

In a letter of December 13, 1910 to Secretary of the Regents Henderson, Mrs. Sather wrote:

I am planning to build "The Sather Campanile and Chimes" at Berkeley. Many years ago while still a resident of New York and indeed before it became "The Greater New York" I used to stand on Broadway at the head of Wall Street and listen to the Chimes of Old Trinity as tunes were rung out of them. It was very fascinating. Think of the melody and music of the bells as it floats through the vales and arches of Berkeley. I am sure they will give pleasure to greater numbers and in greater degree than the Gate, tho, both are *to be beautiful*. The Campanile as planned will be expensive, but then the best is always expensive.⁷

Construction began in 1913, the tower was completed the following year, the bells were delivered from England in 1917. We accept the Campanile now as a matter of course, but just think what it must have been in 1913, on the still-sylvan campus, to see rising there, just in front of the old Bacon Art and Library Building, this steel and granite bell tower, giving to Berkeley its best-known landmark.

Phoebe Apperson Hearst

1891 was an *annus mirabilis* for higher education in the San Francisco Bay Area, for not only had Stanford been opened but Phoebe Apperson Hearst, recently widowed by the death of Senator George Hearst, made a proposal to the regents. On September 28 she wrote:

It is my intention to contribute annually to the funds of the University of California the sum of fifteen hundred (\$1,500) dollars, to be used for five \$300 scholarships for worthy young women. . . . I bind myself to pay this sum during my lifetime, and I have provided for a perpetual fund after my death. . . .⁸

And throughout the next twenty-eight years, underlying the enormous generosity which literally created the Hearst International Architectural Competition for the development of the Berkeley campus and established both the Museum and Department of Anthropology, underlying this generosity was always the interest in students, and especially the women students.

In 1891 the student body included some 164 women who had few facilities of their own aside from a cramped room in North Hall. Soon after she was appointed the first woman regent of the university in 1897, Mrs. Hearst provided funds for the furnishing of a women's lounge in the newly-completed classroom building, East Hall. Here the young ladies could



Phoebe Apperson Hearst, ca. 1905.
University Archives.



Students seated at tea table in women's lounge, East Hall, ca. 1900; cabinet of crockery in background. *University Archives*.

meet with friends, prepare lessons, and were served tea each afternoon, again at Mrs. Hearst's expense. She also formed the Hearst Domestic Industries, whereby instruction in every form of needlework was given, and women students who needed outside work to help pay their college expenses could learn and at the same time receive compensation for the hours in which they were gaining instruction. Encouragement and funds were provided for the establishment of two residence buildings near the campus—the Enewah and Pie del Monte lodges—in which women might experience the economies as well as the comforts of communal living; this actually marked the beginning of the women's club movement at Berkeley.

Early in 1900, Regent Hearst moved from her Pleasanton home, the Hacienda del Pozo de Verona (where throughout the years she entertained the Senior Class), into a large rented home on the southwest corner of Piedmont Avenue and Channing Way, next to which she had erected a large redwood entertainment pavilion. Designed by Bernard Maybeck, Hearst Hall was outwardly and inwardly an architectural joy, and soon became the center for student social activities—Saturday afternoon receptions, musicals on Sundays, “At Home” Wednesdays, dinners three evenings a week. Realizing that the women's physical education program was almost non-existent since the facilities of Harmon Gymnasium were available to them only during those few hours a week when the men were engaged in drill on the west field, Mrs. Hearst decided to have Hearst Hall moved closer to the campus. The site, provided by her expenditure, was on College Avenue (now occupied by the south wing of Wurster Hall), and Hearst Hall served as the women's gymnasium until it was destroyed by fire in 1922. (See *Chronicle*, Spring 1998, 125.) Before this time, however, the building was almost doubled in size, outdoor athletic courts were created, and a swimming pool was built.

The transformation of the Berkeley campus from its dusty, farm-like appearance into a university park was one of Regent Hearst's major achievements. In February 1896 she contributed more than \$2,700 for the lighting of Bacon Library and Art Building and the campus walks, and eight months later she proposed to finance, along with her son William Randolph Hearst, a competition to produce a plan for future university buildings. The International Architectural Competition was announced, and entries were received by the judges, who met in Antwerp on October 4, 1898 to select the prize-winning plan, that of the Frenchman Emile Bénard. When it was realized that the cost of implementing Bénard's grandiose scheme would come to some \$50,000,000, John Galen Howard was chosen to "modify" the plan. The first structure to be built was the President's House, now University House, and soon afterwards Mrs. Hearst directed that construction begin on Hearst Memorial Mining Building, which, with its equipment, was to cost \$700,000. At its completion in 1907 it was the world's largest building devoted to mining education.

In 1899, two years after Governor Budd had appointed her a regent, Mrs. Hearst conceived the idea of building a University Museum, serving not only the academic community but the people of California as well. She provided for expeditions to Peru, Egypt, and Italy to collect antiquities and artifacts of classic and aboriginal cultures. By 1901 a mass of objects had arrived at Berkeley; the university found itself with the substance of a museum but without a building in which to house the collections. On September 10 of that year Mrs. Hearst offered to create a Department of Anthropology free of all expense to the university that would oversee the collections and would offer courses of instruction and researches in the university. To house the collections she ordered constructed on campus (on a site now occupied by Hertz Hall) the Anthropology Building. As this soon became overcrowded, the collections, with the exception of the Greek casts, were removed to an unused building at the Medical Center in San Francisco. This museum was opened to the public, which came to gaze at the Indian artifacts (and later at Ishi), the Tebtunis Papyri, the Attic vases, the French and English miniatures. Space did not allow for the display of the laces, silks, jewelry, or manuscripts.

By 1914 Mrs. Hearst's gifts to the university were so numerous that Victor Henderson, Secretary of the Regents and Land Agent, wrote in the *University of California Chronicle*:

Including what Mrs. Hearst has given for building and for the museum, this one good citizen has from her private purse expended more than the vast, populous, and wealthy state of California has given to the University for buildings, permanent or temporary, in the fifty years since California chartered its State University.⁹

Three ladies—each Blue and Gold.

ENDNOTES

- 1 *Annual Report of the Secretary to the Board of Regents of the University of California for the Year ending June 30, 1899* (Sacramento, 1899), 71.
- 2 *Daily Californian*, October 13, 1902, 1.
- 3 *Annual Report of the President of the University 1923/24* (Berkeley, 1924), 265.
- 4 *Biennial Report of the President of the University on Behalf of the Regents to his Excellency the Governor of the State 1898-1900* (Berkeley, 1900), 104.
- 5 "\$10,000 for the erection of the Sather Memorial Gateway and Bridge at the Telegraph-avenue entrance to the campus." *Biennial Report of the President of the University on behalf of the Regents to his Excellency the Governor of the State 1900-1902* (Berkeley, 1902), 137.
- 6 Jane K. Sather to Victor Henderson, February 1, 1910, Regents' records, CU-1, 53:18. University Archives, University of California, Berkeley.
- 7 Jane K. Sather to Victor Henderson, December 13, 1910, *ibid.*
- 8 *Annual Report of the Secretary to the Board of Regents of the University of California for the Year ending June 30, 1892* (Sacramento, 1892), 32.
- 9 *University of California Chronicle*, 16 (July 1914), 314.

May Treat Morrison (1858-1939)

A graduate of the class of 1878, May Treat Morrison was commencement speaker at her graduation ceremonies and one of Berkeley's first alumnae. She maintained a lifelong interest in her alma mater and was active in many women's organizations, such as the American Association of University Women, which she presided over from 1911 to 1914. After her husband's death in 1921 she gave his personal library of 15,000 volumes to the university, along with elegant furnishings, to create the Alexander F. Morrison Reading Room in Doe Library. Through her will, Morrison established professorships in history and municipal law at Berkeley as a memorial to her husband, and provided funds that were later used to construct the Morrison Memorial Music Building, which was dedicated in her honor in 1958.



Hearst Hall first saw the light of day in the autumn of 1900, when Mrs. Hearst came to spend the winter in Berkeley that she might be in touch with the great institution she has so generously befriended. No home proved adequate for her hospitality and the immediate erection of the spacious reception hall as an addition to her residence was the result. When completed the building, with its quaint Spanish architecture, its generous proportions, and rare tapestries, was witness to a stated round of entertainments—receptions, concerts and dinners, at which, with her rare charm, Mrs. Hearst welcomed her student guests.

When her Berkeley stay for that season was over, Mrs. Hearst gave the building she had erected for her hall of reception, to the women students of the University of California, bearing herself all the expenses of its removal to the Hillegas Tract, the slight alterations necessitated by its new site, and the entire refurnishing for its new purposes. Her generosity did not cease here. The upper floor was equipped as a Women's Gymnasium making it the handsomest of its kind in the United States. To the left was added a large wing containing nearly 300 baths, and to the right a splendid basket-ball court. Here the home team practice, and matches with visiting cohorts are held.

In one corner of the lower floor of Hearst Hall a little study room has

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been equipped with writing paper and tables, and here the girls write letters, wise or otherwise. It is supposedly a realm of silence—vain supposition where co-eds assemble! The silence is made still more audible by the thud of thundering rubber-soled feet above, and the unending tales the girls tell a phone in the corner.

By eleven o'clock, each morning, the big kitchen in the rear begins to fill with noise and co-eds. The clatter of spoons and tongues announces the preparation of the Tribes' lunches. Here Greeckess meets Greeckess over the sancepan and the virtues and vices of opposing candidates are "fricasseed" amid the interruptions of a "panoche" recipe on the part of some hair-brained Freshie who, as yet, is more interested in candy than in handsome class presidents.

In a corner of the large living room, a flower decked table announces a luncheon in honor of the birthday of some popular co-ed, or favored visitor to the Hall. Many are the pretexts for spreads, and if the *pretext* fails to materialize the spread does not.

Upstairs the spacious Gym has been witness to many a noted lecturer or musician, and welcomed many a Freshman Class. The history of its dances alone would prove voluminous. First and unchronicled are the programmeless, manless dances, two or three numbered, which occasionally fill in the few minutes between dish washing and a one o'clock recitation. Then there are the "Dove Dances" where co-eds are Eds and experience the joy of choosing partners and the later woes of searching for the same and steering them when found through the circling flock of Doves. It is a far cry from the stately minuet to the rollicking two-step of a class dance, but Hearst Hall has witnessed all of these, and has also filled the hiatus. It was here that President Wheeler entertained our Legislative Solons after he and the rooters had taught them things "For the Sake of California."

Thus Hearst Hall has been the setting for everything from the pulling of candy to the pulling of political wires. The chords of its great heart have vibrated to every sound from an "oski wow" to the softest strains of Henry Holmes' violin—its floors responded to rubber sole and satin slipper.

How infinite have been its uses none but the women students can know. Hearst Hall stands for so much in the life of the College girls of today that it is hard to imagine the tealess, hammockless life of our predecessors in bleak old North Hall. No lonely girl can long be homesick under the bright, cheery influence of its warm-hearted little guardian, Mrs. White, who presides over the life of the girls in this College home.

One cannot leave Hearst Hall, nay, one cannot enter, without leaving on its threshold upon departure a fragrant bouquet of grateful memories for its generous donor, our fairy godmother, Mrs. Hearst.

“THE WANT MOST KEENLY FELT”

UNIVERSITY YWCA, THE EARLY YEARS

Dorothy Thelen Clemens

IT WAS IN THE EARLY WEEKS of 1889 that a number of undergraduate women met in Professor Howison's North Hall office. There they talked of university life, and lacks, for themselves and the other women students—forty-three in total—on Berkeley's still-raw campus. It was a desire for “helpful spiritual and social relations” that had drawn these seventeen women together. They decided that Bible study was “the line of work which will satisfy the want most keenly felt.”¹ From this need and their organizational skills the University YWCA was born on March 10, 1889.

Following its founding, the fledgling YWCA used the “Ladies Room” of North Hall as headquarters. Remembered as a room where one could take refuge to study or eat, there were “couches where you could lie down if you wanted...comfortable chairs...lockers for rent for a small fee..., quite a gathering place for the co-eds and very much used.”²

For nearly forty years Bible study and missionary concerns remained the focus of programming in the YWCA; together with the student YMCA, elaborate schedules of these courses were organized. Leaders came from faculty and Berkeley churches, as well as students well-trained for that role. Social times together were very much a part of YW life as



University of California women enjoying the seascape at the 1907 YWCA student conference, Capitola, California. *Courtesy of University YWCA Archives.*

well, as the student body swelled to 805 undergraduates in 1895, of whom 250 were women.

By that date, the "Ladies Room" was memory. In January 1893, Stiles Hall, a gift from Mrs. Ann Stiles, was dedicated to "the religious and social uses of the university without distinction of creed."³ The YM and YW were central occupants, along with a number of other student groups, of the new building at Allston Way and Dana Street; the upstairs auditorium was even used as a university lecture hall for a good many years. There was a "cozy corner"—a home for the young ladies over which they had exclusive control.

Extending the warmth and richness of their YW experience to new students was the next step. Within months of the March 1889 founding the young ladies joined their YM classmates to give a reception to new students. This joint reception immediately took its place as part of the university's August calendar, along with separate welcoming events given by each association. For, although the YW members felt quite secure, they also wanted to make it clear that the "Young Women's Christian Association is independent of the Young Men's in all matters of administration."⁴

A variety of student services was initiated by the Christian associations. For years YW women met trains arriving in Berkeley, escorting new students to Stiles Hall, where baggage could be left while the search for housing began. Even more significant was the list of "Private Board and Lodgings for Ladies or Gentlemen" maintained at Stiles Hall in those pre-Housing Bureau days. Similarly, the faculty-initiated "Student Aid Society," established to help students find part-time jobs, came to Stiles in 1898. Assistance both with housing and employment became a significant part of Edith Brownsill's responsibilities when she became the YW's general secretary in 1899.

Just as the Christian associations worked to ease student life on campus, they also began to look for an opportunity to take their enthusiasm for service into the wider community. During the 1894-95 year a boys' club was organized in West Berkeley; the next year girls' clubs were added. By 1898-99 the YW had "for its immediate object the establishment of a college Settlement in West Berkeley. It rents a house on Fifth and University Avenue, supported by private subscription and maintains three clubs of girls. Through personal friendship the students seek to inspire the girls with a loftier womanhood and a deeper spiritual life. We have a firm footing and our chief needs are funds and workers."⁵

By August 1897 a remarkable gathering of energetic, talented, willing, and faithful women had coalesced at Stiles Hall. These undergraduate women added organizational sophistication to their predecessors' energy and "Christian Purpose." Moreover, a "critical mass" of women now claimed the university as their own. In 1895-96, 39 percent of undergraduates were women; in 1900-01 that number had soared to 951 women, 46 percent. Although this percentage remained the highpoint until the days of World War I, absolute numbers of women continued to increase.⁶ Over the next few years, a student cabinet would be added to officers and committees; the advisory board was established in 1902. In 1909, under leadership of Dr. Edith Brownsill, (M.D. '04), the alumnae were formally organized. The undergraduate women had employed Mary Bently as their first full-time general secretary in 1902. The students continued full financial responsibility for both this position and the program, aided, it is true, by loyal alumnae until 1909, when the advisory board assumed the major fund-raising job; student fund drives continued to occupy many weeks on students' calendars into the early 1960s.

It may not have been called "leadership training" or "mentoring" in those early days, but development of leadership and organizational skills have always been central to YWCA philosophy. In the earliest years of the Berkeley YWCA, inspiration came from traveling YWCA college secretaries and by undergraduate attendance at regional YWCA conferences. From a slender beginning at Mills College and Inverness, the YW Pacific Coast Conferences

at Capitola, initially organized to a large extent by University of California women and warmly supported financially by Mrs. Phoebe Hearst, had grown to 400 attendees by 1911. The Capitola Hotel was wonderful, but had limitations of space and scheduling. In 1912, Mrs. Hearst invited the entire conference to meet at her Pleasanton home, "Hacienda," supplying everything from tents to rubber boots. Meanwhile, several national YW secretaries were exploring the Monterey peninsula with representatives of the Pacific Improvement Company. In 1913, the company deeded thirty acres to the YWCA. Again, Mrs. Hearst's generosity helped make things happen by providing backing for the YWCA's construction needs at Asilomar. For more than forty years, Asilomar would be a beloved experience and place for generations of YWCA members and many other youth groups as well. In 1956 Asilomar was sold to the state of California. Today's visitor to these sandy shores will remember the YWCA through the very name "Asilomar," coined by a Stanford YW student, as well as through the much admired buildings designed by Julia Morgan, architect for numerous YWCAs throughout the West.



Executive secretary Lillie Margaret Sherman on the front porch of the YWCA Cottage, early 1930s. University YWCA Archives.

For the Berkeley YWCA, post-Asilomar days of 1913 ushered in a decades-long, creative period as Miss Lillie Margaret Sherman '09, climbed those Stiles Hall stairs as general secretary. She brought "her wonderful, friendly spirit, her contagious sense of humor, her sympathetic understanding and selfless devotion to the YWCA."⁷ The YW began that university year with a bang: a two-day open house for freshman women, 1500 program brochures sent out, a day-long rally, lots of committee work. Classes were offered in Bible study, mission study, social service work. Undergirding all were the personal relationships with Lillie Margaret, along with the inspiration she drew from her Christian core and transmitted to all.

The freshman breakfast was an introduction to a new form of programming; first freshman groups and soon an entire class commission system developed as one of the principal program streams. The girls elected their own officers and assisted in planning their meetings. Each commission was, in effect, a well-organized YWCA mini-group.

Meanwhile, as World War I came closer to engulfing America, emphases within the YWCA changed. Quite purposefully, in 1915, the associations had brought together the "Council of Churches and Christian Associations for the University of California," and with that the impressive schedule of religious education classes passed into the work of local churches. Lillie Margaret continued with a few Bible classes, one of which laid out the welcome mat especially for Asian girls. Missionary classes evolved into area studies and language tables. Student vice-president Ella Barrows began a small foreign student group. In 1919 Henrietta Thompson was called to the new position of secretary of the YW's "Foreign Foyer." In those pre-International House days the Foyer provided a center of social and organiza-

tional life for both students new to this country and for second- and third- generation minority students as well.

When America entered World War I, the campus went on full wartime alert. The university administration planned numerous rallies, and offered campus facilities to the War Department. The girls knit; they knit in class, in meetings, and knitting even became a class for YW freshman women. Results of the knitting may have been somewhat dubious, but the regents' offer of space sent the YWCA for the first time off-campus, to a tiny "shack" a block away. The YW returned to Stiles briefly, but by then the women were watching construction of their new home at the corner of Allston Way and Union Street. Designed by Julia Morgan and partially financed by the National YWCA, the Cottage was inspired by the "hostess houses" built by the National YWCA for families of the military. Berkeley's building was simple and hospitable and met the dreams of those peripatetic YW women for "fireplaces and wicker furniture—a fire, chatty groups of girls, chintz, Japanese lanterns, greens and flowers."⁸

People, program, place—a set of constructs with which to follow the YWCA through the next decades. We will trace briefly the social history that unfolds, as reflected in YW programs; programs which also included those wants "most keenly felt": friendship, leadership development, inspiration, and group life.

The National YWCA supported the Foreign Foyer secretary until 1924. Then, after some discussion as to how best to continue this fine program, the advisory board and cabinet "voted to include the work of other countries as a part of our own YWCA and from this time on to try to think of ourselves in a new way—not as an American YWCA and a foreign students Foyer as separate organizations but as a thoroughgoing international Student Association."⁹ "Foreign student" now became "international student." The wonderfully festive International Banquet continued well into the sixties; international-related programs remain a strong component of YW program. At the same time that YWCA vision was expanding internationally, it also focused closer to home with recognition that some form of group life should be offered to the Negro women who were beginning to enroll at the university. The YW's cafeteria "The Golden Lantern" offered a friendly spot for coffee and donuts and a place to chat, remembered Ida Jackson '22. The Foreign Foyer had invited both black and Asian-born American women to join that group. By the mid-twenties staff and students were thinking of more creative ways to include Negro women in YW activities. Following the group-based YW philosophy, the students themselves were asked; they discussed and decided that what was needed were interracial groups that would take their place within the regular organization of YWCA student life; these groups would also come to provide a pathway into other YWCA program areas.

During the 1920s the Girl Reserves, the National YWCA program for teen-age girls, grew in Berkeley from a few college women volunteering to lead a few Berkeley High School groups, to a separate department within the YW, with staff members employed to work with both junior and senior high school girls and their college leaders. Interestingly, just as the Foreign Foyer program had led the way for the University YW out of Stiles into the Cottage, so would the Girl Reserve program become the nucleus of the Berkeley Community YWCA when it grew out of the Cottage in 1940.

Community Service Department work continued, as it had since the days of the West Berkeley Settlement project, always attracting a corps of loyal students. As is reflected in some oral histories of the Prytanean Society (a women students' association), preoccupation of the twenties was with child welfare and community organizations, and YW women spent both term-time and summers as volunteers at settlement houses and day nurseries.¹⁰

Lillie Margaret summed up the twenties: "We have been breaking down barriers between race and race and nation and nation...We have answered the call of community centers...the life in this building has seen the birth and growth of a live Girl Reserve Department...We have become a part of the Community Chest of Berkeley...We are a community agency as well as a University one."¹¹



YWCA advisory board member Mrs. Peddar serves tea and cookies to students at the "Nosebag Club," part of the YWCA's offerings during the depression years of the 1930s. *University YWCA Archives.*

The thirties brought, first of all, the Depression; economic stresses hit students as well as workers. The "Clothes Closet" was inaugurated by the international student group; profits went into the international students' loan fund. A delightful development of those harried years was the "Nosebag Club." Board members and an intrepid group of friends provided tea, cookies, and warmth of spirit to coeds who brought their lunches from home and found a cheerful spot in which to eat and visit.

By the mid-1930s an awareness of the blunt housing discrimination facing some students in the campus area became a very great concern of the YW and YM. In 1937 the YW circulated a petition against racial discrimination in campus boarding houses, asking students to pledge themselves not to seek housing accommodations at places where students of all races were not accepted. In 1938 a joint YM-YW "Race Relations" group was formed, staffed by YM General Secretary Harry Kingman. The YM-YW "Race Relations" group continued its learning, discussion, and action well into the fifties. By then the university housing office had been established; the Associated Students and Ys worked together on the Fair Bear Housing campaign.

Beginning in 1931 student radical groups were active in the campus area. Their political and ideological protests against American society were vocal and stirred up reaction (particularly from the broader community), and interest (primarily from the students). Out of campus efforts to deal with the situation came Rule 17 which limited the use of univer-

sity facilities for political expression; out of the YW's concern for freedom of assembly came a rethinking of rental policies and procedures. Thus the Ys became centers of hospitality to off-campus groups and their ideas. Providing this open platform, always within guidelines of the rental policy, at times brought pressures and upsets with community officials and funding agencies as well as with campus administration. It was touchy, well into the sixties, to provide leftist groups and campus "radicals" with a platform. In 1946, for example, both Lillie Margaret Sherman of the YW and Harry Kingman of the YM were called to testify before the "Tenney Committee."¹²

In March 1939 there were many gala gatherings in the welcoming rooms of the Cottage as the YWCA celebrated its golden jubilee. Within broad continuities of program and ways of work, change was also present. That was apparent when, in 1941, Lillie Margaret resigned the general secretary position to be succeeded by her friend and YWCA Associate Secretary Leila Anderson, who had staffed the International Department since 1936. Lillie Margaret became staff for the Community Service Department. Declaration of war in December 1941 expanded not only YW offerings such as Red Cross classes and a community defense group but also emphases; students volunteering in community groups received special training in work with children in times of stress.

Executive Order 9066 struck deeply into the YW; there were Japanese women in programs and on the advisory board. YW students found an active role at the Berkeley First Congregational Church's "registration and assembly point" when Berkeley's Japanese American residents were interned in October and November 1942. First Congregational Church's Sunday school and the YW combined to organize child care as parents went through agonizing paperwork and long periods of waiting for whatever came next.



In 1947 YWCA women celebrated Christmas at the "Twice Ten-Penny" supper in the YWCA auditorium. *University YWCA Archives.*



Women students of the 1940s display the Community Chest red feather flag on the steps of the YWCA Cottage. The Julia Morgan-designed Cottage at the corner of Allston Way and Union Street was home to the student YWCA from 1920 to 1958. *University YWCA Archives*.

The campus went onto a year-round class schedule, with the confusing result that there could be two YW "annual dinners" within only a few months of each other. Service men arrived, and the Saturday night "Cal Canteens" were opened. Scarcity of farm laborers created an emergency and Harvest Work camps were born. Asilomar was leased to the federal government, so "Asilomar" was held elsewhere for the duration. Wartime found a campus of women; from 11,180 men in pre-war days there were only 4,274 in 1944-45. This was not the way they would have chosen, but it was a time of opportunities for women. "Almost all activities of student life were sustained in one form or another. When male leadership was unavailable, women students bravely took over...To their surprise and disappointment, men returning to the campus found things operating very well, thank you, and coeds have not at any time since relinquished their right to hold any job for which they are qualified."¹³

Postwar days found program offerings continuing strong. Groups concerned with economics, public affairs and political issues met regularly. These years also saw a noticeable increase in men around the Cottage, as married couples ate together in the Golden Lantern or enjoyed "Nosebag" teas. Packing parties began, mailing clothing to Europe. Housing was found and made ready for returning Japanese. Student displaced persons were aided.

In 1947 Leila Anderson was called to become the National YWCA's student secretary. Lillie Margaret Sherman resumed her former position on an interim basis. In 1949 Anne Kern became executive director, a position she had also held at the UCLA YWCA. Anne, with her welcoming smile and encouraging support remained at the YW until 1972, and guided

program and people not only into expanded areas of work but also, in 1959, into a new home. One of the many strengths Anne Kern brought to the Cottage was an established and warm working relationship with the staff at Stiles Hall, gained from meetings of regional YM-YW staff. Policies and ways of work did differ between the two Ys, and constant coordination on staff and student levels was required. However, the women agreed, their objectives were more similar than different and some programs were infinitely stronger for being planned and presented jointly. The Model Senate and "You and the Twentieth Century," and especially Cal 1A, nurtured leadership and cooperation between the two associations.

Cal 1A began modestly, with a post-football game supper program at the Cottage, as the two associations reincarnated their joint freshman orientation program of old Stiles Hall days. By 1952 this new orientation program was firmly established and had grown to a three-day conference at Camp Tolowa in the Santa Cruz mountains. New and transfer students joined Y and faculty leaders for volleyball, songs, talks, and small discussion groups. Cal 1A went full steam through autumn 1960. With the inception of the university's dorm-based orientation program came many searching discussions before the associations concluded that organization of large-scale freshman orientation had best join the list of Y programs that over the decades have been "walked across the street" into the hands of university administration.

Part of the campus legacy of World War II returned with the Korean War. As in the '40s it was not unusual in the '50s to have YW members marry mid-term as their servicemen fiancés received overseas orders. Additionally, on campus a significant number of men and women were balancing studies, marriage, and money. In 1949 a group called "Planning for Marriage" had started. In 1950 the program expanded to include the subject of women in professions, and in 1953 "The Role of Women" was added to the schedule.

Constantly present and yet always responding to new situations was the Community Service Department which still continues semester in, semester out, to attract volunteers. Students of the fifties were much interested in community welfare activities; some students had a profession in mind but students also held a strong conviction that such interest and participation were part of responsible community membership. The department offered many training and skills classes to the students, and also played a valuable role in interpreting student volunteer strengths and scheduling difficulties to local agencies.

In the early part of this decade the university loyalty oath controversy affected the student cabinet deeply. After much discussion a series of letters was sent to the regents, campus administrators and California government officials. It is easy to forget, four decades later, that such an action by students was considered by many tantamount to supporting communism. The Social Concerns committee continued to work on housing discrimination issues. Quiet in comparison to student generations yet to come these women of the fifties may have been, but they were determined to know what was happening, to get facts and understanding, as they planned for the time when they would walk through Julia Morgan's glass doors into life beyond classes.

In the background of student programming, the advisory board was preparing and raising funds for the inevitable move and new building mandated by the university's expansion needs. The move, first to temporary quarters in a huge old building east of the YW's new lot at the corner of Bancroft Way and Bowditch, took place in May 1958. But first came the groundbreaking. There was a phalanx of spades and spaders, including Mrs. J. T. Richards who, in 1889, was one of the seventeen women who had brought the University YWCA into being.

The new YWCA building, designed by Joseph Esherick, was dedicated on March 22, 1959. Program and wicker furniture moved from Cottage to "Barn" and finally into the new

building, with continuity from the past and excitement and challenge looking into the future. Little could the women imagine, as students, staff, board, and friends joined in singing the university hymn that March day, what the coming decades would hold. Looking back forty years later, predictive value can be wrung from one board member's comment about the "great and resounding" noise of the auditorium. For that first year in the new building would usher in the "sound and fury" of the sixties—and campus life would never be the same again.

ENDNOTES

The material in this article is drawn from the centennial history of the University YWCA, *Standing Ground and Starting Point*, by Dorothy Thelen Clemens, published by the University YWCA in 1990. The abbreviation "YWA" refers to materials in the YWCA archives, 2600 Bancroft Way, Berkeley.

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- 3 William Carey Jones, *Illustrated History of the University of California* (San Francisco: Frank H. Dukessmith, 1895), 306.
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- 8 YWCA *Association Record*, November 25, 1918. YWA.
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- 10 *The Twenties: Remembrances of A Decade. Prytanean Oral History*, Vol. 2, 1921-30 (Berkeley: Prytanean Alumnae, Inc., 1977).
- 11 Lillie Margaret Sherman, "Fifteen years in a student association," General Secretary's report for 1928. YWA.
- 12 Lillie Margaret Sherman quoted in the *Berkeley Daily Gazette*, September 25, 1946. Formal name for the "Tenney Committee" was the California Legislative Investigating Committee on Un-American Activities.
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Anna Head (1857-1932)

A graduate of the class of 1879, Anna Head was one of twenty-three women graduates in a class of 177 and spoke at commencement ceremonies in Harmon Gymnasium. After graduation, she studied and traveled abroad, spending much of her time in Greece, where her love of classics was solidified. In fall 1887 she opened a school for girls in Berkeley, on the corner of Channing Way and Dana Street. She much admired the English and German educational systems, adapting them to the needs of her students. Source knowledge of the classics, languages, and the scientific method became the crux of her curriculum. Her expertise ranged from English, Latin, Greek, and the history of art to psychology and zoology. In 1894 the school moved to a new facility at Channing Way and Bowditch Street, now occupied by the Survey Research Center.

Milicent Washburn Shinn (1858-1940)

A graduate, Phi Beta Kappa, of the class of 1880, Milicent Shinn was the first woman to be awarded the Ph.D. at Berkeley (in 1898), in the new field of child study. Her thesis was expanded into *Notes on the Development of the Child*, one of the first publications of the University of California Press. She served as editor of the *Overland Monthly* during the years 1883-1894. She wrote an article for *The Century*, in 1895, "The Marriage Rate of College Women," analyzing national data on the high rate of spinsterhood among early women college and university graduates, and commented on the probable reasons, which she knew firsthand as she never married. She was a school teacher, writer, and editor, and lived her last forty years quietly on the family ranch at Niles, California.

Lillian Moller Gilbreth (1878-1972)

A graduate of the class of 1900, Lillian Moller Gilbreth was an engineer, household efficiency expert, industrial psychologist, and pioneer management consultant. Head of Gilbreth Laboratories following her husband's death in 1924, Gilbreth held a professorship of management at Purdue University from 1935 to 1948. She received numerous awards, including the National Institute of Social Sciences Gold Medal for "distinguished service to humanity," and the Washington Award for outstanding contributions to engineering and scientific management. When Berkeley honored her as its Alumna of the Year in 1954, chairman of the selection committee George Tenney stated that, "Dr. Gilbreth is undoubtedly the world's greatest woman engineer. In a field normally considered for 'men only,' she has made contributions that will continue to be a permanent part of our lives in the office, in the home, and in industry...it is difficult to conceive that there could be another Lillian Gilbreth in a thousand years."

A GYM OF THEIR OWN

WOMEN, SPORTS, AND PHYSICAL CULTURE¹ AT THE BERKELEY CAMPUS, 1876-1976

Roberta J. Park

THE FIRST ISSUE of the *Blue and Gold* was published in 1874, when the University of California completed its first year in the “tiny and distant settlement” of Berkeley.² By 1876, three hundred and five students were enrolled, forty-five of whom were “ladies.”³ That fall the *Besom*, a student newspaper intended to alternate with the weekly *Berkeleyan*, included in its September 22 edition the following notation: “We are glad to hear that members of the Y.L.C. [Young Ladies Club] are going to obtain a foot-ball and engage in that healthful and invigorating sport.”⁴ Two months later, amongst repeated pleas for a gymnasium,⁵ the *Besom* made another of its very few comments about women:

Is there not some spare room in either South or North Hall, where the young ladies could be permitted, after the daily recitations, to pursue a course of Calisthenic or Gymnastic exercises?...They would then have as much appetite for their dinners as their brothers, and their brains would be consequently invigorated for their wearisome evening studies.⁶

Thanks to the generosity of Mr. A. K. P. Harmon, a “neat and substantial structure” became available early in 1879. According to the 1880 *Blue and Gold*, young women were using the new gymnasium on Wednesday and Friday afternoons.⁷



1899 Basketball team. *University Archives*.

"Young Ladies," Sports, and Physical Culture, 1876-1914

If the Young Ladies Club actually did obtain a "foot-ball" it is unlikely that they engaged in any spirited contest. For one thing, the rather nondescript soccer-like game of the 1870s called for teams of twenty.⁸ Far more inhibiting would have been prevailing beliefs which held that athletic sports were far too physically and emotionally demanding for the delicate female constitution.⁹ Different attitudes were emerging regarding physical education. In 1866, Vassar College announced the opening of a Calisthenium "placed under the direction of an experienced and successful lady instructor."¹⁰ When Wellesley College opened in 1874, calisthenics and genteel sports like tennis and boating were required. The purpose of these programs, and those that followed, was health and personal development not competition—and certainly not public display.

In the 1870s intercollegiate athletics had not yet attained a wide following. Although the University of California male students held their first Field Day on May 3, 1879, during the 1880s "interclass" not intercollegiate contests in baseball and other sports were the norm, with occasional games against local clubs, small colleges, and high schools.¹¹ Following the lead of eastern institutions like Harvard, Yale, and Princeton, by the 1890s elaborate and well-publicized contests for men in rowing, track, baseball, and especially football were fast becoming an integral part of the American college scene.¹² The December 17, 1892 California-Stanford University football game (played according to the evolving eleven-man rules) initiated a new era for Berkeley's male students.¹³ Female collegians, at Berkeley and elsewhere, would have to wait another eight decades for comparable opportunities.

This does not mean that "the fair sex" was wholly without opportunities for games-playing and other physical activities. When Vassar held its first Field Day on November 9, 1895 (track and basketball were featured) the *New York World* gave this novel event considerable coverage.¹⁴ For the most part, however, women's sports received scant attention. An article in *Cosmopolitan* in 1901 reflected prevailing sentiments. Although "the triumph of their class colors" might be "just as dear to them," young women were expected to exhibit decorum in their games. Nonetheless, within their secluded precincts they often were extremely enthusiastic.¹⁵



WAA Crew, Lake Merritt, 1923-1924. *Hearst Gymnasium Historical Collections, University of California.*



WAA Riflery Team, probably 1926–1927. *Hearst Gymnasium Historical Collections.*

The *Blue and Gold* reports that a Young Ladies' Tennis Club was organized in October 1891.¹⁶ They soon also had a boating and an archery club. It would be "basket-ball," the game invented in 1891 by James Naismith for young men at the Springfield, Massachusetts YMCA Training School, that became the most popular sport among college women. The game was introduced to students at nearby Smith College in 1892 by their young physical education instructor Senda Berenson, who modified the rules to make it less strenuous. Snatching the ball was prohibited; the court was divided into three equal parts; three players from each team were assigned (and confined) to each portion. These arrangements, Berenson maintained, eliminated undue physical exertion, encouraged team work, and did "away almost entirely with 'star' playing."¹⁷ That same year Walter Magee, instructor of physical culture at Berkeley, introduced basketball to University of California coeds, who met Miss Head's School in a contest on November 18.¹⁸

The first women's intercollegiate basketball game on the West Coast took place on April 4, 1896 when Cal met Stanford at San Francisco's Page Street Armory. The San Francisco Examiner devoted several columns to the contest, which was won by Stanford by a score of 2-1 and witnessed by 500 women. No male spectators were allowed! To prepare for the game, Berkeley had played against Miss Lake's School and Miss West's School.¹⁹ (During these early years the team was coached by Walter Magee and by Mrs. Genevra Magee.) In 1898, Berkeley defeated Mills College 13-2. When Stanford objected to playing indoors that contest was cancelled and a match with the University of Nevada was substituted.²⁰ Cal played both Mills and Nevada in 1899.²¹ According to the 1901 *Woman's Occident*, players were anticipating a game with Stockton High School and another with the University of Nevada. (The latter was cancelled when President Wheeler objected to the overnight trip to Reno.) Sports-minded young women also looked forward to the new tennis court that Mrs. Hearst had promised.²² Among members of the 1906 tennis team was Hazel Hotchkiss '09, who would capture the 1910 California State Tournament.²³ Paired with Helen Wills '27, Hazel Hotchkiss Wightman won the gold medal in women's doubles at the 1924 Olympics.²⁴



Hearst Hall, 1904. *University Archives.*

The 1901 *Woman's Occident*, dedicated to Phoebe Apperson Hearst "in heartfelt love and gratitude," noted with approval changes that had occurred since 1873. Whereas formerly the campus had been "a spot where women had to contest for standing room" they now engaged in their own debating, journalism, and musical organizations, and had their own "rooters club." Additionally, the Associated Women Students (AWS) had created Sports and Pastimes, an association intended to foster social interaction as well as athletic opportunities. Thanks to the beneficence of Mrs. Hearst they also finally had their own gymnasium—"a source of real pleasure."²⁵

At the turn of the century medical societies as well as educational organizations were urging colleges to make physical culture part of the curriculum.²⁶ President William T. Reid reflected prevailing sentiments when he stated in his 1882-84 *Biennial Report*: "that physical education is of grave importance is becoming recognized by some of the best colleges in the country...the gymnasium is rapidly assuming an importance almost, if not quite, coordinate with many other branches of education." The purpose of such a department, according to Reid and his contemporaries, was "not to make athletes, but to accompany the well balanced mental training...with an equally well balanced physical training." Consequently, the director should have "a thorough medical education."²⁷ In 1888 the board of regents appropriated \$3,000 for the establishment of a Department of Physical Culture. Dr. Frank H. Payne,²⁸ who was named director, gave advice on health and hygiene, examined each male student, and prescribed the "form and quality of exercise" he should take. Typically this was based upon one or more of the calisthenic and gymnastic systems then popular. The most highly regarded were: the Swedish (deemed the most scientifically informed and the best all-round exercise); the German (which included exercises on equipment such as the parallel bars); and the system devised by Dudley A. Sargent, M.D., Director of the Gymnasium at Harvard University.²⁹ Walter Magee was appointed to instruct the required daily men's exercise classes.

As early as 1889, a voluntary class for "young ladies wishing to share the same benefits" was offered by Mr. Magee on Wednesday and Friday afternoons.³⁰ Mrs. Geneva Magee, who would be named Associate in Physical Culture in 1896, participated and served as

chaperone. Not satisfied with their limited access to Harmon Gymnasium, 248 current and former students petitioned the board of regents in 1891:

A large number of young women in this University wish to take the course in physical culture, but are debarred by the want of a woman examiner [i.e. physician]. They thus suffer injustice, as members of the University, in being debarred from equal enjoyment of its advantage.³¹

The local chapter of the Association of Collegiate Alumnae gave the request its emphatic endorsement, setting forth reasons why such training was even more important for young women than it was for young men and urging the regents to appoint a woman physician in the same capacity as that of Dr. Payne. The Alumnae effort was headed by Milicent W. Shinn '80, Ph.D. '98, Emma Sutro Merritt, M.D. '81 and A.M. Vassar, and May L. Cheney '83.³²

As with so many things that accrued to the benefit of women students, Mrs. Hearst rose to the occasion. Thanks to her financial support, in 1891 Dr. Mary Bennett Ritter (who already was serving on a voluntary basis) was appointed as medical examiner. In her autobiography Ritter noted that she also kept regular hours in the gymnasium "where girls could consult me about their ills of body or 'hearts.'" The young women thereupon petitioned for additional access to Harmon Gymnasium. In 1893 ten hours a week were set aside for their exclusive use. Three years later Dr. Ritter was giving them lectures on hygiene, functions of the body, healthful activity, prevention of disease, and how to care for the injured.³³

Of the many contributions that Phoebe Apperson Hearst made to women of the University of California, none has been more extensive and enduring than those that have occurred in, and as a consequence of, Hearst Hall (which burned in 1922) and the Hearst Gymnasium for Women (a gift of her son William Randolph Hearst), which held its first classes in 1927. Together these have enriched the lives of tens of thousands of female students. In 1900 the *Daily Californian* announced that workmen were preparing Hearst Hall (which had been designed by Bernard Maybeck) for removal from its location adjacent to Mrs. Hearst's home on Channing Way to a site west of College Avenue that she had purchased. There it would be "remodelled to suit the purposes of a gymnasium" and fitted with the most



Class in Hearst Hall, ca. 1916. *University Archives*.



Tennis at Hearst Courts, 1920s.
Hearst Gymnasium Historical Collections.

up-to-date apparatus. A condition of the gift was that two years of physical education would be required of all first and second year women.³⁴ When Hearst Hall was formally dedicated on February 9, 1901, President Benjamin Ide Wheeler commented on its filling "the great need of a strictly women's building" and unveiled a plate inscribed: "Dedicated to the Women Students of the University by Ph[o]ebe Apperson Hearst."³⁵

From the late 1800s through the 1950s, a women's gymnasium was more than a place for regular and prescribed exercise. It was an important social center where a variety of sports, dance, and club organizations offered opportunities for young women to work together and develop leadership skills. At coeducational institutions, where men entered only on carefully defined occasions,³⁶ the gymnasium also was a quiet retreat. Hearst Hall contained lounges where students might have lunch or make a cup of tea and rooms where the AWS and other groups could hold meetings. A week after the dedication ceremony the AWS held a Cushion Tea (decorated cushions were sold) to raise funds for their Sports and

Pastimes Association. Bows and arrows for the Archery Club were purchased from the proceeds. Efforts also were made to raise funds for a boat house at Lake Merritt for the Girls' Boat Club.³⁷ An outdoor basketball court (another of Mrs. Hearst's gifts) adjacent to Hearst Hall was soon added. Surrounded by a high fence "to prevent anyone from witnessing the game from the outside," this was surfaced with the same type of crushed rock that had been used for the "girls" tennis court in "Co-ed Canyon." By early 1902 the freshmen and the sophomores had formed basketball teams; and it was expected that a combined junior-senior team would be forthcoming.³⁸

The initiation of a "requirement" and growing enrollments made it necessary to increase the teaching staff. In 1902 Della Place (who had completed the two-year Teacher's Course in Physical Culture in 1899) was added to the department. A few years later she would be joined by Mary Shafter, and folk dancing joined gymnastics in the required curriculum. In addition to various "interclass" matches, the Women's Basketball Club continued to arrange two or three "intercollegiate" games each season against local high schools, Mills College, and/or Stanford. In 1910 California defeated Stanford by a score of 13-9 at Hearst Court in a game that the *Daily Californian* described as notable for "brilliant individual play" but marred by repeated fouls by Berkeley players.³⁹

When the California women met Stanford for a series of fencing bouts on April 17, 1914 male students for the "first time in the local history of the sport" witnessed such competitions.⁴⁰ The basketball team now traveled to Reno, where it defeated the University of Nevada, then won its game with Mills College by a score of 29-9.⁴¹ In late fall 1914, the *Daily Californian* reported: "Women's Athletics to Have New Start." Each of the interclass crews was to be increased to fourteen members when larger boats arrived from the Yerba Buena training station. Interclass basketball practice would begin in early spring; swimming would

commence in the new pool; track would be featured at the women's Second Annual Field Day; and field hockey was to be added to the 1915 offerings.⁴²

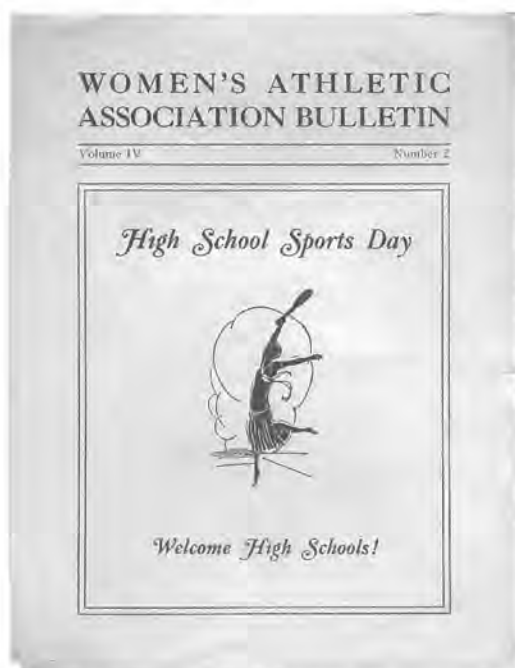
This "new start" and the addition of field hockey, a game that was popular in eastern women's colleges, was almost certainly a consequence of the restructuring of the Department of Physical Culture. When school opened in fall 1914, the single unit that had existed since 1889 had been replaced by separate departments for men and for women.⁴³ Maude Cleveland '09 was named Director of the Gymnasium and Assistant Professor in the newly created Department of Physical Education for Women. (Frank Kleeberger '08, M.A. '15, was named Director of the Department of Physical Education for Men.)⁴⁴ While a student, Cleveland had been a member of Kappa Alpha Theta, Mask and Dagger, the English Club, Prytanean Society, the *Blue and Gold* staff, the intercollegiate basketball team (three years), president of AWS, and general chairman of the Senior Ball. Upon graduation she served briefly as assistant to the dean of women before going on to study at Wellesley College (at the time the premier training school for female physical educators),⁴⁵ and to receive the M.A. from Stanford University.⁴⁶



Field Hockey Teams, ca. 1926-27. *Hearst Gymnasium Historical Collections.*

Joining Cleveland in the newly created women's department were Ruth Elliott (A.B. Smith College), Mabel Ingraham Otis, and Marjorie John Armour.⁴⁷ Each entering student was given a medical examination by infirmary staff and a physical examination by staff of the Department of Physical Education for Women. The purpose of these examinations was to obtain health information, record height, weight, lung capacity, etc., ascertain any postural deformities (e.g., scoliosis, pronated ankles), and, if appropriate, assign the individual to a special "corrective" class. Over the years the women's department and physicians from the infirmary (later Student Health Services, Cowell Hospital) cooperated closely in matters relating to the health of young women. By 1939-40, 2,413 entering students were examined; in 1945-46, the number was 2,707.⁴⁸

Vinnie Robinson '15 had informed fellow students at the fall 1914 meeting of the Associated Women Students that nine tennis courts and four outdoor basketball courts were nearing completion. To help raise money for equipment, Sports and Pastimes held a "Pencil Sale." The addition of an uncovered swimming pool surrounded by an eight foot fence (a gift of Mrs. Hearst and former Regent F. W. Dohrmann) made possible the further expansion of offerings.⁴⁹ All students who were not excused for medical reasons were required to demonstrate the ability to swim fifty yards. Additionally, greater numbers of upper



Hearst Gymnasium Historical Collections.

classwomen were electing physical education. By 1915-16, the addition of three other women brought the number of faculty to seven. The department now assisted with the annual Parthenia⁵⁰ pageant and taught folk and aesthetic dance to various other student organizations.⁵¹

1915-1960: The State Needs Teachers and A "Revision" of Women's Sports

Cleveland and her colleagues lost no time articulating their goals. Because health and "educational value" were the "necessary justification" for college sports these were to be aligned more closely with the department as well as the university infirmary. Although the day-to-day management of extracurricular sports would remain with the students, the department would furnish the "coaches" thereby ensuring that such qualities as honesty, loyalty, and cooperation—not "turning out winning teams"—would prevail. The block "C" was to be awarded for observation

of rules of health,⁵² "sportsman-like attitudes, participation in at least two sports, and success in making an interclass team." Contests with local colleges henceforth would emphasize class—not intercollegiate—competition.⁵³ Such arrangements, with moderate liberalization, would remain abiding values at Berkeley and at most institutions of higher learning until social changes of the 1960s produced Title IX of the 1972 Education Amendments Act, which dramatically altered women's college sports.

The new Department of Physical Education for Women also attended to other tasks. As colleges and public schools increasingly included physical education in the curriculum, the unrelenting demand for properly trained teachers increased. As early as 1890, Dr. Payne had informed President Horace Davis of a growing need for competent teachers of physical education and the importance of the state university in their preparation.⁵⁴ In 1897, the Academic Council approved the establishment of a two-year "Teacher's Course in Physical Culture" open to students of both sexes.⁵⁵ The need for qualified professionals increased as cities across the United States (Berkeley, Oakland, and San Francisco were among the first) began to establish municipal playgrounds. As part of its 1910 summer offerings Berkeley's Department of Education included courses in playground work.⁵⁶ Maude Cleveland noted in her 1915-16 report to the president that because students were requesting training in this specialty, as well as in the teaching of physical education and corrective work, appropriate courses were being added to the curriculum. By the 1920s, the men's and women's departments provided extensive summer session offerings that attracted public school teachers as well as undergraduate students. They also conducted a summer Demonstration School of Physical Education (later Children's Recreation Service) that enrolled local children.⁵⁷

A group major in "Physical Education and Hygiene" was initiated in 1914.⁵⁸ Although practical work (e.g., classes in gymnastics, dancing, pedagogy) remained segregated, upper division courses in subjects like physiology of exercise (taught by the Department of Physical Education for Men) and theory and practice of physical therapy (taught by the Department of Physical Education for Women) were open to qualified students of either sex. Honor

students might apply to do research in such allied units as psychology or zoology and/or specialize in "corrective gymnastics" at the Medical School's orthopedic clinic.⁵⁹ During the 1928-1930 biennium, seventy-one women completed the A.B. major and/or the Certificate of Completion for the State Teacher's Credential in Physical Education. In 1930, the master of arts degree in physical education was approved by the Graduate Council.⁶⁰

Among those faculty who had taken leaves of absence when the United States entered World War I was Maude Cleveland, who served with the Red Cross in France. As injured and maimed servicemen returned from the front, the need grew for "reconstruction aides" (a precursor to the physical therapist) who could be quickly trained in rehabilitative exercise. The Reconstruction Department of the United States Army urged physical educators, who were well-versed in Swedish gymnastics and "corrective" exercise, to help train women to meet the demand. By 1918, the Department of Physical Education for Women was participating in a university summer session program for training reconstruction aides.⁶¹

Cleveland did not return to the university following the armistice. As the campus grew, the program that had been initiated during her tenure was extended under the directorship of Ruth Elliott. In the early morning hours of June 20, 1922, a fire of undetermined origins burned Hearst Hall to the ground. All records and equipment were lost as were costumes and scenery used in the annual Partheneia.⁶² Dean of Women Lucy Ward Stebbins immediately contacted Ruth Elliott expressing her desire to ensure that the women students who had been displaced would be cared for both temporarily and in the future.⁶³ Upon learning of the loss, William Randolph Hearst telegraphed President David P. Barrows indicating his intention to build a fireproof structure to replace the gymnasium "given by my mother for the benefit of the girl undergraduates." Dean Stebbins sent the president a list of suggestions that she and Elliott had prepared in which she stipulated: "No service is suggested in the new Hearst Hall which has not been developed in the old building, although...we hope to have a better provision for these services."⁶⁴

Bernard Maybeck, the architect Mr. Hearst had selected, was interested in designing a monumental and aesthetically pleasing building, not a utilitarian gymnasium. Both Barrows and his successor William W. Campbell, who had assumed the presidency in July 1923, expressed objections to the sketches Maybeck submitted. Campbell's particular displeasure was clear when he informed Maybeck:

I have examined the blue prints very carefully, I have shown them to the representatives of the women connected with the University and to the Grounds and Buildings and the Finance Committees of the Board of Regents. All of these persons have commented unfavorably as to their meeting the requirements of the situation.⁶⁵

President Campbell asked Regent Mortimer Fleishhacker to intercede to help ensure that adequate provision would be made for the 4,000 or 5,000 young women who needed a building dedicated to their "athletic and social" needs. He also wrote to Hearst expressing his distress with Maybeck's sketches, stating: "I feel confident that your mother's ambition for Hearst Hall was to make it of utmost possible usefulness to the University women."⁶⁶ The depth of Campbell's displeasure is evident in a "memorandum" he drafted following a November 16, 1923 conference with Hearst in New York. The two had concluded that Julia Morgan '94 (and École des Beaux-Arts) should be engaged "as the architect for the interior plans." If these arrangements should prove unworkable, Campbell continued, "it would be our duty to relieve Mr. Maybeck in favor of another architect." Following the meeting Campbell informed Dean Walter M. Hart that Mr. Hearst had pledged \$350,000, and hoped to pay \$500,000, for a building that would meet the women's requirements.⁶⁷

During the 1921-22 academic year, the Department of Physical Education for Women had taught 8,120 students (4,216 in "required" courses; 3,904 in "elective" courses). Following the destruction of Hearst Hall, the faculty adjusted the 1922-23 curriculum to emphasize outdoor activities that could be carried on at the pool, tennis courts, and playing fields. A fenced outdoor dancing platform was built as were some hastily constructed wooden "shacks" that served as offices and dressing rooms. With dogged determination in spite of these hardships, the faculty also continued an extensive extracurricular program. When construction of the new gymnasium came to an impasse Campbell wired Hearst expressing concern that twenty months had elapsed since Hearst Hall had burned.⁶⁸ It was with considerable relief that Dean Hart wrote to Julia Morgan in March 1924 expressing his "great personal satisfaction that you are to collaborate in the planning of this important University building."⁶⁹ Morgan, thereupon, lost no time contacting Miss Elliott and Dean Stebbins.⁷⁰

By spring 1925, Hearst expressed his pleasure that the building was finally under construction.⁷¹ Faculty from engineering and other departments lent their expertise; the women students raised \$600; and the regents appropriated more than \$15,000 for the purchase of up-to-date gymnasium equipment. In late 1926 the department moved into its new facility, appropriately described as the finest such structure in the United States. In addition to spacious rooms for dance, indoor basketball, gymnastic exercises, and other physical activities, Phoebe A. Hearst Gymnasium for Women (the name that was ultimately chosen) included a thirty-three yard outdoor Italian marble pool where a variety of aquatics classes and activities could be held.

On the day preceding the April 8, 1927 dedication, Parthenia gave its annual performance, "Wings of Ranana"; the freshman men's baseball team held the first of its three-game series against Stanford; and the opening performance of "The Trojan Women" was held at the Greek Theatre. The dedication ceremony the next evening began with music by the California Glee Club. Following a brief address by President Campbell and remarks by Mr. Hearst, ASUC Vice-President Miriam Collins accepted "in behalf of the women students of the present and future generations." Violet Marshall (who had become director when Ruth Elliott



North Pool at Hearst Gymnasium nearing completion. *Hearst Gymnasium Historical Collections.*



One of the famous "Hearst Urns" during construction. University Archives.

left to pursue doctoral studies at Columbia University) commented upon the work the Department of Physical Education for Women now would commence.⁷² Students were enthralled with their new building; and doubtless many were ecstatic that the heavy black gymnasium bloomer suit that had been obligatory attire was to be replaced with a light beige blouse of cotton broadcloth and a "knicker" of brown fabric.⁷³

In 1926 Sports and Pastimes had become the Women's Athletic Association (WAA) of the Associated Students of the University of California. That same year Triangle Sports Day (a semiannual gathering involving Berkeley, Stanford, and Mills College) was initiated on an "interclass-intercollegiate" basis. With no gymnasium, the WAA featured activities such as field hockey, swimming, life saving, tennis, basketball, Crop & Saddle (riding), canoeing, and rifle practice.⁷⁴ With the exception of riflery (coached by Lt. Manning) all the "coaches" were members of the women's department.⁷⁵

As soon as the new building was finished, fencing was resumed and golf, badminton, various types of dance (e.g., folk, modern, clog), exercise (both individual and general), tumbling, water safety instructor training, and much more were included in the required class curriculum. Every effort was made to ensure the experience was pleasurable, but never at the expense of "regular and sequenced instruction." As it was deemed important to instill "habits of exercise" and teach women a range of skills they could use in their free time, most of the classes were at the beginning and intermediate levels. (If an individual already possessed skills better than the level of the class she sought to enter she was directed to a more advanced class or to the WAA "interclass" program.) In addition to their academic courses, physical education majors who intended to pursue teaching as a career were expected to be (or become) proficient in aquatics, team sports, individual sports, dance, and gymnastics, and to demonstrate advanced skills in at least one area.⁷⁶ Upon completing the A.B. degree, such individuals typically applied to the School of Education's fifth year program leading to the teaching credential.

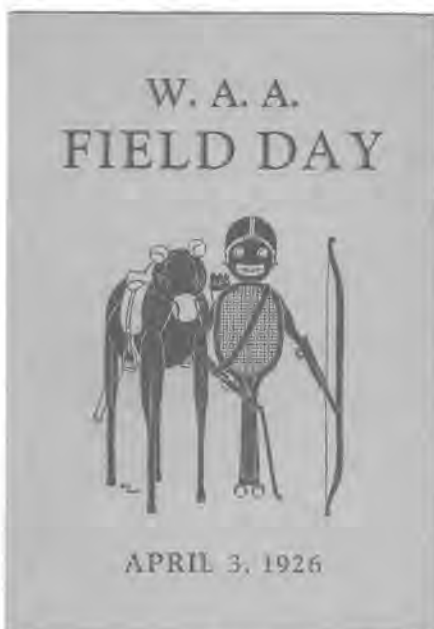
The 1925-26 WAA *Handbook* had promised "greater opportunities to the women of California than has any previous year"; Miss Marshall had declared that her faculty was "eager to help make college mean as much as possible to every woman"; Miss Stebbins had lent her support, observing that participation in the activities of the WAA was a way a college woman could develop "skill, grace and physical courage to supplement her mental awareness." These were the sentiments that defined the WAA program for more than three ensuing decades. By 1942, with the addition of such sports as sailing, table tennis, and volleyball, students could choose from sixteen "interclass" and eight "intramural" offerings.⁷⁷ They also might participate with the Outing Club or in the Sink or Swim Club's annual water pageant. The latter offered op-



Violet Marshall, Director of the Department of Physical Education for Women and honorary member of Women's "C" Society. Hearst Gymnasium Historical Collections.

portunities for costume design and program management as well as the development of synchronized swimming skills under the guidance of the club's adviser.

The term "adviser" (which had replaced "coach") was probably more accurate in that faculty were expected to help young women become well-rounded individuals, not athletic champions. Subject to the adviser's approval, each sport's president (later designated as manager), elected by her peers, did the organizational work. All managers met regularly as members of the Interclass (later Sports Club) Board or the Intramural Board. The WAA Council, headed by an elected president (who also was represented on the ASUC Executive Board), set general policies and guidelines.



Hearst Gymnasium Historical Collections.

By the 1930s, the biennial Field Day had been extended to a Field Week at which final games in all the semester's sports were contested. Winners were announced at a luncheon in the fall and a formal dinner⁷⁸ (later a dessert) in the spring. At these, the pennant "C" (based entirely upon participation) and the block "C" (which required service and "good posture and personal appearance" as well as athletic skill) were presented. Perpetual trophies inscribed with the names of the winning class ("interclass" program) or the winning living or social group ("intramural" program) also were awarded. The WAA held rallies to welcome new students, served as a co-sponsor of the ASUC Tea, held its own teas for transfer students, and organized hiking trips to Mt. Tamalpais and other local sites. The Women's "C" Society established a loan fund that was available to any graduate woman student interested in studying physical education.

As a service to local high schools the WAA and the Women's "C" Society began to invite students and their instructors to campus for a day of

sports and social activities. Nine schools attended in 1924, thirty in 1928.⁷⁹ By the 1960s, students from more than seventy northern California schools were attending the annual High School Sports Day.⁸⁰ The university students gave exhibitions in modern dance and sports like field hockey and fencing (rarely encountered in the high school curriculum). The visitors then engaged in "master lessons" of their choosing under the direction of members of the WAA and Orchesis. During lunch (which the Women's "C" Society had prepared in the early morning) there was folk dancing and other social events. The day closed with recreational swimming, volleyball, and tours of the campus.

The April 1927 *Newsletter of the Athletic Conference of American College Women*⁸¹ reported on the High School Sports Day concept and a new form of competition that had been inaugurated at the 1926 Triangle Sports Day: "The characteristic feature of the day was that Mills, Stanford and California girls were divided up to make teams for the morning."⁸² These arrangements were so markedly different from modern conceptions and practices that a few comments about how they came into being are in order. In 1924, student representatives from fifty-three of the member institutions had assembled at Berkeley for the third national meeting of the Athletic Conference of American College Women. Opening speaker Dr. Aurelia Reinhardt '98, president of Mills College, cautioned the young delegates against imitating those universities that stressed "high pitched excitement" and sought to "buy" ath-

letes.” Noting that women’s programs now offered almost as many sports as did men’s, she urged her audience to stress health, recreation, and originality. Berkeley’s WAA president made the following observation: “[The ACACW] has taken a stand against all intercollegiate competition and therefore we will gladly give up our interclass-intercollegiate meets.”⁸³ For the more athletically inclined college woman this was *not* welcome news. Those who wished high level competition would have to seek it elsewhere!

Several factors contributed to this decision. A power struggle was raging between the Amateur Athletic Union and the National Collegiate Athletic Association over the control of amateur athletics. College authorities—and now the Carnegie Foundation⁸⁴—once again were expressing concerns about “excesses” (e.g., recruiting violations, commercialism) in men’s intercollegiate athletics. Efforts to include women’s track in Olympic competition engendered particular agitation.⁸⁵ A National Amateur Athletic Federation, whose purposes were to foster the highest ideals in amateur sport, improve the preparation of American athletes for the Olympic games, and promote physical education, had been formed in 1922. A Women’s Division of the NAAF, chaired by Mrs. Herbert Hoover, was created the following April.⁸⁶ The Women’s Division quickly formulated a platform that opposed elite competition. This was articulated in the slogan: “Every Girl in a Sport.” Although not all institutions subscribed to these values, most leading colleges and universities did. Broad-based programs for the many, not “varsity” sport for the few—and “play days,” not sports days—now were to be the norm.

According to the “play day” format, teams were created from individuals of each of the participating schools on the day of the event—a practice hardly conducive to teamwork or any real competition! As students began to object, “interclass” then “interclass-intercollegiate” competition was increasingly returned to Triangle Sports Day. In 1952, as other local institutions (e.g., San Jose State College, San Francisco State College, and Holy Names Col-



Crop and Saddle, late 1930s. Hearst Gymnasium Historical Collections.

lege) were included, this semiannual event became Bay Area Sports Day. The fall 1953 program, held at Stanford, featured field hockey, tennis, badminton, swimming, volleyball, fencing, riflery, riding, and modern dance. That same year the WAA revised its earlier decision prohibiting participation "in the same season in the same sport in WAA and on an outside team."⁸⁷

Modern dance, which also had been added to the curriculum of the women's department shortly before World War I, grew in popularity during the 1920s. On April 20, 1928, eighty-seven students from the various composition classes presented an extensive evening program. The following spring, Margaret H'Doubler (who created the first college dance major at the University of Wisconsin) spent two weeks at Berkeley giving lectures to students and a two-week extension class which more than eighty local teachers attended.⁸⁸ Having graduated in biology from Wisconsin, H'Doubler enrolled at Teacher's College, Columbia University. In New York she became acquainted with "natural dance" and the work of individuals like Bird Larson and Alys Bentley. Finding various contemporary "systems" too confining, she set about developing an approach that would bring together creative expression and an understanding of the biological nature of movement. Wisconsin majors studied science, literature, history, philosophy, art, dramatics, and music. Asked to demonstrate their new form of dance at other institutions, H'Doubler and her students created an extra-curricular group and chose as its name "Orchesis."⁸⁹



Orchesis, Greek Theatre, 1930s. *Hearst Gymnasium Historical Collections.*

Stimulated by Miss H'Doubler's visit, Berkeley students created their own Orchesis and soon were giving productions to which the entire university community was invited. As was the case with sports, advisers endeavored to ensure that broad participation was not overshadowed by "star performance." Orchesis performed at the High School Sports Day, the ASUC Tea, and other events. It cooperated with Mills, Stanford, College of the Pacific, San Jose State College, and other local schools to develop an annual Dance Symposium. Dance (both modern and folk) often was held in conjunction with Bay Area Sports Day. Among the artists whom Orchesis entertained were Mary Wigman, Harold Kreutzberg, and Martha Graham.⁹⁰

Although not a separate major, students studying physical education at the University of California could emphasize dance. A few became professional dancers; most were sought



Elementary Modern Dance Class, Hearst Gymnasium in the 1940s. *Hearst Gymnasium Historical Collections.*

as teachers of dance by high schools and colleges. The major in physical education continued to attract considerable numbers of students. By nineteen sixty-five, 1,608 bachelor's degrees had been awarded.⁹¹ For the majority of women graduates the degree led to successful and satisfying careers in teaching or to positions such as Assistant State Superintendent of Physical Education. A few pursued the major solely because it offered opportunities to study psychology and social sciences as well as the biological sciences. Some went on for further study in physical therapy or related fields. By the 1950s, a considerable number had earned the master's degree.

Berkeley undergraduates who went elsewhere for advanced study found that they were very well prepared. Pauline Hodgson '20 (A.B. in physical education) received the M.S. degree in physiological chemistry from the University of Michigan before returning to the University of California to earn the Ph.D. in physiology. She subsequently became a professor in the Department of Physical Education, and was named Associate Director of Physical Education for Women after the amalgamation of the two departments following the death of Frank Kleeberger in 1942. Anna Espenschade, who received the M.S. degree in hygiene and physical education from Wellesley College and the Ph.D. in psychology from Berkeley, served as vice chairman of the Department of Physical Education (in charge of the division for women) from 1959 to 1968. An authority in child growth and development, and an officer in numerous professional organizations, she was the first woman to be named to the editorial board of *Medicine and Science in Sports*, the journal of the American College of Sports Medicine.⁹² By the 1960s, several of the department's faculty, and a rapidly growing number of graduate students, were engaged in basic as well as applied research in the physiological, psychological, and developmental dimensions of exercise and sports.

1960–1976: Women's Sports Seek Equity: Graduate Physical Education Programs Grow

During the first six decades of the twentieth century small numbers of American women had attained outstanding achievements in sports. With few exceptions, they had developed



WAA Fencers, 1950s. *Hearst Gymnasium Historical Collections.*

their athletic skills outside the college setting. Helen Wills '27, twelve-time Wimbledon champion and winner of gold medals in women's singles and doubles at the 1924 Paris Olympics, had learned tennis at private clubs in northern California. Swimmer Ann Curtis (Cuneo) '48, gold medalist in the 400-meter freestyle at the London Olympic Games in 1948 and the first woman to win the Sullivan Award, had done likewise. The entry of the USSR into Olympic competition at Helsinki in 1952 set the stage for profound changes. As international sport became more politicized following the launch of Sputnik it was recognized that Soviet women contributed significantly to their country's athletic prowess. To improve the "depth of experience and expand opportunities"—and to increase the pool of athletes for international sport—the Women's Board of the U.S. Olympic Development Committee along with the Division for Girls and Women in Sports of the American Association for Health, Physical Education and Recreation held the first of several national institutes in 1963.⁹³ Wilma Rudolph's four gold medals at Rome in 1960, continuing victories by America's swimmers, and other outstanding performances by female athletes were witnessed by millions of television viewers. These offered graphic proof of what could be attained. Especially significant in bringing about changes were the "women's movement" of the 1960s and the 1964 Civil Rights Act. In 1971, Billie Jean King became the first female athlete to earn over \$100,000 in a single year.⁹⁴

Responding to "the rapid changes taking place today in society and in campus life and institutions," the Division for Women, Department of Physical Education initiated efforts to articulate new policies for extracurricular sports for women at Berkeley. With the concurrence of Dr. Margaret Zeff (Student Health Services, Cowell Hospital), Dean of Women Katherine Towle, and other campus officials a formal statement was approved in October

1958. Although the new policies did extend opportunities (to an exceedingly modest degree by 1990s standards) for the more highly skilled student, they retained a fundamental—and primary—commitment to “the majority of students.” At its December 12, 1961 meeting, the WAA Council voted to add a third branch to its “club” and intramural offerings—an “extramural program” for those who desired a more highly skilled form of competition. The department thereupon invited faculty representatives from seven local colleges to a meeting at Berkeley; and it was decided to experiment with “extramural” tennis matches during spring 1962.⁹⁵ By 1967-68 the WAA extramural program offered competitions in several sports.

In an effort to provide guidance to intercollegiate programs across the United States, a Commission on Intercollegiate Athletics for Women had been established in 1966. The CIAW (re-

placed by the Association of Intercollegiate Athletics for Women in 1971-72) labored to expand opportunities for the athletically talented woman yet avoid excesses that, critics continued to maintain, had damaged men’s intercollegiates.⁹⁶ In 1967, the CIWA announced the establishment of “national championships” for college women. Over the next decade an unequal struggle for control of competitive opportunities—and financial resources—was waged between the powerful National Collegiate Athletic Association (founded in 1906) and the fledgling AIAW. What had been an “evolution” quickly became “a revolution in women’s sports”⁹⁷ following the 1972 Education Amendments Act, whose Title IX specified:

No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance.

Although there was considerable uncertainty regarding how best to implement Title IX, colleges and universities immediately began seeking ways to bring parity to programs that had differed in form and purpose for over three-quarters of a century. At Berkeley an Acting Coordinator of Women’s Intercollegiate Sports (WIS) was appointed in late 1973 and a Chancellor’s Advisory Committee on Intercollegiate Athletics for Women was formed. As one of many ASUC groups, the WAA rarely had received as much as \$5,000 per annum (usually \$2,500-3,000).⁹⁸ The WAA began the 1973-74 academic year with a budget of \$42,500. Although this was an increase of more than a hundred percent, it was quite small in com-



Diving Class, Hearst Pool, 1940s. *Hearst Gymnasium Historical Collections.*



Women's Field Hockey Team, 1967. *Hearst Gymnasium Historical Collections.*

parison to the \$2,119,230 enjoyed by the Department of Intercollegiate Athletics for Men. (Of this, \$468,830 was from registration fees; the remainder from football gate receipts, "booster" donations, and other outside sources.) For the first time, female coaches received a small stipend for their services.⁹⁹

When on February 27, 1974 the *Daily Californian* announced "women's tennis at Cal has never been better" it was reflecting the new trends. A women's track team

(which included economics major Marilyn Neufville, co-title holder of the world's 400-meter run) was one of several new sports that were organized. Later that year, several hundred spectators at Harmon Gymnasium watched the women's varsity play a touring national women's basketball delegation from the Republic of China.¹⁰⁰

Across the United States, the growing controversy over women and athletics intensified. Conferences and reports proliferated. Commentators ranged from those whose primary interest was extending to women the same (or at least similar) opportunities to those that males enjoyed to those who knew little (or perhaps even cared) about athletics, but saw the female athlete as an icon for a host of political and gender issues.¹⁰¹



Women's Intercollegiate Basketball Team, 1974. *Hearst Gymnasium Historical Collections.*

Political and cultural ferments that were convulsing the larger society were hotly debated on the Berkeley campus, and the university was confronted by a number of academic challenges. During the spring of 1974 a few individuals questioned the entire future of intercollegiate sports.¹⁰² Given the historical salience of athletics in American college life, abolition of *all* varsity athletics (which some individuals advocated) was not a likely event; but it was clear that monies would need to be deflected from the men's program to the growing women's program. It would take a while to resolve just how—and under what auspices—the latter would grow.

Barbara Hoepner, who had been named as Acting Coordinator of WIS, was in a somewhat anomalous situation in that the WAA retained control over various aspects of the program as did the Department of Physical Education, whose members still served as coaches ("adviser" was now *passé*). As the hours of practice and the number of competitive contests increased it became apparent that it would be impossible for a faculty member to continue to provide service to the athletic program and also carry out her commitments to the department, which now was firmly committed to graduate education, academic leadership at the national level, and research.

A Chancellor's Advisory Committee, which submitted its report on April 29, 1974, recommended that the Acting Coordinator of WIS be continued for a year while various issues were addressed at the national level.¹⁰³ Although there were several concerns, two received the greatest—and often most acrimonious—nationwide debate. Because NCAA teams were open to students of either sex, some individuals argued that there was no need for separate teams. Others insisted that females would be at a distinct disadvantage in several sports (e.g., basketball) and that in the absence of separate teams their numbers would decline. The second argument held that unless women had opportunities to enhance their coaching and administrative skills these positions quickly would be filled by men.¹⁰⁴ There also was a modest, if forlorn, hope that a more educationally oriented alternative intercollegiate model for all students might come into being.

In June 1974, the Office of Civil Rights of the Department of Health, Education, and Welfare published enforcement regulations which suggested that noncompliance with Title IX could jeopardize all federal funding.¹⁰⁵ Faced with the potential loss of millions of dollars, administrators moved quickly. Whereas most institutions merged their athletic programs (females became, at best, Associate Directors), Berkeley took a bold approach and created a separate unit. On March 1, 1976, all official connection with the Department of Physical Education was severed and an autonomous Department of Intercollegiate Athletics for Women with its own director, Luella Lilly (who reported directly to the Vice Chancellor, Administration), was created. A new era for the female athlete at Berkeley had begun!¹⁰⁶



Women's JV Basketball Team 1974. *Hearst Gymnasium Historical Collections.*

ENDNOTES

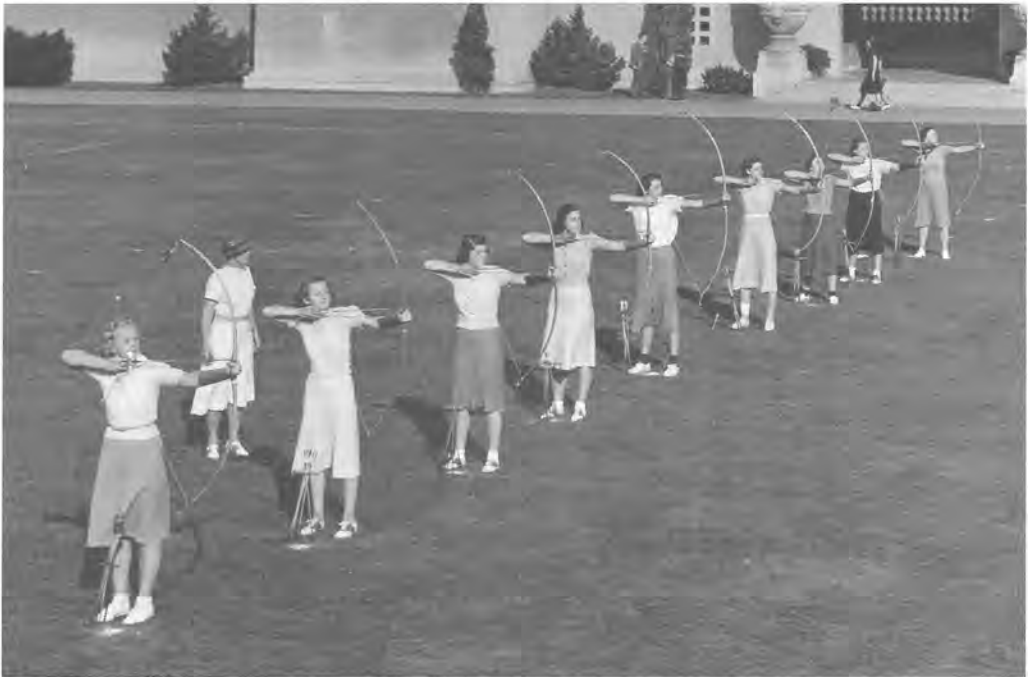
- 1 By the early 1900s, "physical education" had become the preferred designation at the majority of American colleges and universities.
- 2 William Carey Jones, *Illustrated History of the University of California* (San Francisco: Frank H. Dukessmith, 1895), 82.
- 3 *Register of the University of California*, 1876-77, 24-25.
- 4 *Besom*, September 22, 1876, 2.
- 5 "A plea for a gymnasium," *Berkeleyan*, March 1874, 10. See also: "Young Plato and Tom Brown," *Besom*, November 22, 1876, 1; "Muscle," *Berkeleyan*, January 30, 1877, 2; "Gymnastic exercises and our gymnasium," *Berkeleyan*, August 18, 1877, 8-9.
- 6 "Dear Besom," *Besom*, November 22, 1876, 2.
- 7 *Register of the University of California*, 1879-80, 25; *1880 Blue and Gold*, 6 (1879), 106-107. The issue carried a less than flattering drawing of a young woman swinging on the rings (drawings of exercising males were equally unflattering) and a quiz asking the reader to identify various young women and men according to their exercise proclivities.
- 8 John A. Lucas and Ronald A. Smith, *Saga of American Sport* (Philadelphia: Lea and Febiger, 1978), 229-249.
- 9 See: Patricia Vertinsky, *The Eternally Wounded Woman: Women, Doctors, and Exercise in the Late Nineteenth Century* (Manchester: University of Manchester Press, 1990).
- 10 The 1867-68 *Annual Catalogue of the Officers and Students of Vassar College* stated: "...the health of the student is to be made the first object of attention.... those whom it educates shall become physically well-developed, vigorous, and graceful women....Calisthenics are thoroughly taught in the most approved forms....play-grounds are ample and pleasant," 26-27.
- 11 *1880 Blue and Gold*, 6 (1879), 26, 77-91.
- 12 The Yale-Princeton Game, held in New York City, attracted over 30,000 spectators in the early 1890s. See: Michael Oriard, *Reading Football: How the Popular Press Created an American Spectacle* (Chapel Hill, NC: The University of North Carolina Press, 1993), 91.
- 13 "Rah! Sturdy players are pitted," *Oakland Tribune*, December 17, 1892, 1: "Today will ever be memorable in the scholastic annals of the State...."; "Neither side won," *San Francisco Examiner*, December 18, 1892, 10-11. The March 21, 1892 game had aroused considerably less public interest.
- 14 "Vassar girls in games," *New York World*, November 10, 1895, 5.
- 15 Lavinia Hart, "A girl's college life," *Cosmopolitan*, 31 (June 1901), 188-195.
- 16 *1894 Blue and Gold*, 20 (1893), 115.
- 17 Senda Berenson, "The significance of basket-ball for women," *Basket Ball for Women, Spalding's Athletic Library* (New York: American Sports Publishing Co., 1901), 20-27.
- 18 "Used baskets as goals," *San Francisco Examiner*, November 19, 1892, 3.
- 19 "On the eve of battle," *San Francisco Examiner*, April 4, 1896, 16; "Waterloo for Berkeley girls," *San Francisco Examiner*, April 5, 1896, 11; "Basket-ball," *Berkeleyan*, April 6, 1896, 1; May Dornin, "Basketball at the University of California from its Beginning in 1892 Until its Acceptance as a Major Sport in 1916," 308if.ba.D72, University Archives, University of California, Berkeley; Walter Magee Scrapbooks, CU-285, vol. 2. University Archives.



Tumbling and Apparatus Class, early 1950s. Hearst Gymnasium Historical Collections.

- 20 "California girls victorious," *Daily Californian*, February 21, 1898, 1; "University girls win at basketball," *Berkeley Gazette*, February 24, 1898, 1; "Nevada easily defeated," *Daily Californian*, April 11, 1898, 1.
- 21 Walter Magee Scrapbooks, CU-285, vol. 2. University Archives.
- 22 *Occident* (Woman's Edition), February 22, 1901, 106; "Basket-ball team wins," *Daily Californian*, March 11, 1901, 1.
- 23 "State tennis tourney draws large gallery," *Daily Californian*, August 29, 1910, 1.
- 24 Eighteen-year old Helen Wills also won the women's singles at the 1924 Games and quickly replaced Suzanne Lenglen as the world's premiere female tennis star. During the 1920s and 1930s, Wills (Moody Roark) repeatedly won the U.S. women's and British women's singles titles as well as championships in France and Holland. See: Larry Engelmann, *The Goddess and the American Girl: The Story of Suzanne Lenglen and Helen Wills* (New York: Oxford University Press, 1988).
- 25 "We're one spoke in the athletic wheel," *Occident* (Woman's Edition), February 22, 1901, 99.
- 26 For example, Z.B. Adams, E.H. Bradford and C.F. Withington, "Report on physical culture in schools," *Boston Medical and Surgical Journal*, August 23, 1888, 179-182; "Boston conference on physical culture," *Boston Medical and Surgical Journal*, December 5, 1889, 566-567; A.H.P. Leuf, "Physical education in children," *Journal of the American Medical Association*, April 5, 1890, 495-496.
- 27 *Biennial Report of the President of the University of California on Behalf of the Board of Regents, 1882-84*, 34-35.
- 28 Short biography in *Alameda County Illustrated: The Eden of the Pacific* (Oakland: The Oakland Tribune, 1898), 78.
- 29 Initially Berkeley used the United States Army's seventeen setting-up exercises. These were replaced as exercises and equipment designed by Dudley Allen Sargent were incorporated into the men's offerings.
- 30 *Report of the President of the University of California on Behalf of the Board of Regents, 1888*, 6; *Register of the University of California, 1890-91*, 65.

- 31 "Communication: To the Honorable Board of Regents of the University of California," Regents' records, CU-1, 25:9. University Archives.
- 32 "Petition of College Alumnae in the Appointment of a Woman Physician," *ibid.*
- 33 Mary Bennett Ritter, *More Than Gold in California, 1849-1933* (Berkeley, 1933), 202-204; *Register of the University of California, 1891-92*, 71. Dr. Ritter's services were terminated in 1904. It appears that funds were exhausted in augmenting the salaries of Mr. Magee and Dr. George Reinhardt, who had replaced Dr. Payne, and hiring Miss Place. Concerned that the young women would no longer receive the proper attention, Dr. Ritter wrote to Mrs. Hearst indicating that she would "work for the rest of the year without pay if [President Wheeler] would provide for the [female physician's] position the future." She also expressed concern that plans were afoot to have the women examined by a man—an arrangement that surely offended early twentieth century sensibilities—and recommended as her successor Dr. Edith Brownsill, a Berkeley graduate and former member of the women's basketball team. Mary Bennett Ritter to Mrs. Hearst, Phoebe Apperson Hearst Papers, 72/204c. The Bancroft Library, University of California, Berkeley.
- 34 "Gym to be made compulsory for women students," *Daily Californian*, August 27, 1900, 1. "Modified" classes were instituted for students whose condition dictated a limited form of physical activity. Those with extraordinary restrictions were assigned to "rest" in a special room in the gymnasium. The requirement (for both sexes) was rescinded in 1933 although it had the support of several physicians from the medical school and a number of faculty on the Berkeley campus. Depression worries over financial resources were a significant factor in the decision. After a brief initial decline enrollments grew and soon exceeded resources. By the early 1960s, over 4,500 students were enrolling each semester in the elective physical education program; another 1,000 signed "waiting lists" in the hope of gaining admission.
- 35 "Hearst Hall dedicated," *Daily Californian*, February 11, 1901, 6.
- 36 The Cushion Tea was one such instance as were events like the military ball held in Hearst Hall on April 9, 1901. The committee in charge was the Prytanean Society. Mrs. Wheeler headed the



Archery Class, West Field, 1940s. *Hearst Gymnasium Historical Collections.*

- group that received before the dancing began. "Military ball," *Daily Californian*, April 10, 1901, 2. For many years after its completion the Hearst Gymnasium for Women was the locale of the President's Reception.
- 37 "Women students will receive," *Daily Californian*, February 15, 1901, 1; "Associated women students meet," *Daily Californian*, March 26, 1901, 1; "Girls' boat house to be built," *Daily Californian*, November 13, 1901, 1.
- 38 "Girls' court almost completed," *Daily Californian*, November 13, 1901, 3.
- 39 "California women win on basketball court," *Daily Californian*, March 14, 1910, 1.
- 40 "Fair fencers compete: Annual tourney is on," *Oakland Tribune*, April 18, 1914, 9.
- 41 *1915 Blue and Gold*, 41 (1914), 195-197.
- 42 "Women's athletics to have new start," *Daily Californian*, December 8, 1914, 1-2; *1918 Blue and Gold*, 44 (1917), 196-203.
- 43 The suggestion that "physical education" should replace "physical culture" had been raised by the dean. Minutes of the Committee on Courses of Instruction, April 29, 1914, CU-9, vol. 71, 50. University Archives.
- 44 Mrs. Magee left university service and Mr. Magee would soon go on an extended leave of absence.
- 45 The Boston Normal School of Gymnastics, founded in 1889, called upon faculty from Harvard University and M.I.T. to instruct such courses as physiology and psychology. Its graduates were eagerly sought to help fill the incessant demand for college teachers. In 1909, the BNSG became the Department of Hygiene and Physical Education of Wellesley College and carried on its tradition of leadership into the 1930s when graduate work was offered by an increasing number of state and private universities. See: Betty Spears, *Leading the Way: Amy Morris Homans and the Beginnings of Professional Education for Women* (New York: Greenwood Press, 1986).
- 46 At a time when faculty in many departments still held only the baccalaureate degree Cleveland's credentials were rather impressive.
- 47 *1910 Blue and Gold*, 35 (1909), 78; "Three professors added to faculty," *Berkeley Daily Gazette*, April 7, 1914, 1-2; "U of C makes many additions to its faculty," *San Francisco Examiner*, April 17, 1914, 7.
- 48 *Annual Report of the President of the University of California, 1917-18*, 78-79; "Report of the Interview of New Students, Department of Physical Education—Division for Women, Spring, 1946." (Tabular data appended). Hearst Gymnasium Historical Collections, Hearst Gymnasium, University of California.
- 49 "AWS mass meeting packs Hearst Hall," *Daily Californian*, August 26, 1914, 1; "Women's plunge to be world's largest," *Daily Californian*, August 21, 1914, 1. A booklet entitled *Swimming for Women* was printed by the University of California Press for the 1916 Summer Session.
- 50 A women's open air masque that had been initiated in 1911 by Dean of Women Lucy Sprague. The first pageant was held in April 1912; the last in 1931.
- 51 *Annual Report of the President of the University of California, 1915-16*, 62-63.
- 52 "Training Rules Adopted by the Sports and Pastimes Association of the University of California" specified: "Be in bed at or before 10:00 p.m....get at least eight hours sleep....Eat nothing between meals except fresh fruit....Refrain absolutely from eating candy, pastries and hot bread, and drinking coffee and tea. Avoid fried foods." It was expected that "all squads will consider that the honor system applies to the keeping of training rules as it does to other aspects of student government." Hearst Gymnasium Historical Collections.
- 53 *Annual Report of the President of the University of California, 1915-16*, 62-63.

- 54 *Biennial Report of the President of the University of California, 1890*, 99-101; Frank H. Payne, "Physical culture at the University of California," *Pacific Medical Journal*, 33 (December 1890), 705-710.
- 55 "Teachers' Course in Physical Culture," Regents' records, CU-1, 25:8. University Archives. The 1897-98 *Register of the University of California* indicated: "Special Teachers Recommendations in Physical Culture will be granted to graduates of any of the Colleges at Berkeley who complete, in addition to the regular four years' course, 16 units in the Theory of Physical Culture and 4 units of Anatomy."
- 56 The rapid interest in, and growth of, such work was reflected in a feature headed "At play in Oakland's playgrounds, where thousands of children find health," *Oakland Tribune*, April 19, 1914, 3.
- 57 *Register of the University of California, 1928-29*, 133-142; *Register of the University of California, 1932-33*, 98-105.
- 58 *Biennial Report of the President of the University of California, 1910-12*, 51-52; *Annual Report of the President of the University of California, 1915-16*, 63. The passage of California Senate Bill 559 in 1917, which made physical education compulsory in all high schools, further increased the need.
- 59 *Annual Report of the President of the University of California, 1917-18*, 78-79.
- 60 *Biennial Report of the President of the University of California, 1928-1930*, 89-90.
- 61 *University of California Register: Summer Session 1918*, 225; Mary McMillan, *Massage and Therapeutic Exercise* (Philadelphia: W. B. Saunders Co., 1931), 10. The first overseas unit of Reconstruction Aides was ordered to France in 1918.
- 62 "Hearst Hall burns; Loss over \$150,000," *Daily Californian*, June 22, 1922, 1, 10.
- 63 Lucy Ward Stebbins to Ruth Elliott, June 22, 1922. Hearst Gymnasium Historical Collections.
- 64 William Randolph Hearst to David P. Barrows, June 21, 1922. President's records, CU-5, 1922, 1281. University Archives; Lucy Ward Stebbins to David P. Barrows, November 29, 1922, *ibid.*; David P. Barrows to William Randolph Hearst, June 23, 1922, *ibid.*; "W.R. Hearst to Rebuild Women's Gymnasium Given By His Mother," *Summer Session Californian*, June 24, 1922, 6.
- 65 W. W. Campbell to Mr. Maybeck, October 27, 1923. President's records, CU-5, 1923, 259. University Archives.
- 66 W.W. Campbell to Mr. Hearst, October 2, 1923. President's records, CU-5, 1923, 259. University Archives.
- 67 "Memorandum on Conference Between Mr. William Randolph Hearst and President Campbell this Afternoon," November 16, 1923. Bernard Maybeck Papers (1951-1), Documents Collection, College of Environmental Design, University of California; W.W. Campbell to Dean Hart, November 18, 1923 [telegram], President's records, CU-5, 1923, 259. University Archives.
- 68 Ruth Elliott, "Suggestions for the New Hearst Hall: Department of Physical Education for Women," n.d. Bernard Maybeck Papers (1956-1), Documents Collection, College of Environmental Design; W.W. Campbell to William R. Hearst, February 2, 1924, President's records, CU-5, 1924, 319. University Archives.
- 69 Walter M. Hart to Julia Morgan, March 13, 1924. President's records, CU-5, 1924, 319. University Archives.
- 70 Julia Morgan to Walter Morris Hart, March 15, 1924, *ibid.*
- 71 William R. Hearst to W. W. Campbell, March 24, 1925. President's records, CU-5, 1925, 189. University Archives.

- 72 W. W. Campbell to Mr. Hearst, March 29, 1927, President's records, CU-5, 1927: 189. University Archives; "Annual University day celebration to include many colorful events," *Daily Californian*, April 8, 1927, 1; "Greek Theatre Silver Jubilee [and] Hearst Memorial Gymnasium, *ibid.*, Special Supplement, 1H-6H.
- 73 *Biennial Report of the President of the University, 1928-1930*, 89.
- 74 The purposes of physical education that Miss Marshall set forth in her 1928-30 report to the President were those of her colleagues across the United States: organic, neuromuscular, intellectual, and social development.
- 75 As late as the 1960s and 1970s, nonresearch faculty were assigned twenty-four hours of instructional work. Additionally, they served as an "advisor" to one of the branches of WAA, Orchestration, and/or the Physical Education Majors Club and its honor society, Nu Sigma Psi. They also had responsibilities for the maintenance of the foils, bows, and other equipment used in both the curricular and extracurricular programs. Many were officers in various of their profession's organizations.
- 76 "Activity Course Requirements for the Teaching Major." Hearst Gymnasium Historical Collections.
- 77 1925-26 WAA Handbook, 4-6, in WAA Scrapbooks, Hearst Gymnasium Historical Collections; WAA Field Week, April 14-21, 1942 (Program), in WAA Scrapbooks, *ibid.* Miss Stebbins spoke on many occasions such as the Ninth National Conference of the Athletic Federation of College Women, which was held on the Berkeley campus in spring 1939. Over the years, the department maintained cordial relations with the Office of the Dean of Women.
- 78 This was held at the Women's Clubrooms in Stephens Union, the International House, or other campus locations. Often the main portion of the meal was prepared by faculty and brought to campus while the students prepared other portions in the kitchen that was located on the second story of Hearst Gymnasium. Around 6:00 p.m. each group would retire to its separate dressing rooms in Hearst Gymnasium and return resplendent in long gowns for the feast and ceremonies.
- 79 "WAA plans high school sports day," *Daily Californian*, November 6, 1924, 3.
- 80 Report of the General Chairman of High School Sports Day, March 23, 1963; WAA Council Adviser's Report, June 1965. Hearst Gymnasium Historical Collections.
- 81 The ACACW had been founded at the University of Wisconsin in 1917 to bring together officers from WAAs across the nation. By 1927, one hundred and forty-one colleges and universities were members.
- 82 Lucille Di Vecchio, "Projects sponsored by the ACACW as worked out by the University of California," *Newsletter of the Athletic Conference of American College Women*, April 9, 1927, 7. "California, Stanford, Mills hold annual sports day," *ibid.*, 16; "High school sports day held annually at U.C.," *ibid.*, 26.
- 83 "Co-eds given warning by Mills head," *Oakland Tribune*, April 10, 1924, 7; "Women's athletic conference holds opening session today," *Daily Californian*, April 10, 1924, 1; "UC girls want men to see 'em swim," *Oakland Tribune*, April 12, 1924. The question of whether men should be permitted as spectators at women's athletic events engendered lively debate. Noting that men could, if they wished, use binoculars to view swimming meets from the Campanile, Berkeley decided to admit them. Delegates finally decided to leave the matter to the discretion of each college.
- 84 Howard J. Savage, *American College Athletics*. Bulletin No. 23 (New York: The Carnegie Foundation for the Advancement of Teaching, 1929).
- 85 Mary H. Leigh and Thérèse M. Bonin, "The pioneering work of Madame Alice Milliat and the FSFI in establishing international tra[ck] and field competition for women," *Journal of Sport History*, 4 (Spring 1977), 72-83.

- 86 See: Ellen Gerber, "The controlled development of collegiate sports for women, 1923-1936," *Journal of Sport History*, 2 (Spring 1975), 1-28; Alice A. Sefton, *The Women's Division National Amateur Athletic Federation: Sixteen Years of Progress in Athletics for Girls and Women, 1923-1939* (Stanford University, CA: Stanford University Press, 1941).
- 87 "The Olympic Year," *WAA Handbook*, Spring 1952; Takako Shinoda, Recording Secretary, October 29, 1953, in "Interclass-Sport Club Minute Book for Spring 1949-Fall 1953." Hearst Gymnasium Historical Collections.
- 88 "A Program of the Dances Presented by Classes in Dance Composition," April 20, 1928; Violet B. Marshall to Margaret M. H'Doubler, October 25, 1928; "Extension Course," January 24, 1929; "Miss H'Doubler's Extension Class—1929." Hearst Gymnasium Historical Collections.
- 89 Judith A. Gray and Dianne Howe, "Margaret H'Doubler: A profile of her formative years, 1898-1921," *Research Quarterly for Exercise and Sport* [Centennial Issue], 93-101. "Orchesis" was chosen as it was a classical term for dancing in a Greek chorus.
- 90 *University of California Weekly Calendar*, April 10, 1933; "Orchesis: Report of Dance Program," Spring 1934; "Orchesis, Spring 1934"; "Dance Symposium," University of California, Saturday, February 11, 1939 [Program]; "Orchesis: A Brief History." Hearst Gymnasium Historical Collections.
- 91 Verne A. Stadtman, ed. *The Centennial Record of the University of California* (Berkeley: University of California Printing Department, 1967), 97.
- 92 The American College of Sports Medicine was founded in 1954 by a small group of individuals from the fields of medicine, physiology, and physical education. By the 1990s, membership exceeded 15,000 and ACSM was recognized as the leading national organization of its kind in the world.
- 93 *Proceedings of the First National Institute on Girls Sports* held November 4-9, 1963 at the University of Oklahoma in Norman (Washington DC: American Association for Health, Physical Education, and Recreation, 1965).
- 94 See for example: Joan S. Hult and Roberta Park, "The role of women in sports," in William J. Baker and John M. Carroll, eds. *Sports in Modern America* (St. Louis: River City Publishers Ltd., 1981), 115-128; Susan K. Cahn, *Coming On Strong: Gender and Sexuality in Twentieth-Century Women's Sport* (Cambridge, MA: Harvard University Press, 1994).
- 95 "Policies for Extracurricular Sports for Women Students at the University of California, Berkeley," October 31, 1958; "Bay Area College and University Physical Education Staff Meeting on Extramural Sports," January 12, 1962; WAA Sports Club Board, Advisor's Report for 1962. Hearst Gymnasium Historical Collections.
- 96 An inquiry undertaken in the early 1970s by the American Council on Education came to similar conclusions as those of the Carnegie Commission a half century earlier. See: George H. Hanford, "A Report to the American Council on Education on an Inquiry into the Need for and Feasibility of a National Study of Intercollegiate Athletics," March 22, 1974. Unpublished. Photocopy of typescript in Hearst Gymnasium Historical Collections.
- 97 "Revolution in women's sports," *WomenSports*, 1 (September 1974). Special insert.
- 98 The Department of Physical Education had supplied much of the equipment, which was shared by the curricular and extracurricular programs. Funds from the ASUC were used for such things as printing semi-annual programs, inscribing perpetual trophies, purchasing inexpensive awards like "All-Cal" certificates, and renting from the University Garage the automobiles that transported players to local events.
- 99 Office of the President [of the University of California], "A Report to the Legislature on Women in Athletic Programs at the University of California," April 1974, 3, 9, Table C.

- 100 "Women's tennis season opens," *Daily Californian*, February 27, 1974, 5; "Women's track organized," *Daily Californian*, March 11, 1974, 5; "Cal's woman track star," *Daily Californian*, May 7, 1974, 11.
- 101 See for example: "Women and Sport: A National Research Conference," Dorothy V. Harris (ed.), Proceedings from the National Research Conference, Women and Sport held at The Pennsylvania State University, August 13-18, 1972; Marie Hart et al, "Sex Discrimination in Physical Education and Athletics Programs in California Higher Education," Interim Report Sponsored by the Institute for Change in Higher Education, March 1974. Additionally, the 691 pages of reports, articles, commentaries, extracts from legal proceedings, and the like that were assembled as a report from a 1976 meeting at the University of Southern California as "Conference on Women, Sports and the Law," Lionel S. Sobel (ed.) are indicative of the ferment.
- 102 For example: "Budget cuts—what can go," *Daily Californian*, May 14, 1974, 9; "Future of intercollegiate sports in doubt," *Daily Californian*, June 5, 1974, 7; "Women's athletics a rising force at Cal," *Daily Californian*, June 6, 1974, 9.
- 103 Roberta J. Park to Chancellor Albert H. Bowker, April 29, 1974; Final Report, Chancellor's Advisory Committee on Intercollegiate Athletics for Women. Copy in Hearst Gymnasium Historical Collections.
- 104 R. Vivian Acosta and Linda Jean Carpenter, "As the years go by—coaching opportunities in the 1990s," *Journal of Physical Education, Recreation and Dance*, 63:3 (March 1992), 36-40 reported that whereas in 1972 "over 90 percent of the coaches for women's collegiate teams were women, [i]n 1990 only 47.3 percent were women" (p. 36).
- 105 U.S. Department of Health, Education, and Welfare, Office of the Secretary [45 CFR Part 86], *Educational Programs and Activities Receiving or Benefiting from Federal Financial Assistance* [June 1974].
- 106 Albert H. Bowker, "To the Campus Community [Regarding Restructured Unit Intercollegiate Sports for Women]," March 1, 1976. Hearst Gymnasium Historical Collections. In 1978, WAA President Colleen Lim and Department of Women's Intercollegiate Athletics Director Luella Lilly summarized the changes that had occurred in two years. The budget now was \$450,000; competitions in twelve sports were conducted; varsity awards (now of modest tangible value) had been implemented; and a "Mama and Papa Bears" Booster group had been organized. To honor outstanding women athletes, a "Hall of Fame for Cal Women Athletes" had been established. Its first two inductees were tennis greats Hazel Hotchkiss Wightman and Helen Wills Moody Roark. Reported in: "Women's Athletic Association: Women's Intercollegiate Athletics Handbook," September 1978. Hearst Gymnasium Historical Collections.

Anna Scholl Espenschade (1903-1998)

A graduate of Goucher College, Espenschade received the M.S. degree from the Department of Hygiene and Physical Training, Wellesley College, and the Ph.D. in psychology from Berkeley in 1939. Her dissertation was done under the guidance of Professor Harold Jones. For several years Espenschade was involved in the California Child Growth Study. An authority in the motor development of children, she contributed to a variety of scientific and professional journals. She was also the first woman to serve on the editorial board of *Medicine and Science in Sport*—the research journal of the American College of Sports Medicine. At Berkeley from 1928 to 1968, and a professor of physical education, she taught and advised both undergraduate and graduate students. She was especially dedicated to the work of the Women's Athletic Association and served as its faculty advisor for many years, as well as serving as an advisor to the Prytanean Society.

Lucy Ward Stebbins (1880-1955)

In 1912 Lucy Ward Stebbins succeeded Lucy Sprague Mitchell as dean of women, a post she held for twenty-nine years. In addition to serving as dean of women, Stebbins was a professor in social economics, and president of the Women's Faculty Club, of which she was a founder in 1919. She received two honorary degrees for her contributions to the university, the Litt.D. and LL.D., and the women's cooperative Stebbins Hall was named by the women students in her honor. Upon her death in 1955, the *California Monthly* said of her that "We were always proud of our Dean of Women, proud of her dignity, proud of her gentle humor, proud of her intelligence, proud of her sympathetic understanding of young people."



Mary Blossom Davidson (1883-1968)

A graduate of the class of 1906, Mary Blossom Davidson devoted her career to serving the university, and in particular its women students. In 1911 she became assistant to the dean of women, associate dean of women in 1931, and finally the university's third dean of women from 1940 to 1951. In 1932 the alumni magazine *California Monthly* said of her that "Mrs. Davidson has watched the enrollment of young women on the campus grow from scarcely two thousand to almost six thousand without losing interest in the problems and personality of the individual. She has played an important part in building up the reputation of the Dean's office as a place where aid in difficulties may always be obtained."

Barbara Nachtrieb Armstrong (1890-1976)

A graduate of the class of 1912, Barbara Nachtrieb Armstrong had starred in many productions in the Greek Theatre, played the Spirit of Light in the 1912 Partheneia and the role of Derdra in the 1914 Partheneia production. She remained associated with Berkeley for the rest of her education and career that followed. She graduated from Boalt Hall in 1915 and earned a Ph.D. in economics in 1921. In 1919 she was appointed a lecturer in law and social economics, becoming the first woman in the nation appointed to the faculty of a major law school. In 1928 she became a full-time member of the law faculty, was awarded tenure in 1929, and became a full professor in 1935. She was named to the Alexander F. and May T. Morrison Chair in Municipal Law in 1954 and retired in 1957. She specialized in social insurance, family law, and labor law. Her first book, *Insuring the Essentials*, was published in 1932. She helped draft the Social Security Act and published an authoritative two-volume treatise on California family law. In June 1961, the university conferred an honorary Doctor of Laws degree upon Professor Armstrong. Her portrait hangs in the second floor lobby at Boalt Hall.

THE EARLY PRYTANEANS

Janet Ruyle

IN APRIL 1900 the Order of the Golden Bear was created as an honor society exclusively for senior men who would serve the university in various ways and would act as a conduit of information to the new president of the university, Benjamin Ide Wheeler. Adele Lewis, a junior that fall, was the women's editor on the *Daily Californian*, a position that assured some coverage of women's campus activities and interests. In her oral history she recounts:



... the young men who were on the staff at the Daily Cal used to talk about Golden Bear quite a bit and how much they got out of it, so I thought, "Why couldn't we do that for the women?"



Adele Gerard Lewis.
1902 *Blue and Gold*.

The women were so scattered; if the President wanted to get hold of the women, he couldn't get all of them very well. We did have an Associated Women Students [organization], and Agnes Frisius was the president of that—she was the class of 1901. So after I got this idea, I went to talk to her about it and see what she thought. I felt that if we could take the women from the organizations they had, the different sororities and different groups of organized women—the Treble Clef and the other groups—and had one woman from each organization in this Prytanean, why then Dr. Wheeler, the President, would be able to work through this group to reach all of the women—or most of them.¹

When she talked to President Wheeler about such an organization, he strongly supported the idea, as did her friend, Agnes Frisius. The two young women then went to consult with Dr. Mary Bennett Ritter in her home. She was the women's physician and teacher of hygiene at the university and wife of Professor William Emerson Ritter, who founded in 1902 the university's marine station that became Scripps Institution of Oceanography by 1925 and grew into UC San Diego in 1959. At Berkeley Dr. Ritter was also the dean of women, in effect if not in fact. She relates:

I approved enthusiastically, realizing the need and value of such an organization. We three worked out a scheme and a tentative constitution. It was decided to invite all the heads of women's societies to meet in my home and become charter members of an unnamed infant organization. The naming of the infant was so difficult that it became humorous, and I imagine was somewhat of a nuisance to the Greek authorities who were consulted.²



Agnes Frisius. 1901
Blue and Gold.

Dr. Ritter recalls in 1913 the process of finding a name for the group (published in a

slim booklet, apparently the first report produced by the Prytanean Society):

Counsel was sought of the sages of our Alma Mater. Languages were culled over from ancient Chaldean to the present day dialects of the Indians of our own State. Not only was it desired to find a name with a satisfactory meaning, but it must be symbolic of the aims of the founders, it must be euphonic, not easily parodied, unlike anything else in college life, and one that would look well on pennant and pin. Finally after much discussion, trials of many suggested names, the word Prytanean, meaning "Council of the Chosen Ones" was unanimously decided upon.³

The students understood this to mean (as suggested to one of them by her Greek professor) that the members would be representative of all women in the university. The proposed thirty members were to be outstanding women students in good standing in the junior or senior classes, including the presidents of women's organizations including the AWS, YWCA, Choral Society, Art Association, and the Philomathean Council (a university debating society), and at least one member from each of the six sororities and two house clubs that existed at the time, and the Hearst Domestic Industry Society. In addition, honorary membership could be extended to women officially connected with the university, prominent alumnae, and other women who "have shown deep interest" in the university.⁴



1904 *Blue and Gold*.

In September 1900 those interested met at Dr. Ritter's home to organize the new society. Among the nineteen charter members, including Agnes and Adele (who was named temporary chairman and later elected president), were women from at least three sororities. By the second meeting in October the membership had increased to twenty-five. The group selected the name of Prytanean and adopted a constitution and by-laws for the new organization. The object of the society was to "unite representative women of the University of California, to advance the interest of the University and to quicken the best life among the women students."⁵ Monthly meetings followed thereafter in Dr. Ritter's home until the group grew too large. Another five members were added in February 1901 and eight more in May, four juniors and four sophomores.

Among the honorary charter members, besides Dr. Ritter, were Mrs. Wheeler and Mrs. Martin Kellogg, wives of current and former presidents of the university; wives of several members of the faculty; Mrs. Clinton Day, wife of a campus architect; Mrs. Warren Cheney '83 (see the article on Mrs. Cheney in this issue); Dr. Sarah Shuey '76 and M.D. in 1878, as well as recent doctoral degree recipients Milicent Shinn '80 (Ph.D. in 1898) and Jessica Peixotto '94 (Ph.D. in 1900); and prominent women in the community.⁶

In a conversation with President Wheeler, Adele Lewis had asked what "would be the best thing for us to take up in the beginning." Wheeler had been convinced of the value of a student infirmary while at Cornell University, and he told her that he was having a difficult time persuading the regents to institute a student fee to pay for infirmary services. "If we could do something to show them there was a need," he maintained, "it would not be so

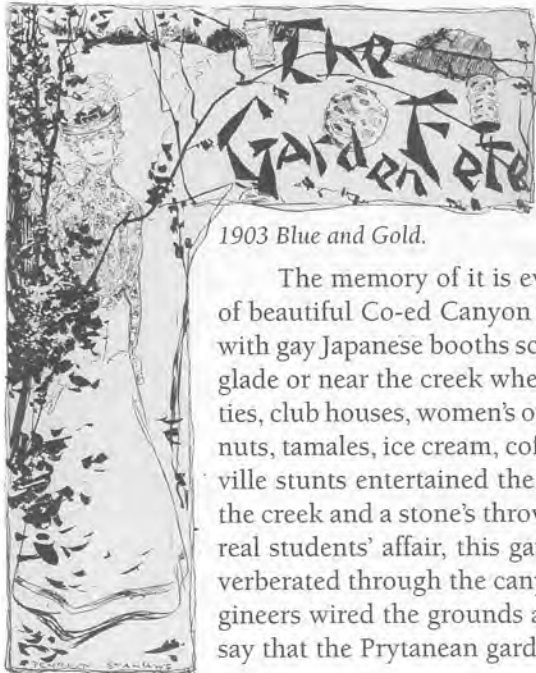
difficult for them to be convinced . . . , and we could have the infirmary."⁷ The die was cast. During the spring term of 1901, Prytaneans devoted their time to raising money to start the infirmary. Among the goals were to hire a nurse, or to endow one or more rooms for sick students, and have a visiting nurse to go to the homes and boarding houses where sick students might need care. A committee was formed to work with a committee of the cadets for the purpose of giving a military ball. Half of the proceeds were to go to the hospital fund. A little over \$20 was realized.⁸ The next year was devoted to raising money for the hospital fund, with two major events: a fête in Coed Canyon (later Faculty Glade) that stimulated much interest in the need for an infirmary and netted about \$250 for the fund, and a theater party in the spring that added another \$200. Thus began the annual Prytanean tradition of holding an event to raise support for various good causes to aid the university.

The oral histories of these early Prytaneans provide a vivid picture of their lives as students and the lives they led after they left the university. They provide a great resource for future historians of the university, and are available in The Bancroft Library and the Prytanean Alumnae organization. Here are a few snippets before we return to the history of the Prytanean Society.

Following graduation, Adele Lewis '02 married in 1903. For ten years her energies were devoted to being a housewife. She then returned to the university to study botany, and became a research assistant to Professor Willis Linn Jepson. After several years in Berkeley she pursued graduate work at Washington University in St. Louis, receiving an M.A. in 1919, and a Ph.D. in 1923. She then taught at the college level for almost forty years: first, at Cornell, and then at a college in South Africa that allowed her to explore her particular interest in South African flora. Adele Lewis Grant also lectured in botany for twenty years at the University of Southern California. After retirement she taught part time for eight years at Pepperdine College. Her primary research was in systemic botany, or taxonomy; she also did research on the economic value of birds.



Romilda Paroni. 1903
Blue and Gold.



1903 *Blue and Gold*.

Another Prytanean, Romilda Paroni '03, studied medicine after graduating from Cal. She earned her M.D. in 1907 and did postgraduate work at Harvard Medical School in 1908. She practiced medicine in Berkeley and in 1911 was appointed Medical Examiner for Women at the university. She later married. Romilda Paroni Meads vividly describes the second autumn fête of 1902:

The memory of it is everlasting. Never can one forget the conversion of beautiful Co-ed Canyon into a veritable fairyland of lights and music—with gay Japanese booths scattered about under the oaks on the slope of the glade or near the creek where Mikado girls representing the various sororities, club houses, women's organizations—dispensed candies, pop-corn, peanuts, tamales, ice cream, coffee to generous patrons. Music, dancing, vaudeville stunts entertained the passing crowds from an improvised stage near the creek and a stone's throw from the present Faculty Club House. It was a real students' affair, this garden fete. Strokes of the students' hammers reverberated through the canyon in the daytime; student electricians and engineers wired the grounds and student power furnished the lights. All will say that the Prytanean garden fete was a never-to-be-forgotten event.⁹

Early Prytanean member Martha Rice Furlong '04 remembers going to President Wheeler with a committee to complain that there was no lunch room on campus, and the women had to eat their bag lunches in a corner of the restroom in old North Hall. "There was no riotous demonstration in those days," she recalled. "We dressed in our best, made a special appointment to see the prexy, and in a dignified manner presented our case. Result: petition granted."¹⁰ Contemporary Louise Ehrmann Titus '04 remembered the need for a restroom, a gathering place. This was supplied in Hearst Hall, which Mrs. Hearst had given to the university as a gymnasium, a place where women students could congregate and a place where they could gather for lunch. "It was a very great comfort to the women of the University in 1902" instead of the dark, dank basement of old North Hall. "The advance to cheerful, light restrooms and a reception room for women in Hearst Hall was a tremendous impetus to the activities of the women on the campus."¹¹

The generosity of Mrs. Hearst is mentioned by many of the early Prytaneans in their interviews for the oral history of the Prytanean Society. Katherine Layne Mitchell '01, a charter member, reminisced about her work with the University YWCA in West Berkeley and the Hearst Domestic Industry Society that

Mrs. Phoebe Apperson Hearst had founded to teach the children down there—but West Berkeley was almost a slum. And she founded this place to have the little children taught the household arts . . . sewing and cooking and sweeping and cleaning. . . . I know we had a dinner there one night, and Mrs. Hearst came to it. And I made a meat loaf and the dessert was tapioca pudding. And Mrs. Hearst was such a gracious, lovely lady. When she was eating hers she said, "Tapioca pudding is one of my favorite desserts, and it's been so long since I've enjoyed it."¹²

Indeed, a gracious, lovely lady, and apparently one who provided as many opportunities as possible to get to know the students, both men and women. But students, then as now, often are too busy with their own lives to take advantage of such opportunities. Katherine was not. She related another encounter with Mrs. Hearst:

She had a tea and invited the senior class. And I was the only one out of it that went. . . . I sat there all afternoon, I kept offering to go and trying to go, and she kept telling me, "Stay, stay. I'm sure I'm finding out more than I probably would have been if the whole class had come." About the students and the University. And then she handed me this [indicating the photo of the great hall of the Hearst house].

This picture is of the reception hall in this house that she built for entertaining the students. And I sat right beside that table and she sat on the other side. And we simply talked all afternoon long. And then when I finally did tear myself away, she said, "I'd like you to have this picture where we've been talking," and she handed it to me. And I thought so much of it.¹³



Katherine Layne.
1901 *Blue and Gold*.

Mrs. Hearst was an honorary member of Prytanean and occasionally would attend their meetings, but many of the early Prytaneans remember her for the many things she did for individuals, from little things like providing yellow chrysanthemums to wear to football games if women were not going to the game with a beau or giving advice on hairdos, to bigger things like sending some graduates off to study, several to Europe.

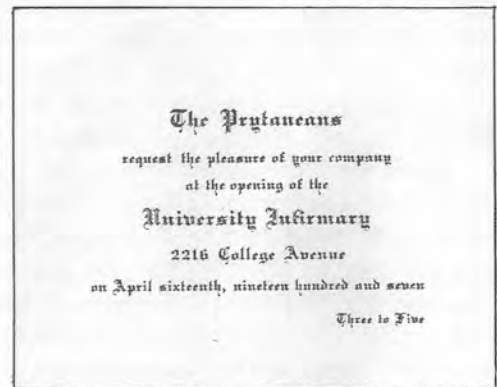


Reception hall of Mrs. Hearst's home in 1901. A similar picture was given to Katherine Layne Mitchell personally in 1901. *University Archives*.

The Prytaneans remained a contributor to student health services through the establishment of the University Infirmary (1907), to Cowell Hospital, and to the indispensable Student Health Services of today.

During its early years, the Prytanean Society had established itself as an organization of the leading women students of the university, so it is not surprising that they initiated or helped to initiate in its first decade many projects on the campus. Besides their fêtes held each year to raise funds for their various projects, they became involved in efforts to provide adequate housing for students, especially women students. In 1908 the first contribution was made to a dormitory fund, and in 1909 to the clubhouse loan fund, the purpose of which was to provide furnishings for the house clubs for students. These were projects that the Prytaneans continued for many decades. A book exchange was created in 1909-1910. Prytaneans were also involved in the initiation and the continued production of *Partheneia*, an open-air pageant of original writing, music and dance that celebrated young womanhood.

Financially, during the first twelve years of its existence, Prytanean raised nearly \$4,500 which they donated to various campus causes: primarily the infirmary (73 percent of the total), Senior Women's Hall (11 percent), dormitory fund (7 percent), loan fund (6 percent), aid to a tubercular student (2 percent), and *Partheneia* fund (1 percent).¹⁴



Invitation to opening of infirmary, April 16, 1907. *The Prytaneans*, 1970.



Three Prytaneans at
1914 fête.

The Prytaneans, 1970.

While several of the fund-raising events were very successful, some barely broke even, although the students usually found considerable satisfaction working on the event. Dean of Students Katherine Towle '20 and M.A. '25, once a chairman of a fête, related an amusing anecdote at a Prytanean Breakfast talk in 1964 about the early days of Prytanean when they tried to raise money for a tennis court for women. She recounted a tongue-in-cheek item she had come across in an early *Blue and Gold* about a singularly unsuccessful event that had a familiar ring to her: "The event was on the same afternoon as a football game. A select audience of 14 put in an appearance. The event was saved from being a purely artistic success when Mrs. Hearst sent a generous check."¹⁵

Occasionally the society has had an opportunity to aid in opening new fields of education to the women of the university. With modesty and justice the Prytaneans claim a role in fostering the development of the Department of Physical Education for Women, the Department of Home Economics, and the Department of Decorative Art. More recently, the Prytanean Society has been active in helping to establish the Center for the Continuing Education of Women. Their concern for education has been active since their early days: at the end of the list of activities reported for 1912-1913, Katharine Carlton '13 adds, "Last but not least is the furtherance of the Graduate School of Education. This is a thing we must all quietly work for, standing ready always to work whenever or wherever we are called upon."¹⁶

The early Prytanean alumnae kept in touch with each other, served as honorary members and some developed an informal group. In 1936 the Prytanean alumnae incorporated to form a formal alumnae organization, offering Prytanean graduates the opportunity to continue their service to the university. The impetus for creating the organization was in response to a request from the active Prytanean students to help them establish a much-needed cooperative rooming house for women. At a meeting in October 1936 the alumnae organization voted to open a house, leasing it in January 1937.¹⁷ Mary Bennett Ritter Hall on Prospect Street was managed by the Alumnae of the Prytanean Society from 1937 to 1966, when it was sold, the proceeds being invested in a trust fund.

Since 1967 the income from the trust has been allocated to many student and university projects. The Prytanean Alumnae have continued their service to Prytanean and the university by providing scholarships to undergraduate and graduate students, and since 1986 have provided an annual faculty award from the Prytanean Faculty Enrichment Fund. The award carries a \$10,000 prize in recognition of a junior woman faculty member's scholarly achievement, distinguished teaching, and success as a role model for students at the University of California. All of the past recipients have reported that the grant has been very useful in their research, and each has eventually become a member of the tenured faculty.

When Prytanean was established in 1900 it was the first organization of its kind for women in the United States. Early on, and since then, when approached to go national the members have maintained the original intent to remain a society only of the University of California. However, as new campuses of the university were established new chapters of Prytanean were created in 1926 at UCLA, in 1952 at UC Davis, in 1958 at UC Riverside, and in 1983 at UC San Diego. The members of Berkeley's Prytanean Society continue to be strong to this day, helping the university formally and informally, and still reflect the best of Berkeley's women. Thus over the past one hundred years have the Prytaneans, both old and new, continued to serve the University of California.

ENDNOTES

- 1 *The Prytaneans: An Oral History of The Prytanean Society, Its Members and Their University, 1901-1920* (Berkeley: The Prytanean Alumnae Incorporated, 1970), 27; copies of *The Prytaneans* are rare, one copy is in the Regional Oral History Office, The Bancroft Library, University of California, Berkeley.
- 2 Mary Bennett Ritter, *More Than Gold in California 1849-1933* (Berkeley: The Professional Press, 1933), 215.
- 3 *The Prytanean, A Record Published Now and Then by the Prytanean Society of the University of California, 1912-13*, 15, University Archives, University of California, Berkeley.
- 4 *The Prytaneans*, "First Constitution of the Prytaneans," 5.
- 5 *Ibid.*, 3.
- 6 *The Prytaneans*, 3, 8; and *The Prytanean, 1912-13*, 21-22.
- 7 *The Prytaneans*, 28.
- 8 *Ibid.*, 3.
- 9 *Ibid.*, 45.
- 10 *Ibid.*, 47-48.
- 11 *Ibid.*, 52.
- 12 *Ibid.*, 12.
- 13 *Ibid.*, 14.
- 14 *Ibid.*, 125.
- 15 *Ibid.*, 288.
- 16 *Ibid.*, 144.
- 17 *Ibid.*, 135-136.



1903 Blue and Gold.

Jessica Blanche Peixotto (1864-1941)

Jessica Blanche Peixotto spent her entire professional career—a full half century—at Berkeley. A graduate of the class of 1894, she was awarded the Ph.D. in 1900, thereby becoming the second woman to earn that degree at Berkeley. Her original work was on social thought and socio-economic theories of social reform. President Benjamin Ide Wheeler offered her a position as lecturer in sociology. During World War I, she organized California's first training program for social work, providing special courses for Red Cross and home service workers. This soon developed into a professional graduate curriculum in the Department of Economics, where the first credential in social work was awarded in 1918. Subsequently, she made major contributions to the analysis of poverty, child welfare, and budgeting. Her graduate seminar on the history of economic thought was well known in the 1920s. Peixotto was promoted to the rank of professor of social economics in 1918, the first woman so promoted at the university, at a time when economics was still emerging as a discipline distinct from the other social sciences. Peixotto was actively engaged in community welfare throughout her life. As executive chair of the Child Welfare Section of the Women's Committee of the Council of National Defense, she gathered information on the health of preschool children and proposed new programs for those in need of care. A member of the state Board of Charities and Corrections, she helped develop legislation to license midwives and to establish a women's reformatory. In all her work, she emphasized the need for detailed and accurate research as a basis for legislation. She served ably as chairman of the Department of Economics in 1921-22 (again, the first woman to serve in this post). She was appointed chairman of the Heller Committee for Research on Social Economics in 1923 and directed the activities of this prolific research committee until her retirement from active service in 1935. She was a tireless advocate of social work education. The university awarded Peixotto the degree of Doctor of Laws (h.c.) upon her retirement. She is characterized in the citation as "comrade among students, inspiring teacher, true lover of humanity."



GIRTON HALL: THE GIFT OF JULIA MORGAN

Margaretta J. Darnall

JULIA MORGAN (B.S. '94, LL.D. '29) was described, in the citation for her honorary degree, as a "Distinguished alumna of the University of California; artist and engineer; designer of simple dwellings and of stately homes, of great buildings nobly planned to further the centralized activities of her fellow citizens; architect in whose works harmony and admirable proportions bring pleasure to the eye and peace to the mind." She is most frequently remembered as the architect of William Randolph Hearst's extravagant San Simeon castle on the central California coast.¹

Miss Morgan's long association with the University of California began in 1890 when she enrolled as a freshman in civil engineering. After graduation, she became the first woman in architecture at the École des Beaux-Arts in Paris. She shared the excitement of the 1899 Phoebe Apperson Hearst international competition for the architectural plan of the campus when her former teacher, Bernard Maybeck, his wife, and Mrs. Hearst were promoting the competition in Paris. Upon her return from Paris in 1902, she worked with the campus architect, John Galen Howard, on the Hearst Memorial Mining Building (1902-1903) and the Greek Theatre (1903). She designed two sorority houses (Kappa Alpha Theta in 1908 and Delta Zeta in 1923) and Girton Hall (Senior Women's Hall) in 1911. She collaborated with Bernard Maybeck on the Hearst Women's Gymnasium in 1925-26, and they designed several other memorials to Phoebe Apperson Hearst that were never built.²

Girton Hall, formerly Senior Women's Hall, is the smallest and least known of Morgan's campus buildings, but it exemplifies those qualities of planning, harmony, and proportion which "bring pleasure to the eye and peace to the mind." In 1910 the Associated Women Students asked Morgan to design a small building for their activities on a wooded knoll just north of Strawberry Creek, east of what was then College Avenue, and about 500 feet south of the Greek Theatre. In 1946, when College Avenue was closed, it was moved about 160 feet west, to make room for the Gayley Road extension of Piedmont Avenue, across the east side of the campus, and is now in the shadow of Haas Business School. Its name was changed to Girton Hall in 1969 when it was given over to child care.

Two remarkable campus personalities are involved in the story of Girton Hall: Benjamin Ide Wheeler, president from 1899 to 1919, and Lucy Sprague, the first dean of women from 1906 to 1912. Wheeler presided over the development of the Phoebe Apperson Hearst campus plan, with John Galen Howard as architect, and over an unprecedented expansion of enrollment. He strongly believed in student government as a means of developing character and good citizenship among the students.³ Leadership fell to the senior class. This was a pioneering idea in his time, but one he felt was particularly important in a public univer-



Julia Morgan, 1899. *Courtesy of Special Collections, University Archives, California Polytechnic State University, San Luis Obispo.*

sity. Towards this goal, Wheeler established an honor society, the Order of the Golden Bear in 1900, open only to senior men. In due course, money was raised for a Senior Men's Hall to accommodate their singing and other activities. Their rustic log cabin, near The Faculty Club, was completed in 1906. Howard, the campus architect, donated his services.

The Associated Women Students (AWS) was organized in September 1894, the semester after Morgan's graduation. At the time, when few activities and services were available for women, the AWS initiated debating, drama, music, and academic societies. Prytanean, the women's honor society, was established in 1900. Phoebe Hearst generously entertained the women students throughout the 1890s and donated Hearst Hall for their gymnasium and other activities in 1901. Wheeler saw a need for an administrator to address the needs of the women students, and, in 1903, asked the twenty-five-year-old, high-spirited Lucy Sprague, then secretary to the dean of Radcliffe College, to serve as the first dean of women at the University of California.⁴ At the time, her father was living in Pasadena; her sister Mary was married to Adolph Miller, professor of economics at the university. Lucy agreed to come to California and assist Wheeler in his mission to improve the lives and educations of women at the university but would not accept the position of dean until 1906, when she felt sufficiently acquainted with campus issues. She, too, was committed to student self-government and encouraged the women students' organizations. The popular Dean Sprague was called the "fairy tale princess" because the students thought she made dreams come true.⁵ This image was enhanced by the weekly student teas she held at Story Book House, her Ridge Road home. another Howard design.⁶

President Wheeler had initiated the Senior Men's Singings. Miss Sprague encouraged the Senior Women's Singings, inaugurated by the Class of 1910. The Thursday evening women's gatherings included singing college songs and discussing campus needs. Soon, they realized that Hearst Hall could not accommodate all the meetings and rehearsals of the



Fundraising underway for Senior Women's Hall. *Pelican Woman's Number*, February 1910.



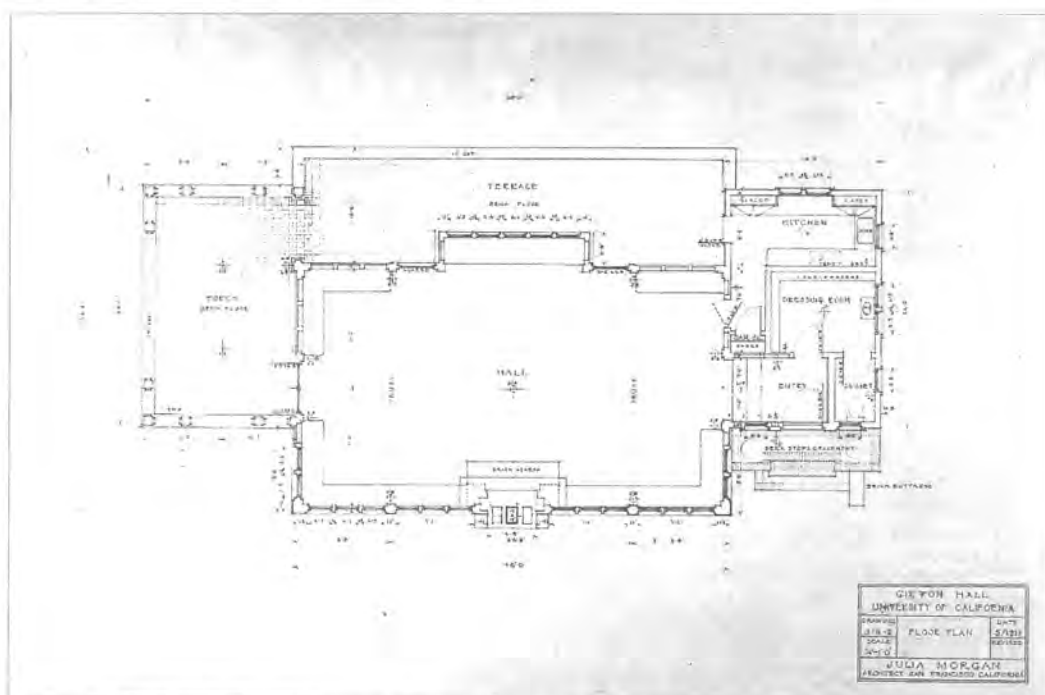
Front and rear elevations, Girton Hall (May 1911). *College of Environmental Design Documents Collection.*

women's musical and dramatic societies. During the spring term they began their fundraising for a Senior Women's Hall with enthusiastic support from Miss Sprague.⁷ The campaign included all four classes, as each would benefit once the building was completed. The young women staged programs and wrote letters to solicit funds. In the beginning, they referred to their project as Girton Hall, out of respect for the first women's college at Cambridge University, but by the time it was completed, it was officially known as Senior Women's Hall, a counterpart to the Senior Men's Hall.

The building committee, which included women from the classes of 1910, 1911, and 1912, selected a site overlooking Strawberry Creek, in an area already known as "Coed Canyon."⁸ They chose Julia Morgan to design their building. By 1910 Morgan was well known in the Berkeley community. In addition to her work with John Galen Howard on the Greek Theatre and the Hearst Memorial Mining Building, she had completed a house for her sorority, Kappa Alpha Theta, on Durant Avenue, two years earlier. She occasionally taught classes for Howard in the new architecture school when he was traveling during the school term. She had also designed numerous houses in the neighborhoods north and south of the university. One member of the building committee, Mabel Sadler, lived in her family's shingled 1905 Julia Morgan house on Benvenue Avenue, south of the campus.

Julia Morgan was a logical choice to design the women's building, and the students were clearly pleased with their building. There is no evidence that Lucy Sprague and Julia Morgan were close friends; however they had mutual friends and acquaintances in Berkeley. Morgan had traveled to Europe with her classmate, Jessica Peixotto, in 1896. Peixotto was the only other woman on the faculty when Sprague arrived, and the two shared a house in the Berkeley hills until 1906. Morgan's former employer, Howard, designed the Sprague house in 1906, the same year Morgan designed a house for Jessica Peixotto on College Avenue.

There were delays while the students raised money for Girton Hall, but in February 1911 the regents' Committee on Grounds and Buildings reviewed Julia Morgan's preliminary plans and recommended giving the Associated Women Students permission to build. The final revisions are dated May 1911. The regents authorized contracts in June, and agreed to advance up to \$1,500 over and above the \$3,300 raised by the students. It became clear that an additional \$1,000 would be required to complete and furnish the building. Miss Sprague agreed to donate \$500 if the students could raise the balance.⁹ She and the student building committee attended the regents' meeting on August 8, 1911 when the contracts were signed. Lucy Sprague guaranteed the repayment of the overdraft. Construction was completed in the fall of 1911, and the opening took place November 23. On March 12, 1912, the regents accepted the building from the Associated Women Students and carefully noted that Miss Julia Morgan had contributed her services as architect for the building. The faculty wives donated a set of dishes, and the women of the class of 1913 gave the draperies. Senior Women's Hall was, without question, a cooperative effort among the women of the university: students, staff, alumnae, and wives.



Floorplan. *College of Environmental Design Documents Collection.*

The engineer's survey shows the site of the Senior Women's Hall on a knoll about fifteen feet above Strawberry Creek with four existing oaks, spreading twenty-five to fifty feet, and a narrow footpath along the top of the creek bank. The site was approached by turning east from College Avenue, north of the Piedmont Avenue cul-de-sac, along the road to the dairy barn. When the road was realigned in 1922 to accommodate Memorial Stadium, the Hall was unaffected. The redwood siding perfectly complemented the wooded setting, and a brick terrace overlooked the creek on the south.

Julia Morgan's composition reveals the highly disciplined planning techniques she had learned during her years at the École des Beaux-Arts in Paris and, at the same time, fits the building into the rustic surroundings. The symmetrical, three-part building has a high central room, flanked by two lower pavilions. The central, biaxial hall was approached from the

vestibule in the west pavilion. After entering and turning to the left, three steps led up to the main room. This long axis continued through the hall to a covered porch on the east, symmetrical with the entrance pavilion. The focal point of the hall was the massive brick fireplace and chimney on the north. A short axis extended from the fireplace across the room past a window seat, across the brick terrace, and extended further, into the landscape, by the view down to Strawberry Creek. Doors on either side of the window seat opened onto the terrace. A second long axis, along the terrace and parallel to the one from the entrance, connected the covered porch on the east with the kitchen, behind the vestibule.

The central hall measured twenty-two by forty feet, and the lower side pavilions, both set back, measured fourteen by twenty-two feet. The north facade, with unadorned redwood clapboards and shingles above the eaves of the wings, is punctuated only by the entrance, a band of clerestory windows, and the brick chimney. The original roof was redwood shakes. The interior is finished with redwood paneling, exposed framing, and two exposed six inch by six inch redwood trusses, forming a square in the center of the main room. The highest point is fifteen feet; the building contains approximately 1,740 square feet, slightly more than half the size of Senior Men's Hall. The scale is domestic, yet the building accommodates large groups, spilling into the covered porch and onto the terrace. The only interior fitting known to be designed by Julia Morgan is the fire screen with the SWH monogram. This remains in use.

Senior Women's Hall combines the planning principles advocated by the École des Beaux-Arts with the simple ideals of the emerging San Francisco Bay Area arts and crafts tradition. It is important to recognize that the Beaux-Arts training was a method of approaching design, not a style.¹⁰ The teachings emphasized axial planning, symmetry, articulation of circulation, expression of structure, and the manifestation of the interior in the exterior form. The experience of space was always linked to the architectural promenade, the orderly movement through a carefully orchestrated series of spaces, large and small, bright and dark. Each transition, each doorway, each view inside and out, and each turn was considered. Amazingly, the little Senior Women's Hall followed these prescriptions.

Locally, a group of San Francisco Bay Area architects and designers were following the teachings of the English designer William Morris who had been advocating since the 1870s a return to the handicrafts of earlier times. The most fervent local advocates were the members of Berkeley's Hillside Club. In his 1904 tract, *The Simple Home*, the Hillside president, Charles Keeler, called for uncovered shingles, brick or plaster with open timber work and extremely simple finishes.¹¹ Senior Women's Hall followed these dicta as well.

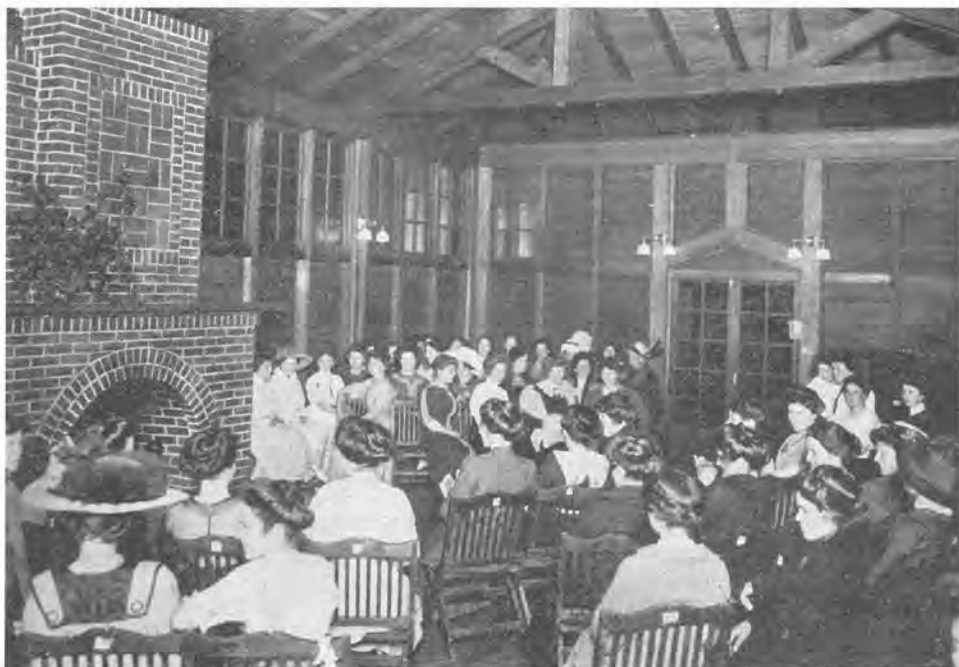
The 1913 *Blue and Gold* described the excitement of the opening festivities:

It was a happy event, the opening of Senior Women's Hall, and the women of 1912 feel themselves undeservedly fortunate . . . On November 23rd, the new bungalow in Strawberry Canyon, just south of the Greek Theatre, was formally opened. In the afternoon the Seniors were hostesses at a tea for graduates and faculty women, and in the evening, after the visitors had left, the girls gathered around the fire for a basket supper, which was followed by Senior singing and a very enjoyable musical program. The white dresses shone in the cheerful glow of the firelight and there was a buzz of happy voices. From the kitchen there came the rattle of cups and certain willing maidens carried in steaming coffee. Everybody was smiling. What friends they all were!

The Women of 1912 have been the first to enjoy Senior Women's Hall. If asked what had impressed them most they would probably answer, its possibilities. Each Senior Singing they have appreciated more and more what

opportunities it affords, this center of the California feminine—this second heart of the University.¹²

Professor Henry Morse Stephens had called Senior Men's Hall the "true heart of the University" in the same *Blue and Gold*.



Senior women singing in the new hall, November 1911. 1913 *Blue and Gold*.

The women were justifiably exuberant over their new building, so well planned and suited to their needs. In her July 1912 report to President Wheeler, Dean Sprague stated:

Self-government among the women students grows steadily in scope and in value. . . . All such work which naturally falls to seniors, will be made more effective through the charming little "Senior Women's Hall" which the women have built in Strawberry Canyon. Miss Julia Morgan, who planned the building and gave her services, has helped the women in a very genuine way.

This was precisely the sort of student undertaking that furthered Wheeler's educational goals of self-esteem, responsibility, and future citizenship. Its success was applauded repeatedly in the *Daily Californian* over the years. Initially, its use was restricted to the senior women. Later, it was opened to all women's societies, and it continued to be used by campus women's clubs until 1969 when it became the site of a university childcare center. However, since Senior Women's Hall was no longer an appropriate name, it was changed to Girton Hall, the students' original choice.

Within the scope of Julia Morgan's work on the Berkeley campus and elsewhere, the Senior Women's Hall is easily overlooked. The building was conventional and not a departure from the norms of the time. Her previous simple redwood buildings with exposed structure included St. John's Presbyterian Church, 1910, south of the university campus, and the original gymnasium at Mills College, 1909. It was a technique she used repeatedly in her later work, most notably in her work for the YWCA at Asilomar in Pacific Grove in the 1920s.

By the time she designed the Senior Women's Hall, Julia Morgan had established herself as an architect for women's schools and organizations. She had designed several buildings at Mills College, the Oakland women's college. These included El Campanil, the gymnasium, and the infirmary. She had also designed a building for the Friday Morning Club in Los Angeles (never built), the Kings Daughters Home in Oakland, the Ransome and Bridges School for Girls in Piedmont, and Miss Anna Head's house on the Berkeley campus of the Anna Head School. Her later practice included numerous buildings for women's schools and organizations throughout California and the West. The most prominent of these were the YWCA commissions and the Berkeley Women's City Club.

A small building on a large campus and a minor work in the scope of Julia Morgan's architectural practice, the Senior Women's Hall remains a resounding success. It was the product of a very young and enthusiastic building committee who were encouraged in their efforts by dynamic administrators, alumnae, and faculty wives. They were fortunate to have found a highly talented and skilled architect, sympathetic to their needs. The architectural integrity of Girton Hall is impeccable from both utilitarian and aesthetic standpoints.

The building was moved to the present site in 1946, at the time, north of Cowell Hospital. The area was still wooded and overlooked Strawberry Creek. A few changes were made to the building. The orientation shifted, and the south-facing brick terrace at the rear became a wood deck facing southwest towards the Women's Faculty Club. This part of the campus has since become congested with the new Minor Hall (optometry) and Haas Business School, and Strawberry Creek is in a culvert. Since 1969 the area immediately below the deck has been developed as an outdoor children's play area. The domestic scale has proved advantageous for its present use.



Senior Women's Hall, ca. 1944. 1945 *Blue and Gold*, courtesy of Ed Kirwan Graphic Arts.

ENDNOTES

- 1 I would like to thank the following for their help during the preparation of this article: the staff of The Bancroft Library, Berkeley Architectural Heritage Association, College of Environmental Design Documents Collection, Joan Draper, J. R. K. Kantor, William Roberts (University Archivist), and Anne Shaw (Office of the Secretary of The Regents).
- 2 The best general source on the life and work of Julia Morgan is Sara Boutelle, *Julia Morgan, Architect* (New York: Abbeville Press, 2nd edition, 1995). See also The Julia Morgan Architectural History Project, Regional Oral History Office, The Bancroft Library, University of California, Berkeley.
- 3 Monroe E. Deutsch, ed., *Benjamin Ide Wheeler, The Abundant Life* (Berkeley: University of California Press, 1926).
- 4 Lucy Sprague Mitchell, *Two Lives: The Story of Wesley Clair Mitchell and Myself* (New York: Simon and Schuster, 1953) and Joyce Antler, *Lucy Sprague Mitchell: The Making of a Modern Woman* (New Haven and London: Yale University Press, 1987).
- 5 Antler, *Lucy Sprague Mitchell*, 105.
- 6 This house was lost in the Berkeley fire of 1923. See Joan Draper, "John Galen Howard," in Robert Winter, ed., *Towards a Simpler Way of Life: The Arts and Crafts Architects of California* (Berkeley: University of California Press, 1997), 34.
- 7 Mabel Sadler Ferrier, "History of Senior Women's Hall," University Archives, University of California, Berkeley, n. p.
- 8 The Associated Women Students' Building Committee included Miss Hazel B. Jordan (Chairman), Miss Ethel Lockhart, Miss Marion Gay, Miss Marguerite Ogden, Miss Edith Pence, and Miss Mabel Louise Sadler.
- 9 Ferrier, "History of Senior Women's Hall".
- 10 See, for example, Arthur Drexler, ed., *The Architecture of the École des Beaux-Arts* (New York: Museum of Modern Art, 1977), 111-115.
- 11 Charles Keeler, *The Simple Home* (San Francisco: Paul Elder & Company, 1904). Keeler's other writings are discussed in Leslie Mandelson Freudenheim and Elisabeth Sacks Sussman, *Building with Nature: Roots of the San Francisco Bay Region Tradition* (Santa Barbara and Salt Lake City: Peregrine Smith, Inc., 1974), 33-74.
- 12 *1913 Blue and Gold*, 39 (1912), 165-166.



1895 *Blue and Gold*.

When She Enters.



When She Graduates.

DEAN LUCY SPRAGUE, THE PARTHENEIA, AND THE ARTS

Janet Ruyle

AFTER GRADUATING FROM RADCLIFFE IN 1900, Lucy Sprague (1878-1967) came to Berkeley in 1903 at the behest of President Wheeler to help advise women students. Three years later she was appointed the first dean of women. She also lectured in the Department of English. In her desire to promote women's educational and career opportunities Sprague developed a "curriculum of experience," which became a hallmark of the pioneering educational institution she founded twenty-five years later, the Bank Street College of Education in New York City. Shortly after her appointment as dean, women students claimed that "the best thing that ever happened to the University was the creation of the office of Dean of Women, and that the best thing that ever happened to the office of Dean of Women was the appointment of Miss Sprague to fill it." She was awarded an honorary doctorate in 1958 at the inaugural ceremonies for President Clark Kerr, who hailed her as "one of the greatest professors of half a century ago."

She described the origin of what became an annual spring pageant or masque known as the Partheneia, an original presentation by the women students at Berkeley. After a competition for a student-written script in the fall, the first performance was April 6, 1912 and continued each year until 1931—when students no longer were interested in it. Originally performed under the oaks bordering the eucalyptus grove near the west end of the campus, later performances were given in Faculty Glade, where spectators could be more comfortable.¹ The following excerpt is from Lucy Sprague Mitchell's book, *Two Lives*, published in 1953, which includes her recollections of her years in Berkeley from 1903 to 1912.²

As a group, [women] were tolerated in a man's college. I wanted them to create something that was peculiarly their own, something that would give them standing in their own eyes and in the eyes of the community. Some of the girls were writing on their own and they brought me their poetry. One day at the end of my reading [poetry to the women students who dropped in at her home on Wednesdays], I suddenly suggested that the women students write and put on some kind of dramatic performance on the campus. My remark was like a match put under dry evergreen boughs which turned into a sizzling roaring flame shooting sparks into the air: How could it be done? What kind of thing should they write? Who would choose from the manuscripts? Questions. Excitement. Suggestions. And finally a plan.



1912 program cover for the first Partheneia. *University Archives.*





Costume designs for *The Partheneia*, the first Partheneia, performed April 6, 1912. University Archives.



Program cover of the third Parthenia, presented in 1914. University Archives.

We were to ask a group of people to serve as judges. The judges, with a committee of girls, were to draw up a statement concerning manuscripts to be submitted. Only women students could submit manuscripts. President Wheeler approved the plan, and we were off! Judges were selected. The form was left open—it might be a play, a pageant, a dance, an operetta. The subject must concern something important to women, past or present, and could be based on fact or fancy. Over twenty manuscripts were submitted. Most of them were of high quality, showing imagination and a sense of form.

A manuscript in blank verse with lyrics, called *The Parthenia* [sic], submitted by Nan Rearden, was chosen. It was an original and exquisite piece of writing and it came from a shy girl with great dark eyes and a mass of dark hair setting off her pale face. What she wrote was a rhythmic, dramatic masque of great historic women and what they cared for and fought for. At the end, these women in the play appeared in a long procession and left an offering on an

altar of hope. We made a real study of historic costumes and props with the help of various professors and museums. Iphigenia carried a genuine amphora loaned by our museum; Jeanne d'Arc dashed in on a white charger; Héloïse, in her nun's gown, held an ancient crucifix. These are a few characters whom I remember. We gave *The Parthenia* under the great Le Conte live oaks on the campus. More than a thousand girls took part in it, and many more helped off stage. One wonderful chorus of fog maidens did a running dance with billowing gray skirts and gray capes over their heads. When the



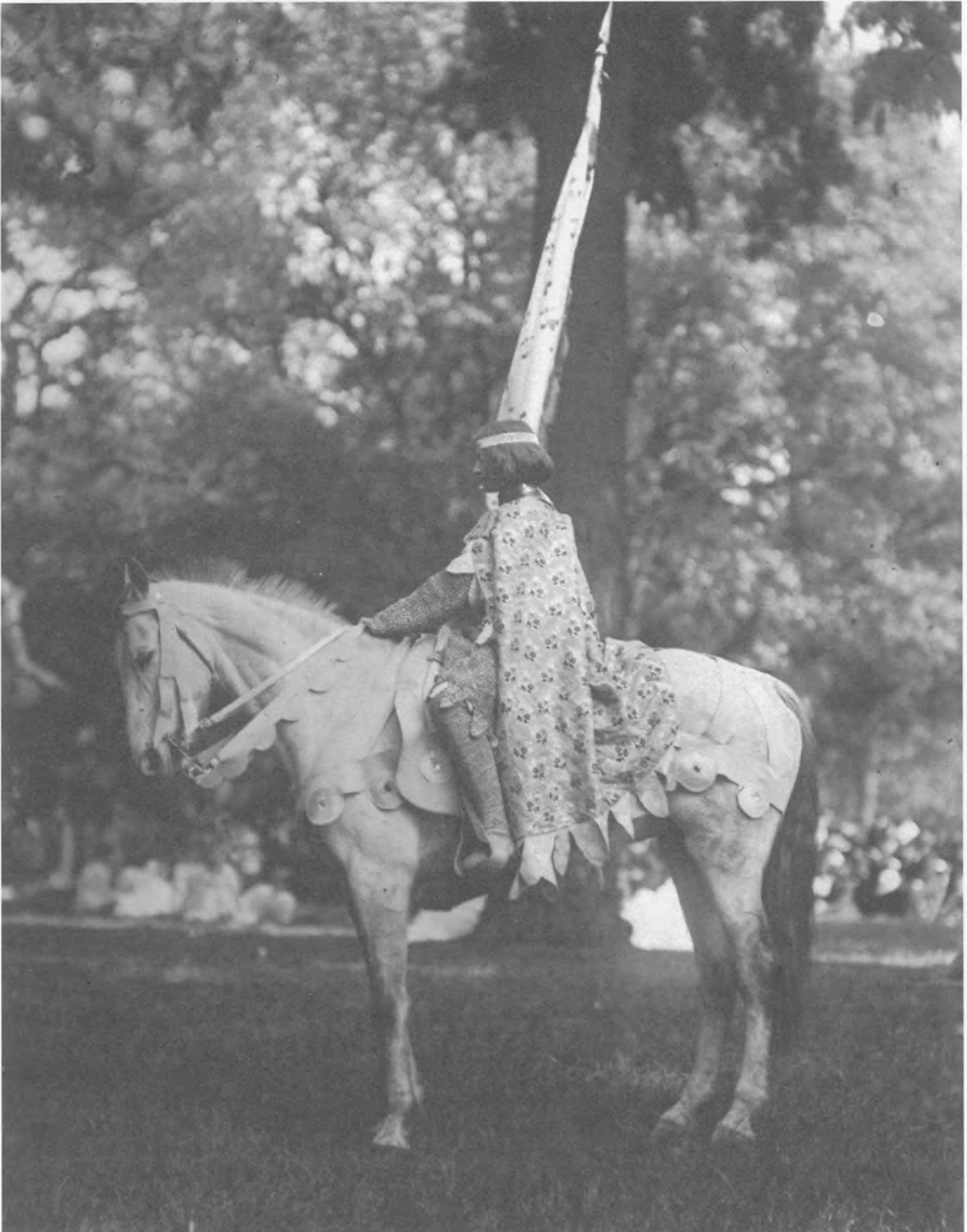
Wildwood

Rhiannon

Dawn

Characters for *Dream of Derdra*. 1915 Blue and Gold.

sun came out, the gray billows floated away, and there stood a whole chorus of yellow-gowned, yellow-haired girls. Another chorus of sea-maidens all had red hair. With some two thousand girls to choose from, we could do anything we dared to. [The number is slightly exaggerated, as the record shows an enrollment in 1911-12 of 1,573 women students, both graduate and undergraduate, and 2,539 men students.³]



Joan of Arc from *The Partheneia*, 1912. University Archives.



The Vision of Marpessa. Partheneia, 1922. University Archives.

. . . The first *Parthenia* was a huge success. Crowds came from San Francisco. A performance was given for several years after I left the University almost with the spirit of a rite. . . . *The Parthenia* meant a great deal more to me than just a successful show. It meant a big co-operative undertaking,



A Thing of Dust. Partheneia, 1923. University Archives.



Unidentified Partheneia. *University Archives.*

planned and executed by more than twelve hundred women students—the first they had ever conceived of. It meant bringing the kindling influence of art and a search for source materials into the sterile academic atmosphere of these girls' college life. It meant the release and exhilaration of self-express-



There Was a Shepherdess. Partheneia, 1926. *University Archives.*

sion—what we now call creative writing and dramatic play—to many shy and lost people. It meant a recognition of the girls through a distinctive and distinguished contribution of their own fashioning. It pleases me that I saw so clearly the value of what I now call “the outgo” aspect of learning. I can only wonder that I had the temerity to launch so big an undertaking in the face of the general apathy. It was reassuring that it met with such response from girls who, for the most part, had been content to attend the University without being a real part of it.

After Lucy Sprague married Professor Wesley Mitchell, she resigned her position at the university and Lucy Ward Stebbins became the new dean of women, serving from 1912 to 1940. She supported the continuation of the Partheneia productions until the final presentation in 1931, *The Potter's Wheel*.

The scope of the productions also continued, if slightly reduced from the original inspiration of the masque. For example, besides the large number of women behind the scenes for staging, costuming, organizing, arranging, ticket design and sales, program design, and publicity, the first program lists over 350 women in the cast of characters in *The Partheneia*. Besides the leading role of the Spirit of Maidenhood were Freshman Maidens, Eucalyptus Dryads, Senior Maidens, Fog Spirits, Sea-breezes, Earth Spirits, Rain Spirits, Leaf Spirits, Flower Spirits, Water-Sprites, Spirits of the Past, Spirits of Endeavor, Attendants of Nobility, Attendants of Joy-in-life, Attendants of Service, and Attendants of Light. The final pro-



The Druid's Weed. Partheneia, 1929. University Archives.



The Potter's Wheel, 1931, the last Partheneia, in Faculty Glade. University Archives.

gram (for the twentieth pageant) listed nearly 120 in the cast. While a few men are credited on the programs as assisting in the orchestra and as the conductor of the orchestra, all others listed are women, and the number of supporting women listed on the various committees is as large as the number appearing on stage, at least in the program for *The Potter's Wheel*.



Program cover for the last Partheneia, 1931. University Archives.

The idealistic content of these pageants persists through the years, but the character of it has changed by the 1931 production. In 1912 the program's synopsis for *The Partheneia*, with eight episodes, states "After an orchestral prelude and a spoken prologue pronounced by the Spirit of Maidenhood, the action of the masque presents symbolically the spiritual transition of maidens from girlhood into womanhood in a series of episodes . . ." By contrast, the synopsis of *The Potter's Wheel* relates, "On the great Potter's Wheel of Life whirl Time's centuries, turning and turning, shaping and re-shaping. Each century is rounded to its close with the same impersonal meticulousness and is hurled off by its own impetus into oblivion, the new century—a bulk of shapeless clay—already growing and forming on the

revolving wheel." The description of the three scenes reveals a pageant of concern for technological progress, its evils and virtues, struggles that may reflect the early years of the Depression. Compare the following cast to that of the first production listed above. The 1931 cast includes solo dancers: Expectation, Grace, Woman, Progress, Speed, Power, Jazz, and Destruction; attributes of woman: Gaieties, Blindness, Femininities; virtues of woman: Nobility, Faith, Purity; vices of woman: Intolerance, Smugness; attributes of progress: Aeroplanes and Sciences; virtues of progress: Development, Industry, Invention, Robots, Radio and Telegraphy, Music, Noise; vices of progress: Materialism, Ruthlessness, Avarice, Greed, Wrath, Envy; and ending with a bacchanal of Femininities, Gaieties, Music and Noise.

It would appear that the final Partheneia ended with a splendid bang!



Unidentified Partheneia. *University Archives.*

ENDNOTES

- 1 Verne A. Stadtman, ed. *The Centennial Record of the University of California* (Berkeley: University of California Printing Department, 1967), 115.
- 2 Lucy Sprague Mitchell, *Two Lives, The Story of Wesley Clair Mitchell and Myself* (New York: Simon and Schuster, 1953), 196-198.
- 3 Stadtman, 218.

MAY CHENEY'S CONTRIBUTION TO THE MODERN UNIVERSITY

Anne J. MacLachlan

CALIFORNIA AT THE END OF THE NINETEENTH CENTURY experienced rapid population growth and a tumultuous expansion of its education system. Immigrants to the state as well as the reproduction of established settlers led to an upsurge in school age children and not enough schools or teachers to accommodate them. The school system expanded from "not more than twenty real High Schools in the state" in 1890 to one hundred and ten in 1897.¹ Such institutions of higher education present in the state at that time were not able to train adequate numbers of teachers, and indeed qualifications to become a teacher varied greatly, with as little as an incomplete high school or normal school education being enough for elementary school teaching, although after 1875 new teachers had to be at least eighteen years of age.² The University of California played a very significant role in all of this, on one hand through the training and provision of teachers, and on the other by the active participation of its pedagogy faculty in shaping high school curriculum and in the organizing institutions for the K-12 system such as the State Board of Education.³ At the same time, the complicated educational needs of the developing state in turn did much to shape the university and define its internal structure and organization. More remarkably, one practical, farsighted individual, May L. Shepard Cheney '83, clearly understood the nature of these needs and worked to create the university offices which could satisfy them.

One of these needs was to place Berkeley graduates in high school teaching positions appropriate to both the graduates' qualifications and the districts' requirements. Before it came to the attention of the president of the university, May Cheney was already trying to satisfy the state's demand for teachers through the operation of the Pacific Coast Bureau of Education. Located in San Francisco, the Bureau was run by herself and jointly owned by her husband, Warren Cheney '78. At the time this was the only placement bureau in the state. It had been established by May Cheney in 1887 "with the distinct purpose of registering women graduates of Eastern Colleges in order that the great demand for teachers in California might be met."⁴ From 1892 through January of 1893, the Bureau placed twenty-eight Berkeley teachers, the number rising gradually to forty-eight between January and October 1897; a total of over 210 Berkeley graduates were placed. As the very first organization of its kind, Cheney's Bureau was "frequently used" by the State Superintendent of Public Instruction to find teachers particularly for "the many newly organized schools in Southern California."⁵

While the Bureau was very successful, steadily placing among others a growing number of Berkeley graduates, and the president of the university was satisfied with its work, he felt that the university should have its own appointment office. May Cheney herself was far from satisfied about how the university recommended its graduates, and she felt strongly that the procedure then in use was politically damaging for



May L. Shepard, 1883.
University Archives.

the growing university. In a letter to President Kellogg on September 13, 1897, she detailed the inefficiency of the current practice and its consequences:

You know that in past years the recommendation of graduates for teachers' positions has been made by any member of the faculty of whom inquiry might chance to be made, who without any conference with other members of the faculty, or even with the head of the department most concerned, and without opportunity for learning the special needs of the school, often endorsed teachers on the basis of classroom knowledge alone. The result must often be a failure, even in cases where the graduate might have been a success in some school to which he was better fitted. Such a failure always reacts upon the University, because in no case where a teacher is endorsed by a member of the Faculty can the school authorities be made to understand that that teacher has not been endorsed by the University. Moreover it often happens that contradictory recommendations are given by different members of the Faculty, and in the end the position goes to some outside teacher.

The time has come when some plan must be adopted for recommending graduates with due regard to the difficulties of each position, and with unity and authority in the University recommendation. For the success of its graduates in the secondary schools depends the whole relation of the University and the schools—perhaps it is not too much to say the whole future of the University.⁶

In this same letter she indicated her interest in becoming the person to develop new procedures and coordinate recommendations, pointing to her ten years experience with her bureau. As Kellogg and May Cheney clearly had a very good working relationship he gave her the flyer of the Harvard University Appointments Committee (begun in 1895) and asked her to think about how Berkeley could manage the process in a way more consistent with the needs of the campus and community. The result was a tightly argued letter to him in which she commented extensively on the Harvard procedure and detailed how the process could work at Berkeley. She argued that the placement season for teachers in California occurred during the months of July and August, two months later than in the East, and long after faculty had left for their well-earned rest. So it was impractical to involve large numbers of faculty in the process when they were not available. Moreover, she argued "We want to concentrate the responsibility, fix it with one person and let it be the main business of that person to prepare himself to discharging the duties of this particular office." These duties are the recommending of graduates, and the person who does so "may be known as the President's Secretary as most of the letters of inquiry will be addressed to him. The advice of the Schools Committee would take the place of that of the committee known at Harvard as the Appointment Committee, and whenever necessary other members of the Faculty could be freely consulted by the person in charge of this work." In a usually infallible argument when proposing something new to an administrator, she went on to point out, "This plan will have the advantage of making use of the machinery already in operation at the university. The matter of keeping the office open during the summer vacation can be attended to without adding to the duties of the Faculty, and the recorder's office can be relieved of its almost unbearable strain."⁷

Given the perfect unanimity of purpose, on October 12 May Cheney was proposed and approved for the new position she had outlined and was appointed effective January 1, 1898. Stanford, it will be noted, began its teacher placement office the same year under the dean

of the School of Education who continued the more common custom of supervising and directing teacher placement as an extension of his academic responsibilities. The Berkeley office, however, pioneered the use of an "Appointment Secretary," and created over the years a formidable mechanism for finding jobs for teachers which continued to lead all other California placement organizations in the volume of placements in the state. May Cheney's original bureau was sold, but it continued as a major placer of teachers.⁸

Because May Cheney took a position at the university which was newly created for her, her initial salary was cobbled together from that of a "typewriter" (typist) and a clerk, coming to \$55 a month. She was not very happy with the situation, and in a detailed letter to the regents she described the vast scope of her responsibilities, all of which rapidly became the work of many people in separate offices not long after her letter was written. The letter is instructive as it shows the modern university in formation. Her primary activities fairly quickly led to a full-fledged placement office, but she also served as secretary to the president,



May Cheney, ca. 1920.
University Archives.

and collected and disseminated information about and for other institutions, augmented by providing speakers and lecturers for high schools, creating the groundwork for what became the Office of Relations with Schools. She further handled the "accrediting relation" with high school principals for the recorder (registrar), in reference to the university's certifying of high school programs of study as adequate for the admission of graduates to Berkeley. In addition, May Cheney undertook the certification of teachers; while related to appointment work, it was an extra time-consuming process involving working with faculty, securing recommendations, and issuing the actual certificate. In May 1898 she reported certifying more than 100 teachers in that month alone. If this were not enough, she collected and distributed to the press what she calls "authentic news in regard to University affairs," developing a practice of news collection from faculty which would become the Public Information Office.⁹ The woman certainly deserved more than \$55 a month and apparently must have received it since her salary in 1904 was reported to be \$1,000 per annum.¹⁰ More significant than her salary for posterity, however, is the way in which she laid the logical groundwork for evolving university functions.

During the time that May Cheney was operating the Pacific Coast Bureau of Education the state of California, the first state to do so, required college graduation as a condition for a high school teacher's certificate in 1893. This was followed in 1905 by a mandate from the State Board of Education that required supervised practice teaching before issuing a teaching certificate. A central issue, therefore, in placing teachers was certifying their qualifications. All of the "Appointment Offices" which developed in the beginning of the twentieth century in California colleges and universities became the offices of record for the teaching credential and other students' official records, such as transcripts and letters of recommendation.¹¹ Indeed, today the teacher placement section of the UC Berkeley Career Center still fulfills this function, although in a very different form.

At the turn of the century, however, office practice, while manifesting many characteristics of the modern university placement office, differed greatly from that of today in the important respect that registrants did not then have free access to all possible positions. Instead, the appointment secretary maintained a file of qualified teachers and as vacancies arose selected from this filing system a few to apply, who then did so directly. For May Cheney, the proper selection of candidates for a particular job was the heart of the appointment secretary's work, since a successful placement not only profited candidate and district, but advanced the interests of the university. This practice of personal selection by the secretary continued until 1964 with the passage of the first civil rights laws guaranteeing equal access to all positions.

Remarkably, the University of California office had 3,217 registered teachers on file in 1925, far more than any of the other twenty-seven agencies in the state. With such a population to serve, there was a need to dispatch business rapidly, resulting in the "interview plan." This meant that the agency, including the University of California, made interview rooms available where school principals and superintendents could meet with candidates. According to the 1926 study on which this discussion on office practice is based, usually only from one to three candidates were recommended for any one position. Indeed, a fair number of registrants—around ten percent of those registered with the university office—were hired without any interview in the most rural areas of the state. By this time the University of California was primarily placing high school teachers and they continued to assist graduates from other colleges to find positions.¹²

The "interview plan" laid the foundation for the modern practice of "recruitment," most commonly for non-teaching positions in the private and government sector. This is the practice today in which recruiters arrange with the Berkeley Career Center to interview students in rooms designed for this purpose. Organizations stipulate degree level and field and the Career Center screens potential interviewees on this basis and schedules the interviews. Very little of this occurs anymore for teachers since they are now encouraged to apply directly through public advertisements or teaching fairs and ask that their credentials be mailed to the district they are applying to.

Although May Cheney could not have foreseen the economic and political vicissitudes of the twentieth century with their devastating impact on labor markets, in 1913 it was clear to her that a mechanism was necessary to connect graduates to technical and business positions. In her annual report to the president in that year she invoked Harvard again, pointing out that in addition to their appointment secretary, they had another office in Boston for the recommendation of its men for technical and business positions. She recommended that the University of California have "headquarters in the heart of San Francisco, where employers seeking men can find lists of available candidates, with their qualifications plainly stated, and the opportunity may be offered for a personal conference."¹³ Not one to give up on an idea whose time had come, in 1915 May Cheney continued to press for such an office, which she called a "vocational bureau," suggesting an alumnus from the business world to "set up" in San Francisco for business placement. By 1918 she appears to have succeeded as she requested from President Wheeler the immediate naming of someone as assistant appointment secretary at \$85 a month.¹⁴

In 1919 her office had over 3,000 requests for teachers and other "professional workers." Her office at this time employed three overworked people including an assistant appointment secretary. The high volume of work was facilitated by the installation of a "Findex," a device which apparently permitted rapid selective sorting of candidates to be recommended for particular positions. But still, these three people dealt with 15,000 letters, 8,519 visitors to the office and registered 2,310 candidates in the eleven months between July 1918 and May 1919.¹⁵

May Cheney viewed good placement work as an important part of the structure of education in the state. She was always aware of the functioning of the entire structure and paid attention to every new development. In 1899, as she was establishing the Berkeley appointment office, she became interested in the relationship of the university to the state normal schools. She was particularly concerned about the founding of a new normal school in San Francisco and its encroachment on the prerogatives of the university. The founder of this new school, Frederick L. Burk '83, had won agreement from the Los Angeles boards of trustees that graduation from high school was required for admission to the normal school. However, he wanted to additionally require recommendation for matriculation at the university. This requirement was already in effect for the Los Angeles State Normal School (the future UCLA), but he wanted Berkeley to administer an admission examination and



May Cheney, 1936. *University Archives.*

for the students to be regularly matriculated at the university. In her mind, Burk's suggestions raised serious issues of governance and the question whether normal schools should be affiliated with the university. In a letter to the regents she expressed her concern that all the implications for the future of the university be considered.¹⁶

The relationship of the university with normal schools and its implications for both the K-12 system and the university was a persistent concern for May Cheney. In 1912 in her report to the president she draws attention to the fact that "the center of interest [in the schools] has shifted from the so-called 'culture' subjects to those which make for social and industrial efficiency, and the university has made little to no change in its method of preparing teachers." For her, the issue was that "the office [Appointment] has been unable to harmonize what the university offers with what is demanded," and she goes on to point out that the state normal schools, "designed to supply the ranks of the 10,000 elementary school teachers of the state, have been reaching out toward the high schools, whose force of 2000 teachers could easily be recruited by universities." Both the normal schools and school principals were asking the university to respond to the demand for high school teachers in domestic science and arts, manual training, industrial and mechanical arts, drawing and music, agriculture, physical training and hygiene. As unqualified people were teaching these subjects, May Cheney called on the university to take vigorous action since the maintenance of scholarly standards of work in the university must depend upon the sound foundation provided in the secondary schools.¹⁷ Her advocacy in addressing essentially vocational education at this time was parallel to her advocacy for a vocational placement bureau in San Francisco, both part of broad trends in society and the economy that she believed the university was overlooking.

Her interests, however, were far broader than preserving the pivotal position of the university in the education of the state. She was very actively engaged in the progressive causes of her day: against the squandering of natural resources, the destruction of the environment,

"the waste of national vitality through unhygienic living conditions, child labor and preventable disease." Most particularly she was against what she called the "waste of thinking power," and was called upon as a recognized national leader in teacher development to suggest ways to improve the quality of teaching in the United States, and the placement of teachers in appropriate positions. Her suggestions, made in an invited contribution to a report prepared for the Division of Superintendence of the National Education Association in 1915, amount to a systematic program for placing teachers in individual states and in the nation. The essence was to standardize where graduates registered, what kinds of materials were collected for the candidates, and who was in charge of placement, in an effort to avoid duplication of services—often incomplete—as well as "vexation of the spirit." She also advocated a federal clearinghouse for information about states' systems of education with particular attention to where the best teachers were trained, and an actual appointment function for senior administrative officers such as university presidents.¹⁸

May Cheney had a particularly long and distinguished career as the Berkeley appointment secretary, staying in her position for forty years and leaving an indelible imprint not only on the encouragement and development of teaching in the state, but on university structure and policy. Her reach became national; she served on many national boards and commissions, but the record of her distinguished service is scattered and largely unknown. Her obituary focuses on her graciousness and friendliness that assisted young men and women into their careers. It continues: "Her good judgement has built a remarkable reputation for the Appointment Secretary's Office in schools throughout the country. Her friendly ear and quiet smile have relieved the worried school administrator, and cheer the anxious neophyte in teaching. As long as the university endures, the Spirit of May L. Cheney will be a living force in that most important of functions for higher education, the teaching of teachers, and their distribution to the schools and colleges of the State, the Nation, and far distant lands of the world."¹⁹

ENDNOTES

Thanks to Carroll Brentano, Janet Ruyle, Geraldine Clifford and William Roberts for their assistance in locating material.

- 1 May Cheney to President Kellogg, September 13, 1897. Regents' records, CU-1, box 19; University Archives, University of California, Berkeley.
- 2 Geraldine Joncich Clifford, *"Equally in View": The University of California, Its Women and the Schools* (Berkeley: Center for Studies in Higher Education, 1995), 13.
- 3 Professor Elmer E. Brown to President Kellogg, May 27, 1899. Regents' records, CU-1, 25:4. Professor Brown alone visited thirty counties in the state during the academic year in the course of school visitations and lectures to teachers' institutes and other educational gatherings.
- 4 Lucian P. Farris, "Present Practices in Office Technique of Teacher Placement in California" (Master's thesis, University of California, Berkeley, 1926), 11. It appears to have been run by May since her husband, Warren, advertised his own business as "real estate and insurance agent" in the 1894 *Blue and Gold* (Berkeley, 1893).
- 5 Addendum by May Cheney to her letter to President Kellogg, September 30, 1897. Regents' records, CU-1, 17:33.
- 6 May Cheney to President Kellogg, September 13, 1897. Regents' records CU-1, 19:32.
- 7 May Cheney to President Kellogg, September 30, 1897. Regents' records CU-1, 17:33.

- 8 Farris, 12.
- 9 May Cheney to Regent Reinstein, May 6, 1898. Regents' records, CU-1, 19:32.
- 10 Regents' records, CU-1, 28:24. An instructor earned between \$750 and \$1400, while the President earned \$10,000.
- 11 *Annual Report of the President*, 1913, 46-47.
- 12 Farris, 13-49.
- 13 *Annual Report of the President*, 1913, 46.
- 14 Reports to the President, CU-5 series 1, 52:39 (1912); CU-5 ser.2, 1914:379, 1915:10, 1916:593, 1918:672.
- 15 President's records, CU-5 series 2, 1918:672, 1919:261.
- 16 May Cheney to Regent A.S. Hallidie, July 24, 1899. Regents' records, CU-1, 19:32.
- 17 *Biennial Report of the President of the University* (Berkeley, University of California, 1912), 51-52.
- 18 President's records, CU-5, series 2, 1915:10.
- 19 Robert Sibley, in *California Monthly*, June 1942. Thanks to Carroll Brentano and Maresi Nerad for this source.

May L. Shepard Cheney (1862–1942)

May Cheney '83, lived for many years in a wooden residence located on the east side of College Avenue, north of Bancroft Way—a building which stands to this day, now in the middle of the campus, just east of Wurster Hall. Here she raised her three sons: Charles '05, a city planner who designed Palos Verdes Estates in the 1920s; Sheldon '08, an art and theater historian who founded *Theatre Arts* magazine; and Marshall '09, an Oakland physician. A university residence hall was named in her honor in 1959.



Student waiting for train on Shattuck Avenue, ca. 1899. Note Warren Cheney's shop behind horse. *University Archives.*

"NO MAN AND NO THING CAN STOP ME"

FANNIE McLEAN, WOMAN SUFFRAGE, AND THE UNIVERSITY

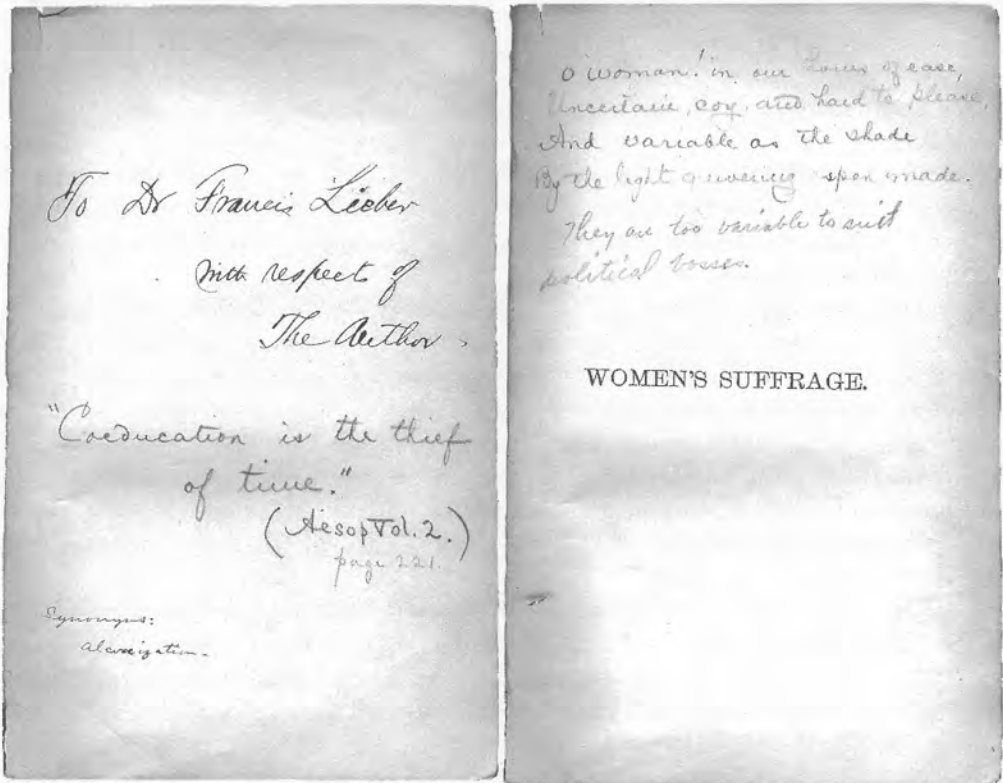
Geraldine Joncich Clifford

IN THE UNIVERSITY OF CALIFORNIA LIBRARY'S COPY of Horace Bushnell's *Women's Suffrage; The Reform Against Nature* (1869), an unknown reader penned on the inscription page "Coeducation is the thief of time" and, on the half-title page, this verse by Sir Walter Scott:

O woman! in our hour of ease,
Uncertain, coy, and hard to please,
And variable as the shade
By the light quivering aspen made.

Beneath this, and from another hand, came this rejoinder: "They are too variable to suit political bosses."¹

This book's publication and the opening of the university's doors to its first forty students both occurred in 1869, but Horace Bushnell figured more directly in the university's pre-history. A Hartford clergyman with a national reputation for religious and educational thought, and a Yale classmate of Henry Durant, a founder of the recently chartered College



From inscribed copy of Horace Bushnell, *Women's Suffrage*, 1869.
The Bancroft Library, University of California, Berkeley.

of California, Bushnell wrote fundraising appeals for Durant's "Western Yale," as it was commonly called, while in California for his health. And it was he, Durant, and Edward McLean, the college's trustee-treasurer, who trekked the Bay Area in 1856 or '57 hunting for a new site. The college's trustees had agreed that the campus in boisterous downtown Oakland was inadequate and morally dangerous for impressionable young men. When the struggling private college's board decided in 1867 to cede its assets to the state as the nucleus for the liberal arts within a state university, the 160-acre Strawberry Creek tract that Bushnell helped identify became the future home of the University of California. The surrounding College Homestead development was named Berkeley in 1866 and the slow process of incorporation and annexation began in 1878.

Bushnell's book, an early volley in the suffrage battle of a protracted war of the sexes, declared woman suffrage both unnatural and unnecessary since men sufficiently represented women's legitimate interests: "The male and female natures together constitute the proper man, and are, therefore, both represented in the vote of the man." Bushnell also denied that women lacked "civic outlets." In hospitals, almshouses, schoolrooms, and churches, he asserted, there are "ministrations, teachings, offices, and magistracies of mercy without number, all a great deal worthier and higher than any that our women can hope to obtain at the polls." Only family strife and moral evil, he concluded, would accompany woman suffrage:

The claim of a beard would not be a more radical revolt against nature [than is] a claim by women to govern, or be forward in the government of men . . . Other modes of demoralization will also be discovered, especially in the country and the more sparsely settled parts, where men and women will be piled in huge wagons to be carried to the polls, and will sometimes, on their return, encounter a storm that drives them into wayside taverns and other like places for the night; where, of course, they must have a good time somehow, probably in some kind of general carouse.

Holding a traditionalist's conviction that woman's role is to accept that which man confers or withholds, Bushnell conceded that men sometimes "heedlessly oppress" women, but "it is our custom rather, in matters of deliberate purpose, to give them more than will be either for their benefit or our own."

But who were the unknown "graffitists," marking this book that declared woman suffrage "a reform against nature—an attempt to make trumpets out of flutes, and sun flowers out of violets"? Can one doubt that the first writer was male—perhaps an anti-suffragist, perhaps merely one of those many American male students and faculty given to "fondly" patronizing the "weaker sex"? Or that the second graffitist was female and pro-suffrage? Was she Fannie Williams McLean '85, the second daughter of Bushnell's companion on that land-hunting errand, a longtime English teacher and vice-principal at Berkeley High School, and campaigner in both the 1896 and 1911 efforts on behalf of a woman suffrage amendment to the California state constitution?²

While any woman at Berkeley might have been the writer, more intriguing possibilities include the university-connected members of the College Equal Suffrage League which Fannie McLean helped found in 1908 and which she headed until it disbanded and reappeared as the California League of Women Voters. Might it have been Dr. Emma Sutro Merritt '81, physician and daughter of a major university benefactor? Or one of the university's well-known Mays: May Treat Morrison '78, later donor of the Morrison Library and professorships in history and law; or May Shepard Cheney '83, the university's Appointment Secretary for forty years?³ Another candidate is Lillian Moller Gilbreth '00. When Moller gave her

commencement speech, President Wheeler had advised her to wear a ruffled gown and "Read what you have to say, and from small pieces of paper. Don't imitate a man."⁴ But she did imitate a man by becoming an industrial engineer. Other less well-known League members included Fedelia Jewett '95, Emma Noonan '98, and Hattie Jacobs '01, all teachers at San Francisco's Girls High School, which was a major supplier of University of California freshmen.

Milicent Shinn '80 is another possibility. The first woman

to earn a Berkeley Ph.D. (in 1898), Shinn was an editor

and journalist. Julia Morgan '94, the architect of

William Randolph Hearst's San Simeon, be-

longed to the League, as did Cornelia

McKinne Stanwood '98, principal of Sarah

Dix Hamlin School, a flourishing girls'

school in San Francisco.⁵ A suffrage recruit

from a later class could also have been our

indignant graffitist. Perhaps it was Louise

Narjot Howard '01, another Berkeley High

School teacher, or Constance Lawrence

Dean '09, a San Francisco housewife. Other

possibilities were the more peripatetic Ber-

keley-bred suffragists: Julia Heaton Austin

'15, who put her California political experience

to work as secretary of the Ohio Woman's Suffrage

Association, and Maria de Guadalupe E. Lopez

'11, a Los Angeles High School teacher who led

southern California's college-bred suffragists.



Fannie McLean, 1885.
University Archives.

Finally, could a Berkeley High School coed have penned those defiant words, perhaps someone who had trudged up the hill to gather material for one of Fannie McLean's public speaking classes or debate teams?⁶ One such possibility was Grace MacFarland '10 (M.A. '11). Having followed the 1911 state suffrage campaign and worked to persuade local men to give the vote to women, MacFarland wrote to McLean from her own high school teaching post in McArthur, Shasta County. From her landlord, one of the district's election board, MacFarland had learned about the district vote for equal suffrage; as she boasted, "it went all for the Amendment."⁷

A member of one of Berkeley's first families, Fannie McLean was well connected to political, business, and university notables through her father Edward McLean (Yale '43), who came around the Horn to California with Francis Kittredge Shattuck. Successful in the insurance and real estate businesses, the elder McLean helped develop communities throughout California. His other Berkeley friends and business associates included Carleton, Stuart, Hillegass, Blake, Ward, Parker, Keith, Woolsey—known to later "Old Blues" only as street names. The university's president during Fannie's student days was William T. Reid, connected to the Connecticut McLeans by marriage. Professor Martin Kellogg (president through most of the 1890s) was a close family friend. So was Professor Albert S. Cook who persuaded Stockton High School to hire the newly graduated Fannie McLean. When the Stockton *Independent Democrat* editorialized against "playing into the hands of University professors" and urged hiring a Stockton lady if another teacher was really needed, the offer to Fannie was withdrawn, and she headed to Southern California to teach and bide her time.

Despite these formidable allies of McLean's, other university *prominenti* presented problems to the university's budding feminists. The regents' 1870 order had opened the university's second and succeeding classes to women on "equal terms in all respects with

young men," yet sex discrimination and patriarchal condescension on campus were overt and persistent. Governor (and Regent) Henry Haight told the 1870 commencement audience that the university's admission of young ladies was a settled matter, but he also declared himself "far from being a convert to the idea that females will ever participate in political contests by the exercise of suffrage, or to any extent the learned professions." Most of his audience probably agreed.⁸ In his inaugural address of 1872, President Daniel Coit Gilman repeatedly referred to the "young men" of the university but never to its young women.⁹ Over forty years later Elsie McCormick '16 echoed the complaints of earlier coeds, noting that at the first university meeting of the new academic year, "We heard advice heaped upon the heads of the '19 men; but however hard we listened we didn't hear a word of welcome addressed to the Freshmen women[;] . . . while the men of the class were being welcomed and advised, the women were unwept, unhonored and unsung."¹⁰

The male students shared similar sentiments. Their publications routinely satirized "the grade-grinding pelican"—that drab, over-serious female who, as an 1873 male joked, "has the audacity to choose the same college as yourself." He acknowledged that coeds showed themselves better prepared for university work than did the men, but "prejudice, tradition and precedent are against her."¹¹ Seemingly without shame and with impunity, overenrolled classes were sometimes pruned by letting only the men remain. Although the majority of the state's English teachers were women, Professor Gayley routinely barred coeds from his advanced English class.¹² When Professor Howison moved in 1895 to substitute the term "the candidate" for "he" in the regulations of the Graduate Division (a recognition that women were a majority in some graduate programs), his colleagues rejected the motion.¹³ Seeming to confirm a long-held suspicion that the regents would not hire women academics, President Kellogg's 1898 *Annual Report* urged the reversal of the regents' policy "to appoint no women to the teaching staff."¹⁴

Kellogg's successor was the easterner Benjamin Ide Wheeler. Although Wheeler assumed the presidency in 1899, he did not meet officially with the Associated Women Students until 1904, the fifth year of his presidency, and then to admonish them: "You are not here with the ambition to be school teachers or old maids; but you are here for the preparation for marriage and motherhood. This education should tend to make you more serviceable as wives and mothers."¹⁵ While Wheeler did not declare his views on woman suffrage, his wife's name was prominent as a sponsor of the state's anti-suffrage forces in 1911. Given the widely known argument of the opponents to women's suffrage that husbands were trustworthy agents of their wives in matters political, Wheeler's own position seems obvious. Consistent with his objections to old-maid schoolteacher alumnae like Fannie McLean, and his position that a woman's place was in the home, Wheeler created a department of home economics, despite faculty opposition. He also hired Lucy Sprague as the university's first dean of women. Sprague's charge included changing the fact that more than three quarters of Berkeley's women graduates were earning teaching credentials. She did not succeed in this assignment; and, after marrying Professor Wesley Mitchell and moving to New York City, Lucy Sprague Mitchell founded a teacher-training institution!¹⁶

Berkeley's feminists were probably also greatly discomfited by the contrast between their alma mater and upstart Leland Stanford, Jr. University. It opened in 1891 with five women faculty whereas Cal's first woman professor was appointed in 1904.¹⁷ Granted that Stanford was founded in more progressive times, both of its founders were avowed suffragists. An ex-schoolteacher, Jane Stanford gave free passes on her husband's railroad to woman suffrage workers; by 1911 entire suffrage trains were offered for whistlestop campaigning. So it must have been some consolation when a Stanford psychology instructor praised Fannie McLean's lecture to Stanford's College Equal Suffrage League as being "one of the best suffrage speeches we have ever heard."¹⁸

The limited commitment to women's equality of some of Fannie McLean's own university friends surfaced in a more personal way in the man, a recent widower, most likely to win McLean's hand. He was William Carey Jones '75, Recorder of the Faculty and instructor in history and law, later successively, president of the Alumni Association (1889-91), professor and dean of the School of Jurisprudence, and author of the university's first history.¹⁹ When alumnae began sparring with Jones about alumni association functions, Jones defended himself to Fannie. He claimed that Miss Hittell '82, especially, had unfairly lumped him with other male graduates who objected to females attending a presidential banquet because women would spoil the fun by censoring the traditional ribaldry of alumni gatherings. Jones disputed the claim that "young gentlemen" would act improperly. Nonetheless, he stated, "I told Miss B[ernstein] & Ella Bailey that the girls weren't wanted; they both have 'long tongues' & will spread the fact; but Miss B. thinks some of the girls will go any way." Alumnae, he argued, should appear at class functions only under certain conditions: in sufficiently large numbers to make "a bunch," or with male escorts, or when wives and families of male graduates are also invited and the event is not held in a public hotel. Agreeing with the male majority that "a handful of young women is going to put a damper upon the meeting," Jones still described male opposition to female presence as "not ungallant." So, "I trust that the few [ladies], who wish to assert their rights, may conclude to waive them for this occasion."²⁰

A dozen stubborn "young lady graduates of the strong minded order"—including two whom Jones had not expected to see there, Alice E. Pratt '81 (later earning a Ph.D. at the University of Chicago in 1897) and Flora Eleanor Beal '83—did attend the January 1886 alumni reception for the university's new president, Edward S. Holden. Helen Shearer '85 wrote to Fannie that the alumnae were relegated to the most distant table, seated with current coeds and away from "the jolly crowd" and the other men who objected to a female presence.²¹

Jones was also given to pompous references to the "eccentricities" accompanying co-education, and to distinguishing between what he called the "typical coed" and the "refined



Vice Principal Fannie McLean (standing in the back row, extreme right) and the Berkeley High School graduating class of 1896. *The Bancroft Library*.

lady student." While acknowledging that he should have been more vigilant in preventing the publication of some statements that derogated coeds, Jones disagreed with McLean on whether their university had an obligation to have a plan for the education of young ladies. He insisted that it was enough to affirm strong support for coeducation and to indicate its benefits to the university. "Further than this," he stated, "on the delicate subject of the relations of the sexes in the University it ought not to go."²²

Time brought some concessions by men alumni to the women graduates of the university. The class of '85's Booster Committee for the university's semi-centennial celebration in 1918 included one woman, McLean. All graduates, "with or without husband or wife, if you have either, and children," were invited to the celebration. Yet sexism surfaced in the chairman's note to the California Alumni Association office about how the class planned to organize its participation. Harry East Miller '85 wrote satirically that "Wine and violins improve with age but not women," to which Alumni Director Homer Havermale responded, "Your sentence about 'wine and violins' was underscored in red when the letter came to my desk. Apparently hostile eyes have seen it for the marking was very heavy. I hesitate to say who did it but if you have the courage you might question some of the alumnae who are in this office!"²³ Were Fannie McLean's those hostile eyes? Was her's the teacher's disapproving red pencil?

The participation of women in undergraduate affairs also was improved when the constitution of the Associated Students of the University of California was revised in 1916, allowing women seats on the executive committee. The women collectively used a strategy that the men had invented: to maximize their nominee's chances, even when they could vote for two people, they should vote only for their candidate and no other, sacrificing one of their votes. This prompted one male student to complain to the *California Alumni Fortnightly*: "Enough women on the campus, it is alleged, were keen enough (and non-ethical enough) to seize the opportunity of assuring the election of the woman who was running for office."²⁴ But Fannie McLean would have been pleased with this younger generation of women students. As one of the nine women graduates of 1885, McLean had described her coed classmates as "brave, adventurous, independent, original . . . [crying out] 'I am free. No man and no thing can stop me.'"²⁵

Fannie McLean's difference of opinion with Professor William Carey Jones about the rights and treatment of university women was further complicated. In 1886, when she was a job-seeking teacher, Jones was Berkeley's school board president. Indeed, he did sponsor her for the two-person Berkeley High School faculty, at a time when one female teacher taught most of the subjects to the forty students while the male principal "creamed off" a few for advanced English and classics recitations. She was also wholly responsible for discipline in the school. However, McLean grew dissatisfied with a high school that was "simply the vestibule to the university. I might as well have been tutoring as far as any independent school life was concerned."²⁶ In 1891 she abandoned both Berkeley and teaching and turned to social work among immigrants and blacks, in college settlement houses in New York City and Philadelphia. Returning to Berkeley High in 1895, McLean took on a range of suffrage and civic activities that reinforced the progressive educational philosophy that was altering high schools like hers. The public speaking, debate, journalism, drama, and creative writing classes and activities she sponsored, until her retirement in 1937, were intended to prepare ordinary Berkeley sons and daughters for civic life as well as for the university. These also produced some extraordinary achievers including playwright Thornton Wilder and Samuel Hume, director of the Greek Theatre Players.

The matter of woman suffrage in the state of California was to be decided at the November 5, 1911 election. During the preceding month, McLean's diary records she gave at

least thirteen suffrage talks and attended seven more suffrage teas or mass meetings in northern California. Two years earlier, as she determinedly pursued the goal of suffrage she wrote, "The suffrage business has been awfully absorbing, and I shall be glad when next week is over," admitting that the "president of such an organization [Suffrage League] ought not be a teacher, especially of such a large school as ours."²⁷ Still, she knew that most California high schools graduated nearly twice as many girls as boys each year. To deny women the vote was to deprive the society of the full contribution of its educated citizens to influence government. McLean argued that the girl student would no more let the boy vote for her in a classroom election than she would let him write her examination, for "she had her own opinion, her own conscience." The adult game of politics had grown "too serious and complex for men to play it alone, [for] we [women] have a wisdom that they can not afford to go without any longer—the result of an age-long silence and patience."²⁸

After forty years of organized effort by such dedicated women, equal suffrage was approved by the state's male voters as an amendment to California's Constitution. Berkeley (the state's fifth largest city) was the only Alameda County community to pass woman suffrage by a wide margin.²⁹ How sweet was the victory! McLean explained why:

My first vote was cast on some important amendments to the city charter of Berkeley. In the early freshness of a spring morning my mother and I walked to the polls, which were in the high school building two blocks from our home. She was directly concerned in the amendments as a property holder and I as a public school teacher. When we were coming home we said to each other, "If people only knew what a rational, sane, simple, dignified thing this is to do, not a good or intelligent man or woman in the country would object to it, and isn't it our duty to send the message everywhere."³⁰

The triumph of woman suffrage in California made San Francisco the world's largest equal-suffrage city. McLean spoke to its male politicians about the city's women having experienced "the power, the dignity, the satisfaction, the respect, the new interest in life, that comes from the ballot."³¹ When other state campaigns asked for her help, she gave it, writing for eastern newspapers about the initial results of the woman's vote in California, attending suffrage rallies elsewhere, and working for the federal woman suffrage amendment that was approved in 1920.

To reach this level of confident activity had meant overcoming an anxiety often expressed by the pioneer generation of college women. Of the coeds of her undergraduate days, Fannie McLean remembered their being moved by a great desire — "for a clear vision of some cause that would be worth working for, worth speaking for, worth even being thought odd for." Yet they also felt a countervailing pull, a powerful dread: "We had a great horror of doing that which should be thought peculiar, different from what the girls who did not come to college were doing. We forget that often the queer people are the great people. In those days anything that smacked of woman's suffrage was queer."³²

This fear was reflected in a letter from a supporter after McLean had spoken on equal suffrage at a Napa County rally. McLean had, she thought, dignified the suffragist's viewpoint "as to remove the stigma that many seemed to think was attached to suffrage for women."³³ Public opinion was softening from the days when early suffragists like Amelia Bloomer, Carrie Nation, and Susan B. Anthony had been ridiculed. For one thing, suffrage strategists had been laboring to make the movement as respectable and nonthreatening as possible. This meant highlighting genteel and attractive suffragists: housewives, especially the wives of trustworthy men, mothers of presentable families, and professional women, such as teachers, lawyers, businesswomen, physicians. Women from these groups constituted the College Equal Suffrage League.

Fannie was among the professional women, not the housewives. "Liberty is the bread of the soul, and the women with hungry souls should not be starved because of those who have not yet cultivated a healthy civic appetite," McLean preached. "Liberty" may indeed be the best answer to her friends' speculation on why Fannie McLean put teaching and civic labors in place of marriage. What made her a spinster teacher-feminist instead of the wife, mother, and helpmeet that her parents, friends, and suitors expected of this pretty and seemingly light-hearted collegian? Her mother lamented the disappearance from Fannie's social schedule of numerous university men—the Misters Cope, Black, Edwards, Brittain, Pond, Walcott, Bent—all promising future lawyers, bankers, and businessmen. McLean also rejected Sidney Edward Mezes '84 who earned a law degree and a Harvard Ph.D., and became president of the University of Texas and the College of the City of New York. Her most persistent suitor was not, however, a Cal man, but Nathaniel Conrey, a Hoosier who was Pasadena City Attorney in 1886 when he first proposed marriage to Fannie McLean. While practicing law in Los Angeles he served on the Los Angeles Board of Education and in the California Assembly before becoming a Superior Court judge and justice of the California Supreme Court. Like her other admirers, including Professor Jones, he had to marry someone else.

Thus it was not for lack of eligible suitors that Fannie McLean never married. She had been something of a "new woman" before that term came into wide use. Her activities in college and afterwards included many parties, unchaperoned "walking out" on East Bay hills with young men, and billiard playing. While at the university she had read a novel whose heroine she described as "the kind of girl I admire most, but how few there are of them. If a girl does anything at all different from any one else she is talked about." Fannie's various irreverencies ranged from joking about the reason for having been selected a Charter Day Essayist—Professor Moses had said "they were anxious to have a nice looking girl on the platform with them"—to taking a somewhat radical interest in labor movements. She also confided to her sister, "I am beginning to think that charitable institutions are not of much use after all, until the working peoples, of their own efforts succeed in establishing their rights. You see...I am growing into a 'crank.' I am doing a little in the way of hospital charity work, but it don't suit me exactly; the work does not seem to go deeply enough." Her suffrage activities, like her progressive school practices, apparently answered that need for depth of effort.³⁴

Fannie McLean is not important and instructive so much because she typified university women or even the other teachers that so many graduates became. She was too privileged and well-connected in the worlds of town and gown to be representative of the coed. How many fathers of a University of California daughter could be assured that Professor Moses would "keep watch of her & if he thought she was studying too hard and injuring her health," would inform her parents?³⁵ Unlike most teachers of either sex, she taught for half a century. As an administrator in one of California's topflight high schools, she was asked to inform and advise other educators from around the nation of practices she had instituted or supervised. Although women's suffrage and progressive social reform were approaching mass movements, few activists were on working terms with such luminaries as Susan B. Anthony, M. Carey Thomas, and Jane Addams.³⁶

Rather, Fannie McLean is important since she articulated and embodied the more general restiveness that many women of her era felt because of the persistent sexual division existing between them and even the well-educated and progressive men of their day. Horace Bushnell had been considered a theological liberal, and before writing his book against suffrage for women he had abandoned his objections to coeducation. Almost all of the

University of California's male undergraduates and alumni were products of coeducational elementary and secondary schools where the majority of their teachers were women. Thus, they had ample opportunity to witness competence, rationality, and decisiveness in the "fair sex." Yet, many could not come to terms with female presence on the campus, even on the campus of a public university, much less to foster equality in reaping the benefits of the university. Like Bushnell they would be sorely tried by woman-led campaigns for social and political equality. And as later "gender-gap" politics have made clear, America's men and women voters sometimes show themselves in fundamental disagreement not unlike those two long-ago individuals who penned anonymous commentaries on the margins of Reverend Bushnell's book.

ENDNOTES

Thanks to University Archivist William Roberts and the *Chronicle's* Editorial Board for their help and counsel.

- 1 Horace Bushnell, *Women's Suffrage; The Reform Against Nature* (New York: Charles Scribner, 1869). The inscription page comment is a corruption of an eighteenth century aphorism, "Procrastination is the thief of time," that millions of schoolchildren were made to copy on slates and blackboards as punishment for not completing their schoolwork. The verse is from Scott's 1808 *Marmion* [Canto 6]. The handwriting appears the same for these two inscriptions. The copy of Bushnell's book was signed by the author as a gift to Dr. Francis Lieber, a German-born exiled radical, political theorist, editor of the *Encyclopædia Americana*, and Columbia University Law School professor. It first seemed that Lieber (1800-1872) might have given the book to John or Joseph LeConte, early University of California professors, through a common faculty connection with South Carolina College where Lieber immediately preceded the LeContes. In fact, a gift to the university was used to purchase Lieber's library in 1873. The quotations from *Women's Suffrage* are from pp. 44, 56, 67, 148-49, 180.
- 2 A handwriting comparison does not rule out Fannie McLean (1863-1951) as the second writer.
- 3 A former teacher and owner of a private teacher-placement agency, in 1897 Cheney persuaded the regents to employ her to assist the university's graduates in finding the better and more influential teaching positions in the state's schools. Until 1934 education was the only career for which the university ran a placement service for its students and alumni. See Verne A. Stadtman ed., *The Centennial Record of the University of California* (Berkeley: University of California, 1967), 180 and Geraldine Jonçich Clifford, *Equally in View: The University of California, Its Women, and the Schools*, (Berkeley: Center for Studies in Higher Education and the Institute of Governmental Studies, 1995), esp. pp. 50-52.
- 4 "Lillian Moller Gilbreth, Industrial Engineer," in Irving Stone, ed., *There Was Light, Autobiography of a University, Berkeley: 1868-1968* (Garden City, N. Y.: Doubleday, 1970), 83; Frank B. Gilbreth, Jr., *Time Out for Happiness* (New York: Thomas Y. Crowell, 1970), 2.
- 5 In 1886 Hamlin herself had organized the California branch of the Association of Collegiate Alumnae (later the American Association of University Women); by 1915 the branch had 1400 members. In 1895 its members reportedly persuaded California's governor to appoint a woman (Phoebe Hearst, in 1897) to the next regental vacancy—this according to Grace Partridge, "The Association of Collegiate Alumnae," *Student Opinion*, 1:15 (November 29, 1915), 8-9.
- 6 An undated College Equal Suffrage League membership list of 120 names is in the Suffrage File in the 10-carton McLean Family Papers, The Bancroft Library. These papers, the major source for this article, include personal and professional correspondence, diaries, speeches, and other manuscripts. Biographies of the women named were confirmed through university and California Alumni Association publications: *Directory of Graduates* (1905), *Directory of Graduates of the University of California, 1864-1916* (1916), and Robert Sibley, ed., *Golden Book of California* (1937).

- 7 Grace MacFarland to Fannie McLean, October 12, 1911. McLean Family Papers, carton 5.
- 8 "University Education: An Address at the Commencement Exercises of the University of California by Governor H. H. Haight," *College of California, University of California Documents, 1861-1875*, Vol. I, University Archives, University of California, Berkeley. At his own commencement, at the old College of California, Richard Eugene Poston '68 also orated about women's rights: "God knows, and we give evidence through all our lives, that we do not oppose them as they come before us now because we believe that woman is inferior. . . . [But why] is not woman content with the influence she exercises now? which she has exercised since the world began?" In "Our Mothers," a Commencement Oration, June 3, 1868. In Samuel Willey MSS [C-B582], The Bancroft Library.
- 9 Daniel Coit Gilman, "The Building of the University: An Inaugural Address, Oakland, Nov. 7, 1872" (San Francisco, 1872). Gilman left California in 1875 to become first president of Johns Hopkins University, where he supported its all-male policy. When an exceptionally persistent and well-connected Baltimore woman, a future president of Bryn Mawr College, was "admitted" to Hopkins for graduate work, M. Carey Thomas was not permitted to attend classes. When her friend Mary Garrett (later treasurer of the National College Equal Suffrage League) made coeducation a condition for her large gift to open the Medical School, Gilman resisted and then capitulated. See Abraham Flexner, *Daniel Coit Gilman: Creator of the American Type of University* (New York, 1910).
- 10 Elsie McCormick [Woman's Editor], "The Unwelcome Feminine by One of Them," *Student Opinion*, 1:2 (August 24, 1915), 7. During the pre-World War I decade, women were as much as forty percent of incoming students in some years.
- 11 "Views of an Ecclesiastic About Lady Students," *University Echo*, May 1873, in Berkeley, *The First Seventy-five Years* (Berkeley: California State Department of Education, Federal Works Administration, and WPA, 1941), 58.
- 12 Criticism prompted Gayley to move from excluding women to offering the course "one term for the men of the University and the alternative term for all and sundry," including the crowds of "girls, women, coeds, pelicans, old maids, and females of every other sort and description." This is the account, sympathetic to Gayley, in Benjamin P. Kurtz, *Charles Mills Gayley* (Berkeley: University of California Press, 1943), 151-52.
- 13 Academic Council, Academic Senate Files, box 8, folder 5. University Archives.
- 14 In 1870 a state meeting of California's public school teachers introduced a resolution to the regents objecting to their reported policy of excluding women from the university's faculty. In Clifford, *Equally in View*, 21.
- 15 *Daily Californian*, September 1, 1904. See Chapter 2, "Women at the University of California, 1870-1920: From Pelicans to Chickens," in Lynn D. Gordon, *Gender and Higher Education in the Progressive Era* (New Haven, Conn.: Yale University Press, 1990).
- 16 An Alumni Association survey of the 137 women of the university's class of 1907 reported that, within three years of graduation, 3 had non-teaching occupations, 34 were "at home" with their parents, 38 were married, and 62 were teaching; from other sources it is known that some in the wives category were also present or former teachers. The survey is reported in Clotilde Grunsky, "College Women as Teachers," *California Alumni Fortnightly*, 9:4 (March 4, 1916), 55. On Sprague's Berkeley years see Gordon, *Gender and Higher Education*, and Joyce Antler, *Lucy Sprague Mitchell: The Making of a Modern Woman* (New Haven, Conn.: Yale University Press, 1986). While May Cheney, for one, approved of the new department it was not for its producing home-makers, Wheeler's intention, but as a means of giving women more varied career opportunities. See Maresi Nerad, *The Academic Kitchen: A Social History of Gender Stratification at the University of California, Berkeley* (Albany: State University of New York Press, 1999).

- 17 Within its first five years Stanford also conferred a Ph.D. on a woman. But a national backlash against college women was evident by 1910. Because Stanford's coeds were so numerous they threatened to become the majority, Jane Stanford imposed a strict quota on the number of female students that lasted until the 1930s, when the need for tuition income relaxed her limitation.
- 18 Lillian Martin to Fannie McLean, October 2, 1910. McLean Family Papers, carton 5.
- 19 William Carey Jones, *Illustrated History of the University of California* (Berkeley, 1895). Jones was born in Washington, D.C. in 1854, at the home of his maternal grandfather, Missouri's famous anti-secession senator, Thomas Hart Benton. His aunt was the writer Jessie Benton (Mrs. General John C.) Frémont. Jones' first wife was Alice Whitcomb '77 (d. 1882), his second was Ada Butterfield (m.1893), a protégé of Mrs. Phoebe Hearst. He died in Peking, China in 1923. For his academic career see "William Carey Jones," *California Law Review*, 12:5 (July 1924), 334-39.
- 20 William Carey Jones to Fannie McLean, December 11, 1885, January 24, 1886, and undated addendum sheet. There are 104 of Jones' letters to Fannie in the McLean Family Papers, carton 5.
- 21 Male-female tensions on women's place in higher education were present everywhere in these decades. In far-distant Waterville, Maine and in a different kind of school than California, a Colby College graduate, Minerva Leland (1882) and her friends commiserated about their "warfare with the boys" during their student days, proposals to end coeducation by creating a separate college for women, and male graduates voting to hold alumni meetings without any female presence—"no insult intended unless it is an insult to let the women know they are not wanted." R. G. Frye to M. Leland, February 10, 1896. In Papers of Minerva Leland (1859-1926), Schlesinger Library, Radcliffe College.
- 22 Jones to McLean, December 11, 1885; January 7, 1886. McLean Family Papers.
- 23 Harry East Miller to Homer Havermale, March 9, 1918, and Havermale to Miller, March 10, 1918. Both originals are in the McLean Family Papers, carton 4.
- 24 *California Alumni Fortnightly*, 9:17 (November 15, 1916), 260. The strategy is called "single-shot" voting.
- 25 In "Talk to Women of the Berkeley High School Class of 1921." McLean Family Papers, carton 9.
- 26 This was about the time that Regent James W. Anderson, as State Superintendent of Public Education, criticized university faculty for trying to turn the proliferating high schools from useful educators of the people's children to "nurseries to feed the State University." July 13, 1891, in Regents' records, University Archives.
- 27 Fannie McLean to Mrs. Sarah McLean, February 4, 1909. McLean Family Papers.
- 28 McLean's words are drawn from "Equal Suffrage and the Teacher," "Why Women Want the Suffrage," and "The Four Loyalties: Address to San Francisco Girls High School Commencement" [June 1, 1911]—all among her undated speeches in McLean Family Papers, carton 9.
- 29 George A. Pettitt, *Berkeley: The Town and Gown of It* (Berkeley: Howell-North Books, 1973), esp. p.142 ; Pettitt is my chief source on Berkeley.
- 30 "The New Citizenship," in Suffrage Files, McLean Family Papers, carton 9.
- 31 Speech on behalf of the federal suffrage amendment, San Francisco [c. 1915]. McLean Family Papers, carton 9.
- 32 "Equal Suffrage," address to College Equal Suffrage League, n.d., McLean Family Papers, carton 9.
- 33 Emma J. Clarke to Fannie McLean, n.d. [after October 6, 1911]. McLean Family Papers, carton 5.
- 34 Quotations taken from Fannie McLean to Agnes McLean, December 24, 1882; Fannie to Mrs. Sarah McLean, February 4, 1883; Fannie to Agnes, October 30, 1887. McLean Family Papers, carton 4.

- 35 Edward McLean to Sarah McLean, June 11, 1882. McLean Family Papers, carton 1.
Like the McLeans, Bernard Moses of the history department was a Connecticut native.
- 36 For example, McLean was the only schoolteacher on the eight-person board of the National College Equal Suffrage League, whose members included two college presidents. And she had come to know Jane Addams during her own settlement house days.



Students on the Telegraph Avenue bridge (future site of Sather Gate) ca. 1899.
University Archives.

IDA LOUISE JACKSON, CLASS OF '22

Roberta J. Park

ON MARCH 13, 1996 THERE APPEARED in the *Oakland Tribune* a three-column, half-page article entitled "State, Oakland's First Black High School Teacher, 93, Dies." Three months later, the *California Monthly's* obituary of Ida Jackson '22, M.A. '23, had a memorable impact on Oakland and the University."¹ Written by Gabrielle Morris, who had conducted Jackson's oral history as part of the University of California Black Alumni Project, the short tribute was accompanied by a photograph of a striking middle-aged lady whose countenance reveals the dignity and resolve that had made it possible for her to rise above repeated disappointments and achieve much at a time when African Americans (and other groups) were confronted by severe discrimination.

Her autobiographical statements, which appeared in Irving Stone's *There Was Light, Autobiography of a University, Berkeley: 1868-1968*, and in "Overcoming Barriers in Education," a product of the Regional Oral History Office, The Bancroft Library of the University of California, discuss the career of a resolute young woman who never forgot the lessons she had derived from a loving and supportive family and her parents' unswerving commitment to the importance of sound moral character and the benefits of education. Speaking of herself and her seven brothers, Ms. Jackson said: "We were taught that no man was superior unless he was more honest, had a better education and character. Those were the guidelines by which we were brought up. We were taught to protect ourselves, and rather die than be humiliated by being a coward and not standing up for our rights."²

Her father, a farmer, carpenter, and minister, had relocated to Vicksburg, Mississippi from Monroe, Louisiana in the late 1880s with his wife and three sons. Ida, the youngest child—and only girl—in the family of Pompey and Nellie Jackson was born on October 12, 1902. Both parents repeatedly impressed upon their children the need for higher education.

Having finished high school, Ida left Vicksburg at age fourteen to attend Rust College in Holly Springs, Mississippi. After two years she moved on to New Orleans University (now Dillard University) and graduated in 1917 with a teaching diploma and a certificate in home economics from the Peck School of Domestic Science and Art.³ At the urging of two of her brothers, Ida and her mother soon relocated to Oakland in the hope of finding there greater opportunities for people of their race. Although the Bay Area did not prove to be anywhere near as liberal toward blacks (the term that Ida Jackson preferred)⁴ as she had hoped, she sought and gained entrance to the University of California. Her first semester included a philosophy class from George Adams, an anthropology class from Alfred L. Kroeber, and one in the history of education from Herbert Bolton.⁵ Early experiences at Berkeley are described



Ida Jackson, 1956.
Regional Oral History Office.

in *There Was Light*:

One of the most difficult problems I faced was entering classes day after day, sitting beside students who acted as if my seat were unoccupied, showing no sign of recognition, never giving a smile or a nod. This I thought of as the 'cold spot' on the Cal campus. In contrast, one day I had the privilege and great honor of being spoken to by and chatting with President Benjamin Ide Wheeler. I left inspired and figuratively walking on air.⁶

Ida Jackson recalled that in 1920 "there were eight Negro women and nine Negro men enrolled on the Berkeley campus."⁷ The need for companionship and a social life drew them together and resulted in the formation of the Braithwaite Club. Shortly thereafter, five of the young women decided to form a local chapter of Alpha Kappa Alpha, the nation's oldest black sorority. (A local chapter of the Delta Sigma Theta sorority was organized at about the same time by a few of the other black women at Berkeley.) As spokesperson for the projected AKA chapter, Jackson sought approval from Dean of Women Lucy Ward Stebbins. Her initial meeting with Dean Stebbins and assistant Mary Davidson, she recalled, "proved very valuable to me later." Jackson was elected the first president (basileus) of the Rho chapter and became its representative on the Women's Council. How welcome she was in this university student group is not clear from extant documents; but an incident occurred shortly thereafter that demonstrated how unfriendly the campus could be to "minority" students. Having had their picture taken and paid the forty-five dollar fee to have a page in the *Blue and Gold*, Rho chapter members were desolate to discover that they had been excluded.⁸ Moreover, no such picture is to be found in subsequent student yearbooks, although individual photographs of graduating seniors do begin to appear in the 1930s. Attending her first boule (national council meeting) in Columbus, Ohio in 1926, Ms. Jackson was named to head the newly defined Far Western Region of Alpha Kappa Alpha—a position she held until 1953.⁹ As was the case for black women until quite recently, Ida Jackson and her friends would find personal satisfaction, pride, and accomplishment in the rich club and social life of the African American community.¹⁰ At the same time, and against great odds, Jackson also developed a noteworthy career in an educational community dominated by whites.

When Ida Jackson received the A.B. degree in 1922, she had walked "unnoticed by [her] fellow classmates in the Senior Pilgrimage."¹¹ The following year she completed a master's thesis on the topic "The Development of Negro Children in Relation to Education" under the direction of J. V. Breitweiser; and in 1924 she received the teacher's certificate from Berkeley's School of Education. Her first position was in El Centro, California at Eastside High School (which Mexican and black students attended), where she taught home economics and English. Upon receiving a letter from the superintendent of the Oakland public schools offering her a position as a long-term substitute, Jackson sought the counsel of Dean Stebbins and Ms. Davidson about the problems she might encounter should she accept. In a pointed, but not unkind, manner Stebbins asked:

Do you think you will be happy in a situation where you may find yourself isolated? . . . Do you think you can stand calmly by and see those less well qualified than you advanced in the system ahead of you. Can you endure being left out of things when you, as a teacher, should be included?¹²

How prophetic these words were! Reflecting upon her years in the Oakland school district, Jackson stated:

I have never ceased to marvel at the wisdom, the insight, and the

thought-provoking questions that Dean Stebbins raised. How could she so clearly foresee the type of things that I, as Oakland's first black teacher, would have to endure on an all-white staff, in what was at that time a predominantly white neighborhood?¹³

Indeed, there were several indignities that Ida Jackson would have to endure. Initially assigned to teach a class for "non-readers," she subsequently was appointed for part of her duties as one of the counselors at Prescott Junior High School. In that capacity she discovered that other counselors were not arranging schedules of classes that would provide black children with the solid academic foundation that they needed to advance in their education.

In the 1930s, she conceived of an idea that became known as Alpha Kappa Alpha's Summer School for Rural Teachers. Convinced that blacks in the South needed improved health as well as improved education, in 1935 a health clinic (which was carried on for eight years) was added to these efforts. That same year she accepted the position of dean of women at Alabama's Tuskegee Institute, where she had the opportunity to meet with Dr. George Washington Carver. She also enrolled at Teachers College, Columbia University to pursue doctoral studies in guidance and personnel—studies that were interrupted by the continuing Depression. Upon her return to the Bay Area, Ida Jackson was sent to teach at McClymonds High School in West Oakland, where she continued to teach until her retirement in 1953—the year that the Oakland teachers selected her as a delegate to the National Education Association convention. However, the administrative position that she long had desired was never offered.¹⁴ In 1945, she and her brother had purchased a large sheep ranch in Mendocino County; upon Emmett's death she moved north and assumed many of those responsibilities. She returned to the Bay Area in 1976 and the ranch was subsequently made a gift to the University of California.

Looking back upon her life and career, Ida Jackson spoke candidly about aspirations that had been crushed and opportunities that had been denied to her and others because of race. In spite of all this she achieved a great deal. In the 1970s, long overdue acknowledgments from the wider community were forthcoming. Among these, in 1971 she was elected to Berkeley Fellows; in 1974, she became a member of the San Francisco Branch of the American Association of University Women. How much more, we might ask, could Ida Jackson have achieved if it had not been for the barriers that existed in her day? One senses a tone, a quality, to her life that was aptly expressed in the obituary that accompanied the Order of Service held at Beebee Memorial C.M.E. Church, March 8, 1996, which concluded—her "philosophy of life may be summed up in the words of T.S. Eliot: 'What do we live for if not to make life more pleasant for others?'"

ENDNOTES

- 1 *California Monthly*, June 1996, 49.
- 2 Ida Louise Jackson, "Overcoming Barriers in Education," an oral history conducted in 1984 and 1985 by Gabrielle Morris, Regional Oral History Office, The Bancroft Library, University of California, Berkeley, 1990, 8.
- 3 "Obituary" in memorial service for Dr. Ida Louise Jackson, Beebee Memorial C.M.E. Church, March 8, 1996. (Copy in Regional Oral History Office, The Bancroft Library.) "Ida L. Jackson" in *There Was Light, Autobiography of a University, Berkeley: 1868-1968*, ed. Irving Stone (Garden City, N.Y.: Doubleday, 1970), 252.

- 4 "Overcoming Barriers," 7.
- 5 Ibid., 15–16.
- 6 *There Was Light*, 253–254.
- 7 Ibid., 249.
- 8 Ibid., 254–255. Page 29 of "Overcoming Barriers" contains a slightly augmented discussion.
- 9 "Obituary."
- 10 See for example, Gwendolyn Captain, "Social, Religious, and Leisure Pursuits of Northern California's African American Population: The Discovery of Gold Through World War II." M.A. thesis, University of California, 1995, especially chapter 6. In her oral history "Overcoming Barriers in Education" Jackson stated: "I had all the social life I could handle with black people," 72.
- 11 *There Was Light*, 255; "Overcoming Barriers," 76–78.
- 12 *There Was Light*, 257–258.
- 13 Ibid.
- 14 *There Was Light*, 260–264. The date of retirement that Ms. Jackson gave in "Overcoming Barriers" was 1955/1956 (p. 59).



Commencement of the Class of 1922.1924 *Blue and Gold*.

OTHER VOICES

GLIMPSES OF AFRICAN AMERICAN, CHINESE AMERICAN, AND JAPANESE AMERICAN STUDENTS AT BERKELEY, FROM THE 1920s TO THE MID-1950s

IDA LOUISE JACKSON'S POIGNANT and elegantly dignified reflections upon her years on the Berkeley campus serve to remind us that some individuals have endured a great deal because of extreme prejudice and discrimination. Nonetheless, many have accomplished much. Fortunately, the Berkeley campus now is a very different place than it was in the early 1920s when the young African American woman sat "day after day beside students who acted as if my seat were unoccupied."¹

The stories of African American, Chinese American, Japanese American, and other students whose voices once were seldom heard outside their own groups need to be told. It is hoped that this brief—and all too limited—account of participation in extracurricular activities by a few of the women who matriculated at the University of California from the 1920s to the mid-1950s may be a small step in correcting this omission.

The enforced isolation that drew together the eight women and nine men of whom Ida Jackson spoke had led to the founding of the Braithwaite Club. In 1921 she and friends also organized a local chapter of Alpha Kappa Alpha (the nation's first black sorority, founded at Howard University in 1908) using Jackson's home on Fifty-eighth Street as their sorority house. Campus publications at the time paid virtually no attention to the activities of "minority" students, and often were hostile. To the great disappointment of the Rho chapter, the *Blue and Gold* refused to include the club photograph that AKA members had paid for!²



Ida Jackson, 1935.
Regional Oral History Office.



Tea following Fencing Atelier, 1950s. *Hearst Gymnasium Historical Collection.*

In 1944, when Alpha Kappa Alpha's western regional conference was held at UC Berkeley, youth, health, and education in the postwar world were the topics discussed by delegates from four states.³ The following year the *Daily Californian* announced that the Berkeley chapter of Delta Sigma Theta (founded at Howard University in 1912; Berkeley chapter organized around 1922) was now recognized by the ASUC Executive Committee.⁴ Although campus publications gave exceed-

ingly little attention to such events, some limited information about student activities and affiliations may be extracted from the pages of the *Blue and Gold*,⁵ especially the section dealing with graduating seniors.

Those few African American women whose pictures appeared among the graduating class were likely to indicate an affiliation with Alpha Kappa Alpha or with Delta Sigma Theta. AKA members Ester Marian Reed (economics) and Ethel Louise Morgan (mathematics), both of whom graduated in 1937, were among several who indicated an association with the YWCA or International House. Morgan also was a member of Berkeley's Iota chapter of Phrateres (a national women's social organization founded at UCLA in 1924). A few participated in activities offered by the Women's Athletic Association (WAA) or had been a member of one of the university's then numerous student professional societies. Fannie Ernestine Parks '38 was a member of Delta Sigma Theta, the YWCA, and Prytanean (the university's junior and senior honorary society). Jeanne Marie Hill '40 listed the Home Economics Club, YWCA, International House, and Delta Sigma Theta among her affiliations. Classmate Addie Mae Logan, who graduated with a major in Spanish, was a member of Alpha Kappa Alpha, YWCA, and an organization called Sages and Dunces. Barbara J. Grischott '50 was a member of Prytanean as well as the YWCA, Orchesis (the modern dance club), and Alpha Kappa Alpha. Fellow AKA member Marguerita Ray '53 was active with Mask and Dagger (dramatics honor society), Thalian Players (honorary directing society), and Hammer and Dimmer.



Ethel Louise Morgan.
1937 *Blue and Gold*.



Hammer and Dimmer. 1953 *Blue and Gold*.

Classmate Geraldine Hellett (social welfare) had affiliations with AKA, the Italian Club, NAACP, the *Daily Californian*, and the *Blue and Gold*. Johnnie Caldwell '54 listed membership in Tower and Flame (lower division honor society), Zeta Phi Beta, and Kappa Phi as well as the YWCA and NAACP.⁶ Speech major Ruth Chapman '55 was a member of the Delta Sigma Theta sorority as was psychology major Camille Crews '55, who also had experience on the *Daily Californian*'s managerial committee.

A Chinese Students Club (CSC) had been founded at the University of California in 1913. By 1920, the club had its own house which served as the venue for various social functions. The CSC included female as well as male members, and many women graduating in

the decades of the '20s, '30s, and '40s listed the CSC among their affiliations. Several also were active with the YWCA. Janie M. Lee '24 had been a member of the CSC, the YWCA Cabinet, and president of the International Students Foyer. Ruth Mary Lee '26, a member of the CSC, had played on WAA basketball and field hockey teams. Nancy Lim '35 and Helen Maybell Fong '35 were among several others who listed participation in WAA activities. Fong also had been a participant in Orchesis and the Physical Education Majors Club. Mathematics major Ethel Cora Lum '33 had been associated with the CSC, Alpha Beta Kappa, Pi Mu Epsilon (mathematics honorary society), the YWCA, and the Honor Students' Advisory Board.

As had Ida Jackson and other young African Americans, young Chinese and Japanese women also could experience the humiliation of being denied access to clubs and facilities.⁷ Consequently, their own communities organized a variety of events for their young people.⁸ The *Chinese Digest*, which began publication in 1935, was a major source of information about political, social, and economic events affecting the Chinese community on the West Coast. Information concerning the annual "Big Game" dance and other events that the CSC organized may be found in the *Digest* and its successor the *Chinese News*. In 1936 when Lim P. Lee interviewed Berkeley mathematics professor B.C. Wong, 189 Chinese students were enrolled in twenty-one different majors at Berkeley.⁹ The CSC held social functions at its own premises, and at times the International House. The Chinese Alumni Association held its first annual skiing trip in 1941.¹⁰

Jane Fong '40 had been a member of the CSC, Sigma Kappa Theta (history honorary society), and the Orientation Committee as well as junior class secretary. Classmate Katherine May Woo (bacteriology) participated with the YWCA Student Health Committee, the Public Health Forum, and WAA. May Whang, who also graduated in 1940, was a member of the university chorus. In 1941, Priscilla Chan '42 was elected vice president of the CSC.¹¹ Vivian Lee '50 had been YWCA president, a member of the Women's Executive Committee, and a member of both Prytanean and Mortar Board (senior women's honor society).



Members of Sigma Omicron Pi. 1953 *Blue and Gold*.

Among members of Sigma Omicron Pi in 1953 (the Chinese women's sorority founded at Berkeley in 1930) were Marie Chan and Louise Mah Gee. Doris Yee '54, Gladis Yee '54, and Ying Ken '54 were members of this sorority as well as the YWCA. Child development major Barbara Wong '55, who was elected to Phi Beta Kappa and the Women's "C" Society,



WAA Sports Club Board. 1955 *Blue and Gold*.

also served as a member of the WAA Sports Club Board.

A Japanese Students Club also had been organized in 1913, but it does not appear that women were included. In 1928 a Japanese Women's Students Club was formed and a chap-

ter house was opened on Hearst Avenue. President of the JWSC in 1940 (which then listed fifty-eight undergraduate members) was Dorothy Takeichi.¹² (The JSC that year listed ninety-one members.) Toshiko Kitagawa '25 was a Senior Adviser, a member of the Household Art Association and the YWCA, and served on Partheneia's costume design committee. Sumile Morishita '27 played basketball and field hockey, two of the several WAA sports in which Kasai Tomoye also engaged (the others were riflery and fencing). A photograph in the May 5, 1931 *Oakland Tribune* featured Tazuko Donato as one of several basketball-playing "coeds" attired in the university's new gymnasium costume.¹³

During the 1930s, a considerable number of graduating Japanese American women cited membership in the JWSC. Yuriko Domoto '35, a member of the JWSC, YWCA, and Prytanean, served on the WAA Council, received the Pennant "C" award, and was elected to membership in the Women's "C" Society. Bertha Akimoto '36, a member of Orchesis, was one of several students who served as hostesses at the tea honoring the visit of noted dancer and choreographer Martha Graham.



WAA fencers, ca. 1929-30. *Hearst Gymnasium Historical Collection*



Women's "C" Society. 1935 *Blue and Gold*.

Tomoye Nozawa '37 participated in YWCA and International House activities, and was a member of Delta Chi Alpha (a household art major society), Pi Theta, and Phrateres. Sadie Nomura '40, who was elected recording secretary of Alpha Alpha (journalism society),¹⁴ served on the *Daily Californian* staff and was a member of Theta Sigma Phi (women's journalism honor society).

Some information regarding Japanese students at the University of California may be found in the *Berkeley Bussei*, a publication of the local Young Buddhist Association (YBA). To welcome newly enrolled students at Armstrong College and the university, a roller skating and dancing party was held in early fall 1939. Several YBA members engaged in activities at the university as well as in those sponsored by their own organization. Physical education major Takako Shinoda '54 was a forward on both a WAA "interclass" and the Berkeley Young Women's Buddhist Association's basketball teams.¹⁵ She was WAA recording secretary, a member of the Women's "C" Society, a member of the Nisei Students' Club, and also served as chair of the 1953 High School Sports Day, which was attended by students from over seventy northern California secondary schools. She also served as stage manager for the Orchesis production. Setsuko Saito '54 was a member of the Child Development Club, WAA, and Alpha Delta Chi. History major Helen Hiro-hata '54, who belonged to Alpha Delta Chi as well as the Nisei Students' Club, was

on the ASUC secretariat. Violet Nozaki '54 had been active with Tower and Flame, WAA, and Phi Chi Theta. Art major Midori Kono '55 was a member of Delta Epsilon and president of Orchesis. Classmate Janice Makimoto '55 was a leading dancer in and choreographer



WAA Council. 1954 *Blue and Gold*.

of several Orchesis productions and president of the Physical Education Majors Club.

In the decades between the mid-1920s and the mid-1950s, students such as those noted above most frequently listed as part of their graduation information an affiliation with their own sororities and clubs. According to these self-reports the two campuswide extracurricular organizations that most often provided them with at least some opportunities for interactions with other students were the YWCA and the Women's Athletic Association. By the mid-1950s the United States was on the verge of a major social and political revolution that would bring, however slowly and unevenly, increased opportunities to populations that long had felt the sting of ostracism.

The Berkeley campus now is a very different place, offering to thousands of such students who wish to partake in them a wide range of extracurricular activities. Whereas contemporaries had acted as if Ida Jackson's seat "were unoccupied," today young women from diverse backgrounds study together, laugh together, swim together, and in multiple ways engage each other simply as human beings.

—R.J.P.



Orchesis, early 1940s.
Hearst Gymnasium Historical Collection.

ENDNOTES

- 1 "Ida L. Jackson" in *There Was Light, Autobiography of a University, Berkeley: 1868-1968*, ed. Irving Stone (Garden City, N.Y.: Doubleday, 1970), 249-266.
- 2 Ibid. Very occasionally information about UC students appeared in one of the several newspapers of the local African American community. See for example "Local colleges graduate eleven," *San Francisco Spokesman*, May 14, 1932, 3. For more general information see: Albert S. Broussard, *Black San Francisco: The Struggle for Racial Equality in the West, 1900-1945* (Lawrence, KS: University Press of Kansas, 1993).
- 3 "Western regional conference," *Daily Californian*, July 28, 1944, 3.
- 4 "ASUC accepts negro society," *Daily Californian*, May 8, 1945, 2.
- 5 Unless otherwise noted the material that follows is drawn from the *Blue and Gold*.
- 6 In several instances contemporary sources do not give exact (or any) information about the nature of the organization. If readers can shed light on any or all of these, such information would be appreciated.
- 7 See: Sucheng Chan, *Asian Americans: An Interpretive History* (Boston: Twayne Publishers, 1991), 113.
- 8 See for example: Gwendolyn Captain, "Social, Religious, and Leisure Pursuits of Northern California's African American Population: The Discovery of Gold Through World War II." M. A. thesis, University of California, Berkeley, 1995; Judy Yung, *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: University of California Press, 1995).
- 9 Lim P. Lee, "Problems of the Chinese students," *Chinese Digest*, October 2, 1936, 10.
- 10 *Chinese News*, February 15, 1941, 1. Public Health graduate Alice Yim '55 cited affiliation with the Ski Club.
- 11 "Chinese students elect officers," *Daily Californian*, April 30, 1941, 3.
- 12 "Japanese women's club elects officers," *Daily Californian*, February 7, 1940, 2. Grace Obata '42 was elected athletic chairman.
- 13 "Coeds wear new gym costumes," *Oakland Tribune*, May 5, 1931.
- 14 "Journalism society elects new officers," *Daily Californian*, April 28, 1939, 1.
- 15 *Berkeley Bussei*, 1951, 42.



1924 *Blue and Gold*.

Mary Cover Jones (1890-1987)

Mary Cover Jones was a research psychologist at the Institute of Human Development from 1928 until 1960. In 1928 she was involved in establishing the university nursery school, now named after her husband as the Harold E. Jones Child Study Center. She worked with Harold in establishing and conducting the Adolescent Growth Study, now known as the Oakland Growth Study, in 1932. Before coming to Berkeley, Mary Jones conducted a landmark study in psychology by demonstrating that children can be "deconditioned" of fears they have developed, using the then new principles of John Watson. After Harold's death in 1960, she continued her work with the Oakland Growth Studies, focusing her research on adolescent antecedents of adult personality and behavior patterns. She was a professor of education during her tenure at Berkeley.

Jean Walker Macfarlane (1894-1989)

A graduate of the class of 1917, Jean Walker Macfarlane received her Ph.D. in 1922, also at Berkeley, the second Ph.D. to be granted by the Department of Psychology. She then became an assistant professor of psychology and a research associate in the Institute of Child Welfare (now the Institute of Human Development) in 1922. She initiated the famous Guidance Study in 1928, and directed it until the 1970s. This study of 224 infants born to Berkeley residents between 1928 and 1929 has generated an enormous amount of information about intellectual and personality development. She was president of the California State Psychological Association, the Western Psychological Association, and the Division of Clinical Psychology of the American Psychological Association (APA). After retiring from the department in 1961, she was given the 1963 APA award for distinguished contribution to the science and profession of clinical psychology and, in 1972 she was given the G. Stanley Hall award, the APA's highest honor in developmental psychology.

Emily H. Huntington (1895-1982)

A graduate of the class of 1917 in economics, Emily Huntington received a Ph.D. degree in economics from Harvard University. She was a member of the faculty of the Department of Economics at Berkeley from 1928 to 1982, retiring in 1961 as professor emerita. A pioneer in the study of consumer budgets and costs of living, she served as senior economist at the Bureau of Labor Statistics during World War II, and also as Wage Stabilization Director for the War Labor Board. She was the author of *Living on a Moderate Income* (1937) and *Two Income Levels: Prices for the San Francisco Bay Area* (1950), among other works. During the 1930s, Professor Huntington helped design state and federal programs to combat the Depression, including the Social Security System and the Works Progress Administration. She was chairman of the Heller Committee for Research on Social Economics from 1935 until she retired.

FEW CONCERNS, FEWER WOMEN

Ray Colvig

THE EVENT ON OCTOBER 10, 1960—a dinner at University House hosted by Chancellor Glenn T. Seaborg—was to honor forty-five Berkeley faculty members who had earned tenure through promotion to the rank of associate professor. Among them were future academic leaders such as Earl F. Cheit (business administration), Norman Phillips (chemistry), Arthur Rosenfeld (physics), Neil Smelser (sociology), and Robert Wiegel (engineering). The invitation said “stag.” That was not unusual. It meant, as everyone knew, that wives weren’t invited. Except, as Seaborg noted in his journal, “it turned out it was not a strictly stag affair because one of the new associate professors is a lady—Mary Ann Morris of the Department of Nutrition and Home Economics.”¹ A lady at a stag event! Heavens, how embarrassing!

During Seaborg’s years as chancellor at Berkeley (1958-61), it was never surprising when gatherings of upper-ranked faculty and administrators were entirely or mostly all-male affairs. The fact that women had a different “place” was widely understood and was only mentioned jocularly if at all. An example of treating the situation with humor was a note that Seaborg’s secretary circulated in 1958 to the clerical workers as well as the higher-ups on the chancellor’s staff: “Dr. S. has agreed to tell us all something about the Geneva Atoms for Peace Conference [which Seaborg had recently attended] during the first hour of the next Cabinet meeting—Tues., Dec. 2—Conference Room—noon—bring your own lunch. The ladies will adjourn to their drawing rooms at one o’clock and leave the gentlemen to their brandy and cigars—and business.”²

For a university that had been dedicated to coeducation³ for almost nine decades, Berkeley remained a place where women were welcomed as undergraduates but seldom actively recruited in those years bridging the “silent” ’50s and the growing activism of the ’60s. A comparison of pre-World War II and postwar enrollment statistics⁴ tells an interesting story. In 1939-40, women were thirty-eight percent of Berkeley’s 14,331 undergraduates and thirty-one percent of 3,539 graduate students. In 1949-50, in a campus population swelled by thousands of war veterans (mostly men), women comprised twenty-nine percent of the 19,237 undergraduates and twenty-two percent of the 6,066 graduate students.

After another decade, in 1959-60, Berkeley’s undergraduate population had declined to 15,283, nearly to its pre-war level, and women had regained their earlier portion at thirty-nine percent (a figure that would continue to rise toward full parity over the next two decades). But while the total graduate enrollment had continued to inch upward, to a total of 6,656, the portion of women graduate students (twenty-three percent) had remained stuck at the earlier postwar level.

In the fall of 1997, after years of affirmative action and in a far different environment, women were forty-nine and one-half percent of Berkeley’s 21,783 undergraduates and forty-four percent of the 8,552 graduate students.

The failure at Berkeley and elsewhere to improve the participation of women in most graduate fields during the “baby boom” period (the missing women, in fact, were among those having the babies) produced repercussions later when the baby boomers reached college age. By that time there was a strong demand and even a policy requirement to hire

more women faculty members, but qualified candidates were scarce in most fields and almost nonexistent in some.

Berkeley students arriving toward the end of the 1950s found a highly distinguished faculty that was only a few years away from gaining the campus recognition as “the best-balanced distinguished university” in the nation⁵—but as at most other universities it was a faculty that was overwhelmingly white and male. The university’s public accounting of its faculty occurs in the annual *Announcement of Courses* (now called *The General Catalog*), where traditionally the “regular” faculty (both active and emeritus tenured and tenure-track professors as well as instructors) are listed first and those in temporary positions (lecturers, visitors, teaching associates, etc.) are in a second category. Counting all the departmental lists in Berkeley’s *Announcement* for 1958-59 yields a total “regular” faculty of 1,187—of which sixty-one (5.1 percent) are women.⁶ Subtracting twelve women listed as emeritae leaves only forty-nine women in active status on Berkeley’s entire “regular” faculty. Thus each of Berkeley’s sixty-six teaching departments in 1959-60 had *on average* one seventy-four hundredths of a woman on active “regular” status.

Even those meager figures are misleading, because Berkeley’s small cadre of women faculty members was scattered unevenly around the campus. For example, there were only seven departments with three or more women on the “regular” faculty: decorative art (six women), education (three), librarianship (three), nutrition and home economics (nine), physical education (four), public health (eight), and social welfare (three). And, furthermore, this “honor roll” itself was shaky: decorative art was to be reorganized within a few years into a smaller Department of Design and moved from the College of Letters and Science to the College of Environmental Design (and, much later, to be absorbed entirely into the Departments of Art or Architecture); also, the home economics major was to disappear by 1962, with several women faculty either retiring or transferring to UC Davis.

What we might call the “dishonor roll” included twenty-two of Berkeley’s larger departments—those with ten or more men *but no women* in the “regular” faculty status: agricultural economics (thirteen men), anthropology (sixteen), architecture (twenty-one), art (twenty), bacteriology (ten), biochemistry (eighteen), botany (fourteen), chemistry (thirty-six), classics (fourteen), engineering (college) (175), entomology and parasitology (sixteen), forestry (fifteen), geology (fourteen), military science (thirteen), music (sixteen), optometry (eighteen), philosophy (sixteen), physics (forty), plant pathology (fifteen), political science (twenty-eight), soils and plant nutrition (sixteen) and zoology (twenty-five). Three departments listed women on the “regular” faculty only in emerita status: law (eighteen men, one emerita), mathematics (forty-six men, two emeritae), and sociology (seventeen men, one emerita).

A few women “enjoyed” the status of being the only woman in both active and “regular” faculty status in their departments: anatomy (six men and Miriam E. Simpson), business administration (fifty-eight men and Catherine DeMotte Quire), dramatic art (five men and Henrietta Harris), economics (thirty-three men and Emily H. Huntington), English (forty-three men and Josephine Miles), history (thirty-four men and Adrienne Koch), journalism (six men and Jean S. Kerrick), landscape architecture (six men and Mai K. Arbegast), oriental languages (eight men and Mary R. Haas), physiology (four men and Paola S. Timiras), psychology (twenty-two men and Jean Walker Macfarlane), and Spanish and Portuguese (fifteen men and Dorothy C. Shadi).

The shortage of women teachers was particularly acute in the College of Letters and Science, where a headcount from listings in the 1958-59 *Announcement* shows only twenty-five women (3.9 percent) among 646 “regular” faculty—and seven of those women are listed as emeritae. Toward the end of 1958, with plans calling for a large expansion of Berkeley’s

enrollment over the following decade, Lincoln Constance, dean of the college, sent a questionnaire to his forty-five department heads to inquire about their faculty recruiting problems. Seaborg summarized the results in his *Journal*:

... One of the questions asked in [Constance's] questionnaire to department heads and in subsequent conversations concerned the willingness to consider qualified women for open positions. The response to this question varied greatly between departments. The Political Science Department reported that "women will be considered for regular staff appointments in any field in which they are qualified." The Zoology Department indicated that women would be considered for teaching assistant positions but would not be considered for regular staff appointments. The Biochemistry Department bluntly stated, "Qualified women candidates will not be considered for appointment." Other departments, such as Physics and Mathematics, commented on the lack of qualified women in their fields. Mathematics remarked that there are so few women who enter their field that "one might infer that women have a prejudice against mathematics." Considering the critical shortage of higher education teachers anticipated in the next ten years (which has been so much talked about recently), it seems a real pity that women are not given more serious consideration.⁷

The issue had come up in another way, but only by implication, when *Esquire* published (in September 1958) an article titled "The Bright Young Men of Science." Author Paul Klopsteg, then president-elect of the American Association for the Advancement of Science, wrote that he had consulted with many scientific leaders to develop a list of eleven scientists, none over thirty-six, who could be considered the most brilliant in the nation. They included several present and future winners of the Nobel Prize (Murray Gell-Mann, Tsung-Dao Lee, Chen-Ning Yang, James D. Watson, Joshua Lederberg, and Elias J. Corey) along with such other developing superstars as Allan Sandage, Carl Djerassi, and Frank Press. What President Clark Kerr wanted to know, in a request he sent to Seaborg, was why there were no faculty members at Berkeley or any University of California campus on the list. Seaborg and his assistant, Professor William Fretter, researched the issue and held extensive consultation with other chancellors, provosts, and deans throughout the university system. Their report, presented to the board of regents in January 1959, cited such problems as intense salary competition, inadequate facilities, and (in the case of Lee and Yang) prejudice on the West Coast against Chinese-Americans. But no one thought to mention what might have been a key element in solving the problem—that is, the advancement of efforts to educate and then recruit to the faculty many more bright young women.⁸

Seaborg's papers⁹ as well as his *Journal* show that at least one effort at Berkeley to consider the lack of academic opportunities for women was sprouted and then withered on the vine. Before Kerr left the chancellorship of the Berkeley campus in July 1958, to become president of the university, he authorized the appointment of a committee to find a "home" for a new major program in community and family living—which up to that time had been an adjunct of the soon-to-disappear major in home economics. When committee chair Catherine Landreth (of the Department of Home Economics) met with Seaborg in January 1959, she reported that the committee had searched among several departments but had failed to find any interest in sponsoring the major. But then, as Seaborg wrote, the committee was drawn to a wider discussion:

... These considerations led the Committee to explore the role of women in the University because they felt this major had been suggested on account of concern with this larger matter. The Committee put to itself four questions: (1) Why are there only 50 percent as many women as men in Berkeley in view of the fact that intelligence is not genetically determined by sex? (2) Why is distribution in various departments as it is? (3) What is the obligation of the state university with respect to educating women? (4) How can women be given equality in the light of number 2 above? ... The Committee feels these are the more important questions to be considered and must be faced up to in the near future. They do not feel a report on their original assignment, other than this verbal one, would necessarily be fruitful.¹⁰

Vice Chancellor James D. Hart, who had originally appointed the Landreth committee a year earlier, responded to Seaborg's information the following day with a tone of some annoyance. In charging the committee, Hart wrote, he had said that he was "not proposing ... to study the larger issue of the status of education for women, which was proposed by Dean [Knowles] Ryerson [of Berkeley's College of Agriculture], because I believe the subject ... previously mentioned ... is more immediately pressing and the larger issue, which might involve some of the same people, can wait until the subject of a group major has been studied." Nevertheless, Hart wrote to Seaborg, the committee appointed to study the new group major "seems to have studied the whole issue of the role of women in the University ... I do not know what can be done about the committee's four questions since so far as I am aware there is no discrimination against the admission of women to the University or to departments within it."¹¹ Therefore, unless a formal request comes from the committee or some other source, I assume that all issues raised in my letter [of a year ago] should be tabled."¹² And, of course, that is just what happened.

In his inaugural address at Berkeley's Charter Day on March 20, 1959, Seaborg made it clear that he was aware of the lack of opportunities for women and minorities—and that changes were needed: "... According to our creed, the individual must be free to cultivate to the utmost his own talents. If we are to survive in the contest of the intellect, we must persuade young people that fullest development of their talents will be rewarding to them and is essential to the survival of humanist ideals. To the same ends, we must extend our efforts to rescue lost talent, among women and among minority groups."¹³ In areas where he had direct influence, Seaborg did try to open more opportunities for women; for example, he championed the admission of women into his graduate group in nuclear chemistry (which met weekly at the Radiation Laboratory) and throughout his career as a science leader he has supported the advancement of women scientists in teaching, research, and government service. But Seaborg's term as chancellor was brief—he left after two and a half years to become chairman of the U.S. Atomic Energy Commission—and there was neither time nor evidence of support for improving the status of women.

Seaborg's world both on and away from the campus was often in a place where women's voices were faint or not heard at all. Only men made up the group of "chief campus officers"—the chancellors and provosts who met each month with President Kerr. Only men made up the director's council at the Radiation Laboratory. Only men could belong to The Faculty Club. (Women could eat there only as guests of members, and by long tradition they were not supposed to be seated in the Great Hall or to use the lounges and recreation areas.)¹⁴ Within the Northern Division of the Academic Senate, men held all the key committee chairmanships except one in 1959-60, while at the powerful Academic Council (the faculty's conduit to the regents) there were no exceptions.

When, in 1959, Seaborg was invited to join President Eisenhower's Science Advisory Committee (PSAC), he found an influential and prestigious organization of eighteen members (all men) assisted by six major consultants (also all men). Much of PSAC's work was conducted through study panels, where members were joined by outside experts (including leading scientists, educators, and business executives) to study and issue reports on vital issues of the nation's defense, economy, and civic well-being. There were fifteen such panels during Seaborg's tenure comprising a total of 156 members. Again, all men.

In the student area, the Associated Students (ASUC) had a long tradition of electing men as president (with brief exceptions during World War II) and a constitutional requirement that the second vice president be a woman (to serve as "hostess" of the Association). No one seemed to object to that; it was the way it had always been. Women had a better shake in some other student activities, however. At the *Daily Californian*, for example, the first woman editor (Sarita Henderson) was chosen in 1941, and women appeared regularly in the top position after that (including Marge Madonna and Anne Ruggeri during Seaborg's tenure).

Major-level intercollegiate athletics were restricted to men at Berkeley until the 1970s, with women's sports relegated to intramural and low or non-funded "association" competition. At Cal football games, the large area of central seating on the east side of Memorial Stadium was the men's rooting section—a source of frequent worry to the administration because of outbreaks of rowdiness. Not much had changed since 1948, when *LIFE* published a huge article on the University of California with a striking portrayal of the contrasting situations in sports.¹⁵ On the cover are eager, well-dressed women students sitting in the "mixed" rooting section. Inside, in a color photo, women in bathing suits are grouped around the pool at Hearst Gymnasium—an Esther Williams-like tableau. But then, ending the big spread, is a full-page photo enlarging a portion of the men's rooting section. With the yell leaders whipping up spirits ("Everybody up for the *LIFE* photographer"), every student stands up shouting with his fist raised. And if you look carefully, you can see what the airbrush artist didn't quite eliminate: every middle finger raised as well. The men's rooting section was making its "statement."

In an earlier decade, even the pre-game spirit events were segregated. A student writing home to his parents describes the "men's smoker" held at the Men's (later Harmon) Gymnasium before the Big Game in 1937: "... Boy, what a mad mess that smoker was. Six thousand men students in the gym with no restraint at all—a good proportion were drunk. For



the first 15 minutes, everybody just yelled and yelled. . . . Such a racket, it didn't sound like it could possibly be made by any 'civilized' group of people. Thousands of firecrackers, among them giant ones, put the finishing touch on the din. . . . The coaches, the NBC football commentator . . . [and a] big cheese Pacific Coast football scout all gave little talks and told filthy jokes; nasty songs and yells were lustily bellered forth; the band played; the team was introduced; and it was over." Afterward, the student wrote, the men joined the women students (who had attended their own "smoker" in Hearst Gymnasium) and as crowds surged through the streets they broke windows, looted stores, started fires, and even turned over the official car of Berkeley's fire chief—because it was painted hated Stanford's red!¹⁶

Much of the discrimination in 1958-61 that affected women's roles was subtle—the stuff of omissions and euphemisms. But sometimes it could be blatant, even brazen, with the assumption that no one would object. Such was the case when the position of school and college placement officer was "decentralized" from the systemwide administration to the campuses. The new campus Educational Placement Office would help students find teaching jobs at all levels—certainly, a position of special importance to women. The longtime systemwide manager sent a memo to the chancellor describing the role of the office and spelling out specifications for the job search: ". . . In the light of the above considerations, desirable qualifications for the manager are: (1) He should be male. (2) He should be between 35 and 45 years of age. (3) He should possess sound judgment, integrity and a high quality of leadership . . ." and so forth (listing twelve qualifications in all). Later, the chancellor received a follow-up memo listing five recommended candidates for the job (all male, of course) and enclosing a copy of the published job criteria, which included "male, approximately 40 years of age." Although a policy of fair employment had been established at the university, it obviously did not yet apply to gender—or to age either.¹⁷

The calendar had just turned over to 1960 when an upscale women's magazine, *Mademoiselle*, featured the first published article by a new writer—Berkeley alumna (class of 1956) and former *Daily Californian* staff writer Joan Didion.¹⁸ Titled "Berkeley's Giant: The University of California," it is a sometimes breezy but fact-filled portrait, tailored for the young woman's point of view, exploring the prevailing ethos and lifestyles of the campus.



Freshman editors of the *Daily Californian* staff, Didion seated second from left. 1953 *Blue and Gold*.

In the opening paragraph Didion takes us women-watching: "... Sit among the flowering crab-apple and loquat trees in front of Dwinelle Hall and watch the girls with white buck shoes and pale cashmere sweaters and the inevitable mackintoshes; should you see a girl wearing knee socks, you're looking at a transfer from Wellesley. Watch the sunburned, long-legged girls from around Los Angeles; watch the sunburned, long-legged girls from the San Joaquin and Sacramento Valleys. You can tell the valley girls from the southern girls because they move faster and make up their eyes."

Later, Didion startles us with a charming put-down of the intellectual atmosphere at her alma mater: "... Call it the weather, call it the closing of the frontier, call it the failure of Eden; the fact remains that Californians are cultivating America's lushest growth of passive nihilism right along with their bougainvillea. Enterprises that seemed important in the East, where the world is scaled to human beings, lose their significance beneath California's immense, bland sky; transient passions fade in the face of the limitless Pacific. Most of Berkeley's students grow up under that sky and in sight of that Pacific, spend their childhood in that climate of Eden, and they come to college totally unequipped with what makes Sammy run."

In her passages on Berkeley's faculty, she alludes to the gender roles: "... The faculty comes for one or more of three reasons: the prestige, good as gold in academic circles, the library, ranked with Harvard's and the Library of Congress as one of America's three top research facilities, and the charm of the countryside. They live in redwood-and-glass houses hanging perilously from the hills; the higher their status, the higher they live on the hill. Their wives may wear tweeds from Magnin or batik skirts; in either case, they're likely to keep looms in the living room. They gather at one another's nests to drink California wine and eat artichokes, to sing *The Streets of Laredo* for auld lang syne and to throw darts at the big-name members of their departments."¹⁹

Much of Didion's article, however, describes the experience of women students—with emphasis on those who are "affiliated" (i.e. living in sororities)—and there are hints toward explaining why their ambitions were often limited (as in these passages):

"A lot of us don't admit it, but what we came here for was to meet a husband," a sophomore tells you over tea in the large and rather formal living room of one of Berkeley's "good houses." A good house is a sorority with a high bidding power; i.e., one that can depend upon pledging its pick of the seven-hundred-odd girls who rush each September. Members of a good house bear a startling resemblance to one another, although the "look" of a house can change from year to year. Kappa Kappa Gammas at Berkeley tend to be tall, blond and healthy, with a creamy placidity to their complexions; Pi Phi are tall and rangy; Tri Delt and Delta Gammas are on the whole smaller, less placid and generally count several home-coming queens and sweethearts of Sigma Chi among their number. The same homogeneity, which suggests that rushing is an exercise in narcissism, operates among the "good" fraternities; the Betas, for example, are solid but charming, the Dekes fancy themselves devastating wastrels.

... In a house a girl observes all the amenities of life at home. She reads or plays bridge until dinner, against a comforting counterpoint of soft voices, muffled telephones and someone picking out an everlasting *Autumn in New York* on the piano. After dinner the housemother pours coffee in the living room from a silver urn, pledges drift off to their compulsory three-hour study period and upperclassmen settle down to study or knit or watch television and to wait for the telephone.



Bridge game in sorority. 1951 *Blue and Gold*.

Since dating at Berkeley is largely intramural, the Weekend, in its Eastern sense, does not exist. On Friday night an affiliated girl is likely to go with her date to a movie or to one of a dozen pleasantly murky bars with open fires in Berkeley or San Francisco; later they drive up into the hills to drink beer and talk and watch the blaze of lights spread out below: Oakland, San Francisco, and the bridges that span the bay. Should the mists begin to blow in off the Pacific, they come down immediately; lockout is 2:30 a.m., the penalty for missing it is a campused or dateless weekend, and Berkeley's frequent blinding fogs fail to impress the dean's office as a valid excuse for anything at all.

"... I wish we could go somewhere besides fraternity parties," a pretty girl tells you wistfully, and another, a transfer from a smaller California college, adds: "I used to go out with boys I wouldn't dream of marrying. Sometimes now I miss that." She sounds quite as if she were expressing a desire to see the far side of the moon, and she is, in her terms, doing just that. Her entire *modus vivendi* is oriented toward the day when she will be called upon to pour coffee in her own living room. Losing sight of that eminently sensible goal is wandering down the primrose path indeed and is regarded with the same wonder in her circle at Berkeley as it would be in a Jane Austen novel. ... They have come to Berkeley to prepare for adult life, and adult life is that "Scarsdale Galahad" or his California equivalent.

Didion didn't notice, or she didn't think it was worth mentioning, that a small but noisy element of political activism had recently emerged at Berkeley. The rise of SLATE, a campus "political party" (although it wasn't supposed to call itself that), is often seen as early evidence that the "silent" '50s were ending. SLATE engaged in gadfly politics on campus, and its first target was racial discrimination in student housing—particularly in the fraternities and sororities. (Quickly, of course, a second target became the campus administration, resulting in endless threatening arguments about campus rules.) There was lots of talk about

fairness, but gender issues were seldom if ever included.

In May 1960, student activism got a boost when people from Berkeley and other campuses protested outside hearings held in San Francisco by the House Un-American Activities Committee (HUAC). After clashing with police, many of the demonstrators were dragged or hosed down the steps of City Hall and some were taken to jail. Newspapers listed the names of sixty-four who were arrested (the cases were later dropped): sixteen arrestees, one-quarter of the total, were women.

Another early and more heralded step in the rise of 1960s activism occurred in June, 1962, when students from a number of universities gathered at Port Huron, Michigan. Their purpose was to issue a manifesto ("The Port Huron Statement" drafted by Tom Hayden) and to lay the groundwork for a "new left" based in the recently-launched national organization called Students for a Democratic Society. The "Statement" itself, running to more than sixty pages, speaks sometimes forcefully and often ponderously on many subjects. Among these is "discrimination"—which means concern about "the plight of 'non-whites'." But the document says nothing at all about gender issues; about discrimination against women or the need for a feminist agenda. The SDS helped radicalize a generation, but it was slow coming to the aid of women's rights.²⁰

The fact that UC Berkeley was so dominantly a male preserve at the beginning of the 1960s should not suggest that all women lacked power or that women's influence could not be decisive even where it was often invisible. Those few women on the faculty had to be extraordinarily strong in their teaching and scholarship to earn tenure and break through "ceilings" in an unsupportive environment. Sometimes, for women administrators, it took the toughening of a "male-track" experience to reach the top—as with Dean of Women (later Dean of Students) Katherine A. Towle, founding commander of the women's unit of the U.S. Marine Corps in World War II. (Another former officer in the Marines was Assistant Secretary [later Secretary] of the board of regents Marjorie J. Woolman—known as "The Major.")

Women who served as deans' assistants and departmental secretaries were often formidable figures, the gatekeepers who controlled access to the men at the top. At the Chancellor's Office, blunt-spoken Kathlyn C. "Kitty" Malloy was in that role, and she was the only woman on Seaborg's inner "cabinet." In President Kerr's office, it was Executive Assistant Gloria Copeland, and with her were other brilliant and highly effective women who wrote speeches, drafted policies, and analyzed developments—and who, because they sometimes seemed overzealous in "protecting" the president, earned a reputation as "The Valkyries."

When Seaborg left Berkeley in 1961 for his new post in the Kennedy Administration, there were still many "first woman" stories to be reported from the campus—and they would stretch over three decades and more (with some—such as a first woman chancellor for Berkeley—still not expected until sometime in the next century). There was the first woman president of the California Alumni Association, who also served as alumni regent: Shirley Conner in 1981-83. The first woman chair of Berkeley's Academic Senate: Herma Hill Kay in 1973-74. The first woman dean of the School of Law (Boalt Hall): Herma Kay in 1992. The first woman vice chancellor: Carol Christ in 1994. The first African American woman to advance to tenure: Barbara Christian in 1978. The first woman chief of the campus Police Department: Victoria Harrison in 1990. The first woman president (in peacetime years) of the Associated Students: Trudy Martin in 1977.²¹ The first woman president of The Faculty Club: Janet Richardson in 1987. And the list would go on with countless possibilities—such as the first women to move into a gender-mixed dorm (mid-1970s) and the first to join the California Marching Band (1973) and the once-secret Order of the Golden Bear (1970).

In early 1960, a professor from Illinois sent an inquiry to Berkeley and said that he was studying "the nation's intellectual force" and that he wanted "to determine the participation of women on the faculties of leading universities."²² The chancellor's staff responded by filling in the blanks—professor: 481 men, 17 women; associate professor: 274 men, 18 women; assistant professor: 238 men, 14 women; instructor: 35 men, 2 women. The total: 1,028 men, 51 women. In *Chancellor at Berkeley*, Seaborg interprets the numbers and adds a historical comment:

. . . Women on the Berkeley faculty thus accounted for 3.4 percent of the professors, 6.1 percent of the associate professors, 5.5 percent of the assistant professors, and 5.4 percent of the instructors—for a total of 4.7 percent women.²³

A decade later, in 1970, women had actually lost ground in the regular [i.e. tenure and tenure-track] faculty ranks at Berkeley, although they had gained at the rank of instructor. The first comprehensive study of the status of women on the faculty was published that year by the Academic Senate, and it became a landmark for other institutions throughout the nation (as well as an important stimulus for affirmative action plans at Berkeley). The report, principally authored by Professors Elizabeth Scott, of Statistics; Elizabeth Colson, of Anthropology; and Susan Ervin-Tripp, of Rhetoric, listed percentages of women faculty during the 1969-70 year: 2.3 percent of the professors; 5.3 percent of associate professors, 5.0 percent of assistant professors; 18.9 percent of instructors—for an overall total of 5.0 percent women. Clearly, there was work to do.²⁴

Nearing the end of the century, most would agree that there is still work to do toward bringing women to full parity and recognition in all aspects of campus life and endeavor. But there is a lot to celebrate, too, when we make the comparison to the "stag affair" that characterized so much at Cal forty years ago.

ENDNOTES

- 1 *The Journal of Glenn T. Seaborg, Berkeley Chancellor: July 1, 1960-January 31, 1961*. (Publication 624, Vol. 3, Lawrence Berkeley Laboratory, 1987). Although she had earned her tenure at Berkeley, Professor Morris was not to remain much longer on the campus. With the phaseout of Berkeley's home economics major, she transferred to the faculty at UC Davis to continue her teaching and scholarship in textiles and clothing economics.
- 2 Quoted in Glenn T. Seaborg with Ray Colvig, *Chancellor at Berkeley* (Berkeley: Institute of Governmental Studies Press, 1994), 381.
- 3 "Coeducation is the education of both sexes in the same classes in an institution. This term has been given several interpretations, the most extreme of which is that girls and boys shall be taught the same things, at the same time, in the same place, by the same faculty, with the same methods, and under the same regimen. This is based upon the assumption that there are no differences between girls and boys and consequently they should be given precisely the same education. The more accepted interpretation is that there are differences in their physical and mental powers and needs, but that because of their fundamental similarities they should be educated together, uniting in many classes, in many sports, and in much of their social life, but modifying all these to suit their special differences," R. Louise Fitch, dean of women, Cornell University wrote in *The Encyclopaedia Britannica* (14th Edition, 1929). In the 1950s and early '60s, women students at Berkeley and other universities were still frequently "coeds" in the media—implying that they

were a somewhat alien presence in a formerly all-male domain. With the rise of the women's movement, the term has mostly disappeared. (Perhaps male students who attend formerly all-women colleges should be today's "coeds.")

- 4 "Enrollment" in *The Centennial Record of the University of California* (Berkeley: 1967), 211-225.
- 5 American Council on Education Survey, 1966.
- 6 The statistics here do not include the Department of Nursing, which was still listed in Berkeley's *Announcement* in 1958-59. (By that time, the department had in most aspects completed its move to the UC San Francisco campus and the teaching staff was in residence there.) Also, the numbers do not include a few in the "regular" faculty lists with "associate in" titles—since their inclusion appears to be inconsistent among the departments.
- 7 *The Journal of Glenn T. Seaborg, Berkeley Chancellor: July 1, 1958-June 30, 1959*. (Publication 624, Vol. 1, Lawrence Berkeley Laboratory, 1987), December 1, 1958.
- 8 (See Seaborg with Colvig, *Chancellor at Berkeley*. Chapter 13: "The Bright Young Men.") Curiously, none of Klopsteg's eleven bright young men ever joined the faculty at a University of California campus. Fortunately, other young men (and eventually young women) of equal brilliance did come to the university in the years that followed.
- 9 Seaborg's papers are deposited in the Library of Congress.
- 10 Seaborg's *Journal*, Vol. 2, January 19, 1959.
- 11 Although it may seem implausible from a late-1990s perspective, given the earlier imbalances in enrollment, Hart was undoubtedly truthful in saying that he was not aware of discrimination in the admission of women. In 1959 Berkeley as a campus still admitted all undergraduate applicants who met basic admissions requirements. Where there were special requirements, as in engineering and many of the graduate programs, very few women applied—and in any case an instance of deselection because of gender would not have been reported or known at the Chancellor's Office. An exception, of course, occurred at the ROTC-related programs in military, air, and naval science: they excluded women on the basis of nationally-imposed policy.
- 12 Seaborg's *Journal*, Vol. 2, January 20, 1959.
- 13 "Learning in the World of Change," *California Monthly* (May 1959).
- 14 After the Women's Faculty Club was organized at Berkeley in 1919, *The Faculty Club* became known *unofficially* as "The Men's Faculty Club"—and the careless use of the designation has unfortunately persisted even after women were admitted to full membership and privileges in 1972 (and after men were invited to join the women's club).
- 15 "University of California: The Biggest University in the World Is a Show Place for Mass Education" *LIFE*, October 25, 1948, 88-101.
- 16 Glenn T. Seaborg with Ray Colvig, *Roses from the Ashes: Breakup and Rebirth in Pacific Coast Intercollegiate Athletics* (In press, 1999). (Cal beat Stanford on the day after the "smokers" by a score of 13 to 0. The Golden Bears then went on the Rose Bowl, where they beat Alabama, also by 13 to 0, on New Years Day, 1938.)
- 17 Seaborg with Colvig, *Chancellor at Berkeley*, 381, 382.
- 18 Joan Didion, "Berkeley's Giant: The University of California" *Mademoiselle* (January 1960) Quoted in part, and with permission, in Seaborg with Colvig, *Chancellor at Berkeley*. In 1980, Didion became the second of only four women to have been honored (as of 1999) as Berkeley's Alumna of the Year. Fifty-one men had won the Alumnus of the Year since it began in 1943. The other women: Lillian Moller Gilbreth (1954), Mimi Silbert (1990), and Marian Cleeves Diamond (1995).
- 19 *Shades of Who's Afraid of Virginia Woolf?!*

- 20 See *The Port Huron Statement* (New York: Students for a Democratic Society, 1962, 1964).
- 21 Martin was the first peacetime woman president of the ASUC to hold the entire office. Earlier in the 1970s, there had been a "troika" arrangement with three co-presidents (and one had been a woman).
- 22 Letter from Professor of Economics John B. Parrish, University of Illinois, dated January 25, 1960 (In Seaborg's papers, Library of Congress).
- 23 Note that total faculty numbers responding to the Illinois request correspond closely to the numbers reported earlier from counts based on the 1958-59 *Announcement of Courses*. The slightly lower total percentage of women here may be the result of dropping the emeritae from the compilation.
- 24 Seaborg with Colvig, *Chancellor at Berkeley*, 385.

Dorothy Clarke Shadi (1908-1992)

Dorothy Clarke Shadi received her M.A. in Spanish in 1930, and her Ph.D. in Romance Languages and Literature in 1934, both at Berkeley. She continued her scholarly studies, publishing in the best journals of the profession. She became a lecturer at Berkeley in 1945, and an assistant professor in 1948. An outstanding scholar of Spanish medieval studies, Professor Shadi was the first tenured woman in the Department of Spanish and Portuguese (the second was tenured only in the 1980s) and retired at the highest level of professorship. She was part of a brilliant group of scholars who raised Berkeley's Spanish Department to international prominence. In addition she served as assistant dean of the College of Letters and Sciences and member of campus committees on admissions, graduate study, courses, and relations with schools. Author of eleven scholarly books and monographs and over sixty scholarly articles, plus numerous reviews, Professor Shadi married and raised three daughters in Berkeley. In recent years, she was a crucial ally for younger women faculty. Upon her death in 1992, the former chair of the department described her in his press release as follows: "Modest, unassuming, and immune equally to praise and blame, she went her own way as a critic and scholar, never bowing to the vagaries of fashion or the dictates of editors."

Agnes Fay Morgan (1884-1968)

Agnes Fay Morgan earned a Ph.D. in organic chemistry from the University of Chicago in 1914. With this doctorate she belonged to the small group of American women who earned such a degree in the early 20th century. Even more unusual was the fact that she undertook her Ph.D. studies and obtained a faculty position as a married woman. (On most campuses women who married were expected to resign their positions whether their husbands were employed or not). Right after completion of her studies, realistic and pragmatic all her life, Morgan accepted an offer from Berkeley as assistant professor, despite the fact that it was in nutrition, and in the Department of Home Economics, rather than chemistry. During the early years of the program she broke



up the forced unity of household art and household science. As chair for thirty-six years, she shaped the identity of the home economics department and became recognized as an outstanding scientist, but her own prestige had no coat-tails. It never carried over to elevate the status of home economics at the University of California. Professor Morgan herself undertook research in three main areas: human nutrition, animal nutrition, and food technology. Her contributions to basic research earned her the prestigious Garvan Medal of the American Chemical Society in 1949 and the Borden Award from the Institute of Nutrition in 1954. At Berkeley, she received three of the university's highest honors:

selection by the faculty as Faculty Research Lecturer in 1951; an honorary doctorate in 1959; and recognition by the university regents in the renaming of the home economics building at Berkeley the Agnes Fay Morgan Hall in 1962. Morgan's real love was administration. She was remembered by her staff for her organizational skill, political finesse, and ability to distinguish the essential from the trivial. "She had the sublime confidence in her rightness and a genius for disregarding nonessentials and relaxing when the opportunity presented itself."



Margaret Murdock (1894-1985)

A graduate of the class of 1918 in economics, Margaret Murdock spent her life on the campus. She earned a master's degree and worked until 1959 as an education credentials counselor. She was office manager and president of the Women's Faculty Club until she retired in 1974. In 1923 she agreed to take on the job of playing the carillon in Sather Tower. Although it was originally a temporary job, she played the Campanile bells for the next sixty years. "The Empress of Tintinnabulation" was the title bestowed upon her in 1978 by Chancellor Albert Bowker at the annual Charter Day ceremonies as he presented her with the highest award on the Berkeley campus, the Berkeley Citation. She said, "I don't know why there's such a fuss" over a woman playing the carillon for so many years, but she acknowledged that it was unusual "to stay so long in a temporary job." She mastered the twelve bells of the carillon in 1923 and extended her expertise when the bells were increased to forty-eight bells. During a routine maintenance, campus workers once asked Murdock to test the control-wire tension by playing a tune. She ran through the Doxology hymn ("Praise God from whom all blessings flow . . .") which immediately brought a spate of phone calls to campus administrators inquiring if the legislature had passed the budget. Although white-haired and frail, she played at least three concerts a week on a forty-eight-level keyboard named in her honor in 1972 and adorned with a brass plaque. She performed her last concert in 1983 at the age of eighty-nine.

Dorothy Bird Nyswander (1894-1998)

Dorothy Bird Nyswander left Berkeley after earning a Ph.D. in educational psychology in 1926. With an appointment to the School of Public Health in 1946, she returned to build a Division of Public Health Education. She drew upon a wealth of professional experiences, including working with Harry Hopkins and Eleanor Roosevelt on the Works Progress Administration and overseeing the landmark Astoria School Health Study in New York. Her academic background in educational psychology and mathematics was very different from other health education professors of the time, whose training typically was in the biological and medical sciences, or in education or physical education. Her background greatly influenced the courses she developed and the type of students she admitted into the new program. She was the first in the nation to introduce behavioral sciences to public health and emphasize quantitative research methodology and advanced statistics. In addition, influenced by the teachings of Kurt Lewin and others, Professor Nyswander made group process an integral part of the curriculum and incorporated a strong field training program. She was a world leader in public health education and built one of the most reputable programs in the nation at Berkeley.

JOSEPHINE MILES

Robert Brentano

WHEN I WAS CHOSEN to give one of the 1988 Faculty Research Lectures my selectors could not, I think, have known why the selection gave me such pleasure. It was because one of my predecessors had been Josephine Miles, and I would stand in her spot. I decided to talk, mostly in images, I believe, about some of my ideas about the medieval and modern writing of history, to weave them around a specific text, the *autobiografia* of a late thirteenth-century hermit pope. With my title, “Peter of Morrone’s Autobiography as ‘a boy in a red sweater,’” I dedicated the talk to the memory of Josephine Miles. The boy comes from her poem “History” which she had sent to me, and I hoped that his red sweater and bicycle tricks might, perhaps incidentally, be seen as tying together my perilously centripetal talk. The poem begins:



Josephine Miles in 1956. University Archives.

As I sit on the front
porch reading a book on the Hittites
With its puzzle over the relation of hieroglyph to cuneiform
In Anatolia, a boy in a red sweater
Rides by on his bike, trying stunts
Like bucking bronco, and side winder.
Impractical as they are in the stiff breeze of the bay,
They bring to light
The practicalities of cuneiform.

I liked and like Jo’s poetry a lot; its spare geometric intellectuality is much to my and my generation’s taste. But her poetry is not the most specific reason for my dedication. I thank the editors of the *Chronicle* for letting me, in telling that reason, celebrate Jo Miles.

When I came to Berkeley to teach in 1952 I had never met any of my colleagues in the history department. I had been hired by cable. In my first departmental meeting I sensed something strange, an unidentified peculiarity. Then I realized that there were no women in the room. I had come from Swarthmore and Oxford where, particularly in medieval history, women—Berkshire women, Bryn Mawr women, St. Hilda’s women—were obvious,

dominant, assumed. Almost all of my most powerful teachers had been women, and here there were none. I learned explanations: a distinguished single woman would not come to our Western isolation; a married woman could not leave or bring her husband. But there sitting with her poetry in the middle of the English department was Josephine Miles.

My specific reason for honoring and being grateful to Jo, in fact, has to do with her sitting in the middle of male members of the English department—a category of whom she herself has spoken well and gratefully in an oral history. As a young teacher of English history I was a convenient adjunct to her department's notorious doctor's orals. They were often unattractive to people who liked literature. In the worst I can remember, I felt that I had entered Hell's Mouth. Three, at least at that moment, atrociously dull examiners asked what seemed to me anti-literary questions and flaunted their lack of interest in the candidate by reading stacks of books that they had brought to the exam, and by stopping reading only when they themselves asked questions. Academia did not seem just unexciting; it seemed really bad. Then Jo, who had watched the candidate with attentive sympathy throughout, began her questions, and the water lily bloomed. The room came alive with thought and humanity and carefully chosen words. The three men did not exist. The exam was a success. Josephine Miles had done that. I was shown what was possible.

Josephine Miles (1911-1985)

Josephine Miles earned her master's degree in 1934, and doctorate in 1938 from Berkeley. She loved teaching; in a letter to the chair of the Department of English dated July 5, 1940, just following her appointment as assistant professor, she wrote: "It seems to me I never could have believed that a great university could be so flexible and so tolerant and so personally kind as to give me for this year a chance I thought perhaps never to have." It is not clear whether the flexibility she mentions in offering her the job refers to either or both of her "handicaps": the fact that she was a woman or her crippling rheumatoid arthritis. She was the first woman to become a tenured member of the Berkeley English Department in 1947, and the first woman to be honored with the title of University Professor in 1973. At Berkeley she was named Faculty Research Lecturer for 1975-76. Seldom has anyone combined such distinction in creative writing, teaching, and scholarship. An internationally respected poet and scholar, she was also a legendary teacher whose former students frequently turned to her for criticism of their work, advice about their courses, or just the reassuring sense that she was there. Miles excelled as a teacher and was awarded the Distinguished Teaching Award in 1977. In 1983 Josephine Miles published her *Collected Poems*, gleaned from verse published over a period of more than half a century. She was also the author of *Eras and Modes in English Poetry*, a trailblazing study of poetic diction. She was honored at various times by a Guggenheim Fellowship, by fellowships from the American Association of University Women, the Armenian Council of Learned Societies, the National Endowment for the Arts, and by the highest award of the Association of American Poets. Characteristically, Josephine Miles willed her house to the university to be used as a meeting place for writers, and she left her poetry library to be used as the nucleus of the Poetry Alcove in the Morrison Room of the university library. By thousands of her former students, as well as by her former colleagues, she is remembered with affection and gratitude.

AGGIE WOMEN: THE UNIVERSITY AT DAVIS

Beginnings at Berkeley

THE UNIVERSITY'S COLLEGE OF AGRICULTURE began in the basement of the first building, South Hall, 1873. By the turn of the century the college had weathered the storms of mismanagement, lack of popularity among prospective students, and too great a popularity with California's Granger movement—a movement that saw the lone professor, Ezra Carr, fired, and the president, Daniel Coit Gilman, so weary of the struggle that he left for Johns Hopkins. A new professor, Eugene Hilgard, arriving in 1875, brought science into the curriculum, won over the ex-Granger farmers and the state legislature, and made the college respectable and useful. The grounds of the Berkeley campus served for the experimental fields and dairy barns, orchards and vineyards. New jobs were opening up and agricultural subjects, if not final degrees, appealed to more young people. Hilgard himself noted an increase in the number of women in the agricultural science classes.¹ As in all other campus activities, the female agricultural student became the butt of jokes on the Berkeley campus and the 1899 *Blue and Gold* portrays her as the Dairy Maid par excellence.

"Women at the University Farm" Ann Foley Scheuring²

Although the University of California has been open to women since its founding, few women appeared regularly on the Davis campus until broadening of the academic programs in the late 1930s.

Two women instructors were listed for the first short courses offered in 1908—Mrs. M.E. Sherman of Fresno, in horticulture and viticulture, and Mrs. A. Basley of Los Angeles, in poultry husbandry—but only two women were initially on the Farm School staff, the dormitory matron and the campus librarian. Later a school nurse and a stenographer joined them. In 1913 women staff and faculty wives established the University Farm Circle to promote friendship among women of the University community. Their activities included modest financial assistance for students in need of loans; in 1916 they disbursed \$129.

In January 1914 the first three female students from Berkeley arrived to spend a few months on the Farm. They resided in South Hall under the eagle eye of dormitory matron Mrs. Fizzell. "... [it] was a wet winter. We trudged from class to class thru rain and mud wearing boots and daring short skirts . . . mid-calf length, the fashion being ankle length hobble skirts. . . which we had sense enough not to wear . . . Everything about the campus was new and fas-



Our Co-ed, when the new School of Dairying is under "whey."

1899 *Blue and Gold*.

cinating. We tried our hand at milking and plowing and every new arrival born on the place meant an excited visit to the barns.”³ The girls were featured in a series of April 1914 articles in the *San Francisco Bulletin*. Of the three, Marguerite Slater received her B.S. in entomology in May 1915, and Gladys Christensen and Alice Robinson received theirs in agricultural education.

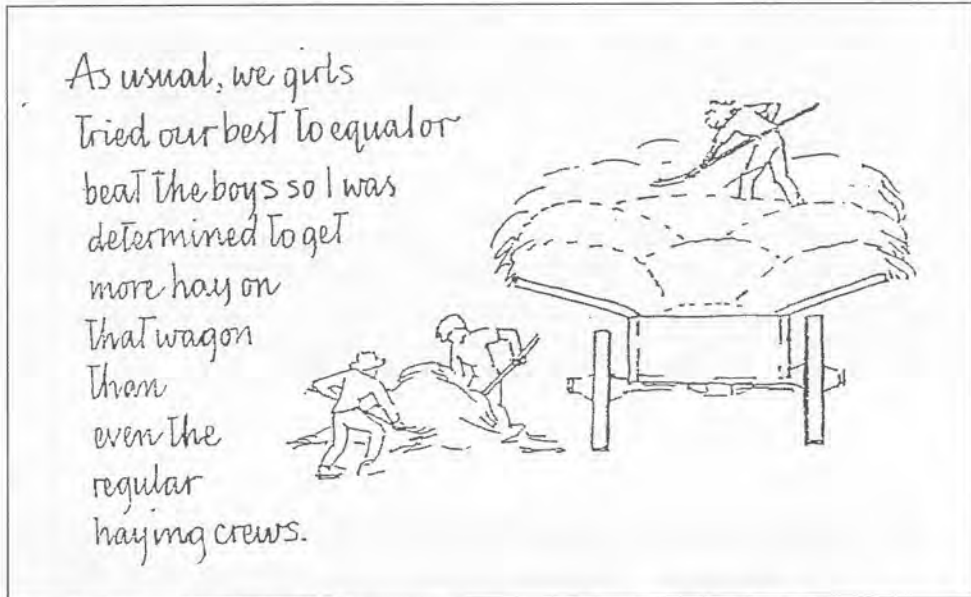
As in all wars, prescribed gender roles were altered by military needs during World War I. Because women were needed in active roles in food production, the University Farm offered two short courses designed for leaders of female farm labor teams, besides classes for machine milkers to help on labor-short dairy farms. In 1917, 31 women enrolled in farmers’ short courses, and in 1918 girls were admitted for the first time to the nondegree program of the Farm School. During that summer several “co-ed farmerettes” from Berkeley came to the Farm to demonstrate whether women could perform the nation’s farm work if the war continued to drain the country of men. Quartered on the hot top floor of North Hall, the girls worked eight hours a day at such disagreeable tasks as “cleaning chicken pens, thinning fruit in dusty gnat-infested trees, sorting onions in the hot sun, milking tail-swishing cows, hoeing corn in a sultry field swarming with mosquitos . . .” The foremen considered them quite capable of operating mowers, hayrakes, cultivators, and tractors, and performing field work like hoeing, thinning, or taking care of livestock. “At such work they were about seventy five per cent as efficient as a man and fifty per cent more efficient than the ranch hand available during the war. They were not suited to pick and shovel work, handling grain sacks, or heavy tasks . . . [but] the college girl farm hand was easily worth three dollars a day.”⁴

Between the Wars: The Coed Farmerettes

During the 1920s, women were treated with hardly more dignity, as witness the description of her career by Viola McBride, one of only three “co-eds” among 300 students in 1925. She begins her 1994 memoir, “To those familiar with U.C. Davis today, it must be difficult to associate that teeming co-educational metropolis with what I’ve described here. But it WAS that way! We co-eds had a rough time.”⁵ At Davis, in the ’20s, not much different than at Berkeley, females were “wanted all right but in the proper roles. What was a proper role had to be decided by the males—that was obvious. Co-ed Mary, for instance, had been promised a farm if she would go to the University & learn all the latest methods. This wasn’t a ‘Proper role’ for her? . . . [At least one professor] didn’t think so. . . . Actually, there was quite a movement for adding some courses to the curriculum [sic] for women so that they could attend U.C. at Davis & ‘Learn to be good wives for the Aggies’—Hmmm!—Domestic courses such as sewing, childraising, cooking etc.—Hm.”

McBride’s choice of courses was different: “Some years before, it seems, the University Farm had received a great deal of criticism because even four year course graduates, with fancy letters after their names, ‘didn’t know a thing about the simplest ordinary skills that any farmer or rancher should be familiar with’—disgraceful! To remedy this embarrassing deficiency Examination A was instituted. . . . If you didn’t pass it, you took a very basic course called Farm Practice until you could pass it. . . . we had, for Examination A, to plow a straight furrow, mow hay, rake hay, load a hay wagon and drive it to the barn (this all with horse or

mule teams), shoe a horse, saddle a horse, operate a Fresno scraper & and doubtless much much more I've forgotten." She passed, but took Farm Practice anyway because "it was a good course with a good prof. who didn't object to girls & I learned a lot."



From Viola Russ McBride, *The University Farm versus Co-eds*, circa 1926-27, [privately printed], 1994, 8-9.

A Davis Professor: Katherine Esau, "The Grande Dame of American Botany"

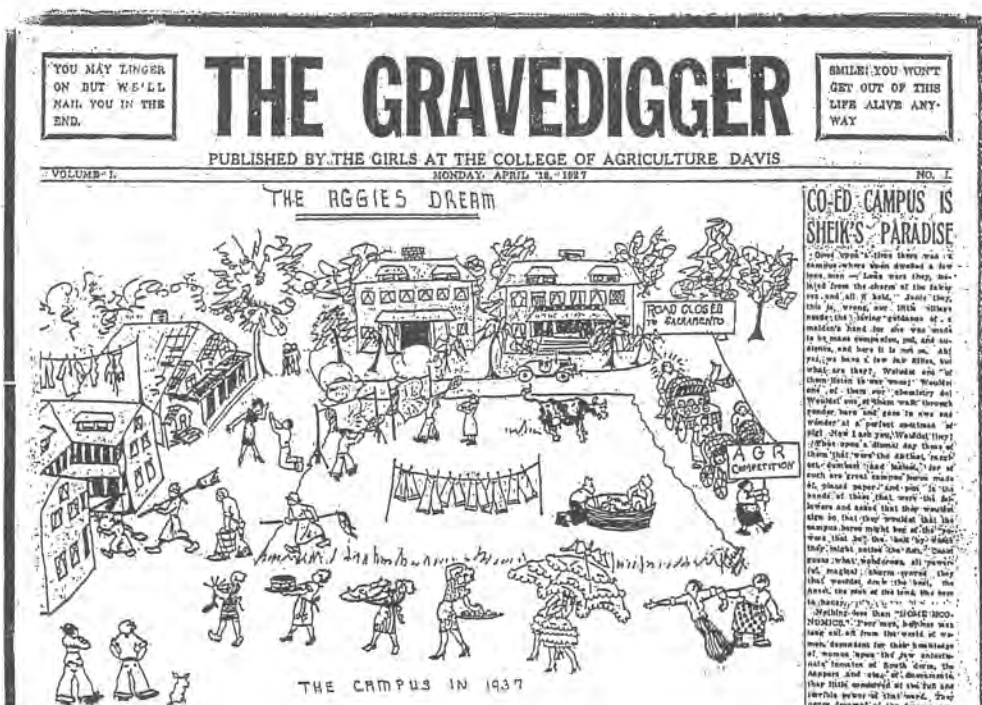
From the Ukraine to California and to two campuses of the University of California, Katherine Esau was known as one of the greatest plant pathologists of this century—which her lifetime encompassed.⁶ Leaving Russia in 1918 after beginning studies in Moscow, she accompanied her Mennonite family to Berlin and then to the Central Valley, where she became an employee of the Spreckels Company, near Salinas, studying the production of sugar beets. With a truckload of beets and beet seed behind her car, she arrived in Davis in 1927 to begin academic research and graduate study, obtaining her Ph.D. (from Berkeley, as Davis did not yet have the authority to grant them) in 1931.

On the faculty at UC Davis until 1963, Professor Esau was known nationwide not only for her research, much of it conducted in very primitive, for today, surroundings and with not always the enthusiastic support of male colleagues, but also for her textbook *Plant Anatomy*, many times reprinted. She was asked to give the Faculty Research Lecture in 1946 while still an associate professor, and elected to the National Academy of Science in 1957.

About to retire after thirty-one years of teaching and research, Professor Esau packed her bags and moved to the Santa Barbara campus. Although retired, she continued her discoveries in cell anatomy and the use of electron microscopy; thus she was able, without teaching and administrative responsibilities, to accomplish more in that additional decade of research, than had been possible at Davis. In 1989 her years of productive work on plant cell structure and viruses was recognized with the award of the National Medal of Science. Her oral history, taken in 1985 by the UC Santa Barbara library's Oral History Program, can be found in the Shields Library, UC Davis, Special Collections. She died in 1997. —C.B.

ENDNOTES

- 1 For the history of the College of Agriculture at Berkeley see Ann F. Scheuring, *Science and Service* (Berkeley: University of California Press, 1995), 4-47.
- 2 The inclusion of "Women at the University Farm," part of a work-in-progress: *Abundant Harvest: A History of the University of California at Davis* by Ann Foley Scheuring, is courtesy of the author.
- 3 Letter from Marguerite Slater Messenger to Dean of Women Susan Regan, January 4, 1957. Documented in December 26, 1956 letter to Librarian Sarah Schreiber from May Dornin, Head of Archives, UC Berkeley Library.
- 4 *UC Journal of Agriculture*, January 1920.
- 5 This and the following quotations are from *The University Farm versus Co-eds circa 1926-27, Remembered, Written & Illustrated by Viola Russ McBride*, first edition [privately printed], 1994.
- 6 David E. Russell, ed. "Katherine Esau—a Life of Achievements" (University of California, Santa Barbara, Oral History Program, 1985), is the source for this biography. The quote "the grande dame of American botany," by Ray F. Evert, is from the *New York Times* obituary, June 18, 1997.



From Viola Russ McBride.

YOU'VE COME A LONG WAY, BAMBINA!

Rose D. Scherini

WHEN I WAS A GRADUATE STUDENT at Berkeley preparing for my dissertation research on the Italian American community of San Francisco, I read a 1922 master's thesis, "A Study of the Mental Inferiority of the Italian Immigrant." This essay is, in part, a response to that thesis and its conclusion that "Italians are not educable until they are thoroughly Americanized."¹

What follows is a description of the academic careers of three women, all daughters of Italian immigrants, and all graduates of Berkeley who have earned doctorates.

Angela Capobianco Little

Angela Little, biological scientist and now emeritus professor, was born in San Francisco; her father emigrated from Italy about 1912; her mother was a German emigré. Angela attended Sherman Elementary and Galileo High Schools. A serious student, she nonetheless received the impression that the teachers considered the "Italian kids not up to snuff." At Galileo, her English teacher "treated me like dirt." After Angela had turned in her first paper, the teacher accused her of having someone else write it! When Angela convinced her accuser that this was her own work, the teacher said, "You're certainly not like your sister." Angela's older sister had been at Galileo but not in this instructor's class so it was soon discovered that the confusion was over another Capobianco, *not* a relative. Many years later, when Professor Little and her husband were attending a conference of the American Association for the Advancement of Science, they found themselves in conversation with another scientist and his wife; although Angela did not recognize the other woman, it developed that she was a teacher at Galileo. The teacher said that Angela would not recognize Galileo today, exclaiming "The trouble is now caused by the blacks and Chicanos," when earlier "The trouble was from the Italians." Angela had the last word when she retorted, "I was one of those Italians."

Her experiences at Galileo were not all negative, as the principal was instrumental in arranging for Angela to receive a four-year scholarship to Berkeley. In 1940, she received her bachelor's degree in biochemistry and bacteriology, intending to go to medical school; however, without funds to continue her education, she went to work as a medical lab technician. Then in 1942 she became one of the first women research chemists at Standard Oil; there were only two others.

After World War II, she married and had one child, returning to the campus in 1951 to get a master's in biochemistry. Because she had been in the Women's Army Corps she was eligible for veterans' educational benefits. At Berkeley she encountered another kind of preju-



Angela C. Little with Professor Allan Miller at first Peace and Conflict Studies Graduation, 1986. *Courtesy of Angela Little.*

dice. When the chair of biochemistry questioned her about her marital status and children, he then asked, "Why do you want to get an advanced degree? Why don't you just go home and have more babies?" Realizing then that she would not be able to work with this chairman, Angela instead gained admission to the food science and technology department. She obtained a master's in food science, remaining at the university to teach classes on nutritional science and on visual perception in architecture; she did original research on color vision and developed a mathematical system for measuring reflectants of biological materials. She went on to earn a Ph.D. in agricultural chemistry in 1969 and received a faculty appointment, eventually attaining the rank of full professor in the Department of Nutritional Science.

Throughout her career, Professor Little has worked within many academic disciplines: she was faculty sponsor for the West Coast Council for Nutrition and Anthropology; consultant on food and cancer to the National Research Council of the National Academy of Science; technical adviser to the International Commission on Illumination; she participated in the development of the curriculum for the new College of Natural Resources (which absorbed the former College of Agricultural Sciences); was a founder and first chair of a new Peace and Conflict Studies major; helped found the Re-entry Students Program; and chaired the Committee on Status of Women and Ethnic Minorities. She has authored numerous scientific and technical publications, and is co-author of *The Color of Foods*.²

Since her retirement in 1985, Professor Little has continued her participation in Berkeley's academic life as Academic Ombudsman (for faculty and students); chair of the advisory board to the Women's Resource Center; chair of the Committee on Undergraduate Scholarships and Honors; member of the advisory board and selection committee, Incentive Awards Program (for high school students); a member of the board of the Math/Science Network; and past chair of the Berkeley Emeriti Association. In San Francisco where she now lives, her activities include teaching classes in the history of medicine at the Fromm Institute / University of San Francisco; chairing the Bay Area History of Medicine Club; participating on an advisory group of San Francisco's Senior Central / Council on Aging; participating in the School Volunteers Program; and at Saint Francis Memorial Hospital, volunteering in their Healthwise Seniors Program, Physician Referral Service, and HIV CARE.

Lucia Chiavola Birnbaum

Lucia Birnbaum describes herself as "a feminist multi-cultural historian." Her father emigrated from Italy in 1912; her mother was born in Kansas City, the daughter of Italian immigrants. Lucia was a good student and received a scholarship to the University of Missouri at Kansas City, which she attended in spite of earlier advice from her elementary school principal that she should plan to go to a community college because "Italians don't do well at the university."

Lucia dropped out of college in 1944 to work in a wartime industry. Two years later, she married and moved to Berkeley when her husband was admitted to the University of California for doctoral work in physics. The couple lived in Albany Village, where the rent was twenty-nine dollars per month. Lucia completed her senior year at Berkeley, received her A. B. in 1947, and her M.A. in 1950. In 1964, she received a Ph.D. in history. During this time, she also gave birth to three sons.



Lucia Chiavola Birnbaum at graduation in 1948. Courtesy of Lucia Birnbaum.

Lucia's career has focused on research and writing, and she has had faculty appointments as lecturer in American Studies at Berkeley and assistant professor of history at San Francisco State University. After four years in the latter appointment, she was not granted tenure apparently because she—along with one hundred other professors—supported the 1968 student third world strike at State. After several research trips to Italy, Lucia wrote a book on the women's liberation movement there: *Liberazione della Donna: Feminism in Italy*,³ published in the United States in 1986 and awarded an American Book Award from the Before Columbus Foundation. A second book, *Black Madonnas: Feminism, Religion, and Politics in Italy*,⁴ received a Women's Heritage award as one of ten best non-fiction books written by women in 1993-95. The third in this trilogy, *Godmothers and African Origins: le dea madre ~ le comari*,⁵ is in process.

In recent years, Dr. Birnbaum's many activities have included an appointment as a research associate at what at that time was the Center for the Study, Education and Advancement of Women and in the history department at Berkeley. She has been a visiting scholar at the Graduate Theological Union and at the American Academy in Rome and also an affiliated scholar at the Institute for Research on Women and Gender, Stanford University. Other appointments have included adjunct professor at the California College of Arts and Crafts, visiting professor at the California Institute of Integral Studies, and an advisory board member in the Italian Research and Study Program at the University of California, Berkeley.

Lucia's deep interest in multiculturalism has been expressed both in her publications and in her activities with Italian American groups. She is past president of the western chapter of the American Italian Historical Association, and serves on the advisory boards of *Voices in Italian Americana* (a biannual literary and cultural review) and *Italian Americana* (a publication of the American Italian Historical Association). She has lectured in a colloquium series, "Frontiers in African American Studies," in the African American Studies department at Berkeley. Her research and writing on the African origins of Europeans led to her being inducted into the African American Multicultural Hall of Fame two years ago.

Rose D. Scherini

I am the daughter of Italian immigrants who settled in San Rafael in 1921. Like the two women described above, I was a serious student from the time of my early years in the small parochial school I attended. Even though my first language was the Italian dialect of my parents, I have no recollection of being directed away from college or any feeling of being treated differently by teachers. Being in a parochial school with almost half of the student body of Italian descent probably made a difference. I do remember thinking that it probably was better to be Irish or English instead of Italian, however. My parents did not speak proper English; the priests and nuns were mostly Irish; I was self-conscious about my lunches of thick crusty-bread sandwiches as the "American" kids' sandwiches were made of white bread with the crusts cut off. (I wouldn't touch that soggy bread now!)

I received my A. B. in social welfare from Berkeley in 1946. While an undergraduate, I lived in Epworth Hall on Channing Way, now the site of the Institute of Industrial Re-



Rose D. Scherini, June 1946.
Courtesy of author.

lations. There was only one other resident of Italian descent while I was there, and none that I knew of in my classes. (A group of about twenty Epworth residents from the '40s still meet for lunch annually.)

After graduation, I held various positions in Alameda County government, including juvenile court investigator and personnel analyst, and then returned to the campus in the 1960s as a resource specialist in the Student Counseling Center. Later, I organized and directed the first job placement center at Chabot College in Hayward. After my second trip to Italy (where most of my relatives live), I decided to return to school to pursue a degree in anthropology. I received a Ph.D. in educational anthropology from Berkeley in 1976, thirty years after the award of my bachelor's degree. My dissertation was on the Italian American community of San Francisco. Until retirement in 1986, I was a research analyst in the university's Office of Student Research where I administered and analyzed surveys of students and wrote reports on topics such as immigrant and refugee students, transfer students, and the status of high school education.

Since my retirement I have been an independent researcher and writer focusing on the story of the treatment of Italian Americans during World War II, a little-known story about the classification of 600,000 Italian Americans (then the largest foreign-born group in the country) as enemy aliens. Several hundred of them were interned as a consequence of an FBI "dangerous" list. Several thousand were moved from their homes in strategic areas along the coast or near military bases or war industries. This research has led to several publications and to an exhibition in San Francisco in 1994 and in the East.⁶ The publication and exhibition from my research have led to the introduction of legislation in both the United States Congress and the California Legislature to recognize these events and to include this story in the public school curriculum.

These brief accounts of the careers of three Italian American women belie the thesis of "The Mental Inferiority of the Italian Immigrant." I do not posit that our stories are typical, but I do want to underscore the fact that all three of us are offspring of those Italian immigrants who arrived without much education in the second and third decades of this century. In all three cases, it was the father who was especially supportive of the daughter's education; in two cases, we were the only siblings to earn academic degrees. The early twentieth century stereotype that Italian immigrants were anti-education and that their children were poor students has faded, but unfortunately, similar stereotypes exist today for other groups. Such generalizations typically are based on the "worst" case scenarios and do not take into consideration such things as the economic and cultural situations that afflict new immigrants.

For Angela, Lucia, and Rose, the University of California has played a central role in our lives. So has our Italian American identity.

ENDNOTES

- 1 Edna L. Dessery, "A Study of the Mental Inferiority of the Italian Immigrant" (master's thesis, University of California, Berkeley, 1922).
- 2 Angela C. Little and Gordon MacKinney, *The Color of Foods* (Westport, CT : Avi Publishing, 1962).
- 3 Lucia Chiavola Birnbaum, *Liberazione della Donna: Feminism in Italy* (Middletown CT: Wesleyan University Press, 1986).
- 4 Birnbaum, *Black Madonnas: Feminism, Religion, and Politics in Italy* (Boston: Northeastern University Press, 1993).
- 5 One chapter has been published in *MultiAmerica: Essays in Cultural Wars and Cultural Peace*, ed. Ishmael Reed (New York: Viking, 1997).
- 6 Rose D. Scherini, "Executive Order 9066 and Italian Americans: The San Francisco Story," *California History*, 70:4 (Winter 1991-1992), 366-377; "When Italian Americans Were Enemy Aliens," in *Enemies Within: Italians and Other Internees in Canada and Abroad*, Franca Iacovetta, Roberto Perin, Angelo Principe, eds. (University of Toronto Press, in press 1999); and an exhibition, "Una Storia Segreta: When Italian Americans Were Enemy Aliens," and catalog edited by Lawrence DiStasi, (American Italian Historical Association, 1994), Scherini, curator, and sponsored by the Western chapter of the American Italian Historical Association. The exhibition was first shown in San Francisco in 1994 and is still being shown on both coasts. My research is ongoing; obtaining documentation of these fifty-year-old events has been difficult. Many of the principals are deceased; some government documents are still classified and take years to be released. Recently I received over six hundred pages of FBI documents which I requested more than *eight* years ago.



1925 *Blue and Gold*.



Before the builded castle of her dreams
She stands, and sees her dearest wish come
true;
And as her hand, with eager surety
Knocks at the door, we cry, "Good luck to
you!"

Pelican Woman's Number, February 1910.

FACULTY WIVES

THE HISTORY OF THE UNIVERSITY SECTION CLUB

Mary Lee Noonan

FROM THE EARLIEST STAGES of university planning, the importance of the relationship between the domestic and the academic has been recognized at Berkeley. Frederick Law Olmsted, writing in his 1866 *Report upon a Projected Improvement of the Estate of the College of California at Berkeley, near Oakland*, emphasized the importance of locating faculty homes near the campus. "Scholars, at least during the period of life in which character is most easily molded, should be surrounded by manifestations of refined domestic life, these being unquestionably the ripest and best fruits of civilization."¹ Little did he realize the number of bridges that would eventually be built by the faculty wives between the values of this domestic life and the Berkeley campus.

The role of women on the campus developed gradually. During its first year, the university had no women students. Decades would elapse before Lucy Sprague joined the administration in 1903 or Jessica Peixotto received a regular faculty appointment in 1904. But there were always faculty wives at Berkeley, serving the campus individually and collectively, easily qualifying as what might be called the university's first "support group." This bureaucratic term, the current official designation for the University Section Club, the faculty wives organization at Berkeley, would probably amuse the wives of 1869, but they would be very familiar with the idea.²

Since 1869, the contributions of the faculty wives to the Berkeley campus have evolved in many different directions, but three constants can be identified.³ First, with a few exceptions, the projects undertaken by the faculty wives have been done on their own initiative. Consistently, they have come forward as more than volunteers responding to someone else's call. They have identified problems, defined their own challenges and then marshalled the resources to solve them.

Secondly, the faculty wives have exercised leadership without authority. In his recent book, *Leadership Without Easy Answers*, Ronald Heifetz of Harvard makes a useful distinction between authoritarian leadership, typically associated with male-dominated institutions, where people are given power to achieve specific goals, and leadership without authority, often exercised very effectively by women, where networking and adaptive skills are put to use.⁴ The Section Club is an excellent example of the latter. As Heifetz points out, the history that we find in books is usually associated with the world of authority. Not surprisingly, you will not find any discussion of the Section Club in histories of the University of California.



Section Club entry in City of Berkeley Centennial Parade, 1978. *Section Club Papers, University Archives.*

Thirdly, as a corollary to this leadership without authority, the contributions of the faculty wives have largely been invisible, not only to the general public but also to many people in the campus community. Unquantified, unexamined, often unacknowledged, the efforts of faculty wives have nonetheless been productive. They have given countless dinner parties that have encouraged true collegiality and friendship within the faculty as well as parties welcoming countless students to their homes. Addressing a myriad of specific needs, they have offered help to a constant stream of students. Through the University Section Club they have created an extraordinarily flexible and effective network that has given form to the idea of a campus community.

Compare, for example, the role of the faculty wives at Berkeley to the role of the colleges at Oxford and Cambridge with their traditional, male-dominated world of senior common rooms and high tables, the legacy of a clerical past. Both have created a very special culture, a particular ethos. Here, it is in large measure the wives who have given Berkeley its reputation for generous hospitality and openness, expressing so well the spirit of Berkeley as an institution that stands for all that is best in California. On the campus, as in their homes, the faculty wives have quietly extended this hospitality and service through the University Section Club to the students and general university community.

Five strong women, Theodosia Stewart, Carol Sibley, Kay Kerr, Carrie Grether, and Sylvia Elberg, on their own, without formal authority and with little public recognition, accomplished a great deal. They offer excellent examples of the kind of leadership among the faculty wives that has been important to the university and to the Section Club.

In its beginning, in 1927, the club was founded not by an experienced, senior faculty wife, but by a relatively new bride who had recently moved to Berkeley, Theodosia "Ted" Stewart. Before joining the Berkeley English department, her husband, the novelist George Stewart, had taught briefly at the University of Michigan where he had met and, in 1924, married the president's daughter. She visualized a club that would, according to the 1927 Constitution, "promote friendship and sociability" among women who were members of the faculty or wives of faculty members and would "stand ready to assist so far as possible any who are in need of friendly service, particularly in University circles."⁵ The club was modeled on a group that her mother had started in Ann Arbor. It would have a flexible structure, including as many "sections" or interest groups as the members would choose to launch, ranging from sports (tennis, swimming, walking) to language groups (French, Greek or German) to the arts (music, drama, sketching) and philanthropy.

There would also be club-wide social events, but their style would be much more informal than the College Teas, the only faculty wives' activity that existed when Ted Stewart arrived. The teas, held four times each year, had been started by Mrs. Benjamin Ide Wheeler in 1907, after the earthquake. They were very gracious but very formal occasions. For example, it was only in 1942, during World War II, that the ladies in the receiving line stopped wearing floor length tea gowns. The Section Club expressed a very different, active spirit, altruistic in its commitment to help students and their families, stimulating in its sharing of talents and enthusiasms, hospitable in its welcome to newcomers, extroverted in its efforts to build a community.

THE COLLEGE TEAS
UNIVERSITY OF CALIFORNIA
BERKELEY

Mrs. Albert H. Bowker
cordially invites you and your guests to the
Spring College Tea
Tuesday afternoon, April twenty fifth
nineteen hundred and seventy eight
from two until four o'clock
University House

To benefit the Student Loan Fund

Subscription: \$3.00 payable in advance to:
Mrs. David L. Brink, Treasurer
1068 Woodside Road, Berkeley, 94708

Donations invited

Free child care

1978 Invitation to College Tea,
Section Club Papers, University
Archives.

The club flourished. The evolution of the sections often reads like a microcosm of American cultural history: Progressive Education for Mothers (1929), Peace Education (1939), Home Nursing (1942, the same year in which the German Section was disbanded), Russian (1967), Evening Scrabble (1975) and more recently, Financial Fitness. Today there are over twenty sections, a fairly typical number, each one meeting at least once a month or, in the case of Tennis, three times a week. Some are fairly small with twelve to twenty members; others like Music and Adventure have over 100. Each in its own way creates sustaining networks. The newly arrived cellist finds three friends for a string quartet. The tennis player finds a game. The community like a wonderful coral reef grows and grows, realizing Ted Stewart's vision of what Berkeley could be. Along with her career as a psychiatric social worker and field work consultant to the School of Social Welfare, Ted Stewart remained in touch with the club until her death in 1989.

At intervals even the friendly energy of the Section Club was overwhelmed, as in the years after World War II when the university grew exponentially and the number of new families to be absorbed increased dramatically. For example, in 1948, the Calling Committee which made personal visits to each newcomer was given 251 names, including twenty-three brides. This challenge was met with remarkable generosity by Carol Sibley. She and her husband Robert, the manager of the California Alumni Association, lived very near the campus at the corner of Ridge Road and LeRoy. In response to this extraordinary influx, Carol Sibley simply opened her home on the second Tuesday of each month for tea from three to five. All faculty wives were welcome to drop by, a standing invitation that continued for twelve years, from 1947 to 1959.

Three things about Carol Sibley are characteristic of leadership among the faculty wives: first, her generous, personal initiative, sustained by an open, dare I say, western faith that people are good and will function much better if they get to know one another; second, boundless energy; and third, the important role that she played in the city of Berkeley. She served on the school board during the process of integration in the '60s and launched the Dream for Berkeley program in the '70s. Hers was altruism in action.

At roughly the same time that Carol Sibley opened her home, Kay Kerr, the wife of a professor in the business school who would soon be the campus's first chancellor and later the university's president, helped to launch the Section Club's service to foreign students. Once again we are talking about the protean period after World War II when, among other changes, the campus saw a substantial increase in the number of foreign students. A well-known anecdote says it all. The Kerrs had hired an Egyptian post-doctoral student in botany to help them in their garden. After a year's fellowship in New York, he had hoped to continue at Berkeley, but even before he started his research, he had been called home. For political reasons, his funding had been cancelled. Before he left, he appeared with a stack of gifts for the Kerrs, the presents that he had brought from home for the friends by whom he had expected to be entertained during his years in America. No one had welcomed him. Kay Kerr's response was characteristic. In cooperation with International House, she and friends in the Section Club organized a Home Hospitality Committee, putting foreign students in touch with families from the faculty and the Berkeley community.

The program grew rapidly and evolved to include a subcommittee that offered help in the search for local housing, another operating an equipment loan center that still helps visitors to start up an apartment with pots and dishes and toasters, and traditional events like the annual Christmas party for the children of foreign students. In 1962-63 for example, 430 foreign students were placed with 330 host families; 254 were helped to find housing. Kay Kerr and her friends had inspired a remarkable outpouring of generosity that has continued to this day.



Lunch at annual "Beehive" fund-raiser, 1976. *Section Club Papers, University Archives.*

A fourth strong woman who provided the Section Club with leadership at a critical juncture was Carrie Grether, wife of the dean of the business school. An economist by training and the first woman to be a teaching assistant at Berkeley, she brought great elan to all she undertook. For example, when her husband became dean, she is said to have agreed to take on the entertaining that his position would entail if she could buy all the hats she wanted. For many years, virtually every Friday night there was a party. Her closet must have been full.⁶ Fortunately for the Section Club, she was president in 1956-57 when the club incorporated as a nonprofit organization, hoping to increase their fund-raising to aid students and for its own facilities.

This period marks a turning point for the Section Club. Prior to the late '50s, the contributions by the members had been largely practical rather than financial. In the '20s, the Philanthropy Section, soon renamed S.O.S. (for Services Offered Students), started making baby clothes for student families. In 1949, S.O.S. produced twenty-four full layettes. In the Depression the members worked with the Red Cross to make clothes for the unemployed, and during World War II, they sewed for Save the Children and collected clothes for France. If monetary grants were given, they were usually small and limited to helping students with modest emergencies. But as the size of the student body and the range of their needs grew, the Section Club wanted to be of help, and it was decided that such club-wide fund-raising would benefit from nonprofit status. Carrie Grether shepherded the club through this transition.

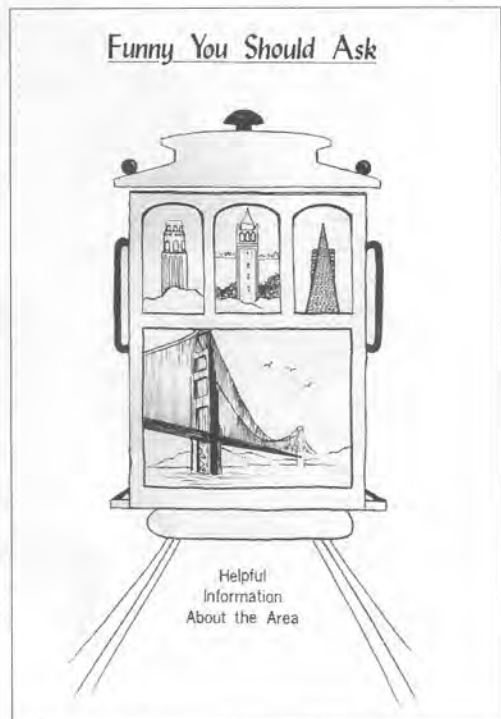
Coincidentally a godsend came out of the blue. At the board meeting on May 27, 1957, Kay Kerr announced the bequest of \$295,000 from the Haas family for a recreation center to be built behind the stadium for, among other things, "the use of women's groups on the campus such as faculty wives' organizations and the Dames Club" (the student wives' group). Carrie Grether was named as the faculty wives' representative to this Strawberry Canyon

project and, in this capacity, worked for several years with the architect while coordinating the Section Club's contributions such as furniture, shades, and various kinds of equipment. Unfortunately, the Haas Clubhouse did not remain a permanent home for the Section Club. Changing university priorities led to escalating fees and difficulties that gradually forced the club out. Leadership without authority can be frustrating at times.

On the other hand, club-wide fund-raising for student aid blossomed. A Ways and Means Committee was established in 1956 and initiated projects such as a theater benefit, a Fall Fashion Show, a Spring House and Garden Tour, dinner dances, and the collection of items for sale in a thrift shop. New resources could be poured into S.O.S., the Dames, the Foreign Student Committee, and a scholarship fund for students, originally administered by the dean of women. The leadership of Carrie Grether and her friends had produced a high-water mark in activity and membership, over 800, for example, in 1962.

A fifth important leader, dedicated particularly to helping the wives and children of Cal students, was Sylvia Elberg, the wife of Sanford "Sandy" Elberg, dean of the Graduate Division, 1961-78. For many years, Sylvia Elberg and a network of friends worked very closely with Albany Village, continuing the Section Club's long-standing commitment to "friendly service" for young university families. Practical and financial support took various forms: help for the Dames organization, the co-founding of the Albany Village Nursery School, and an emergency loan fund for families in the Village. She took a lead in all this. In 1966 the board minutes record her successful appeal to the board for scholarship funds that would make it possible for children of needy families to attend the nursery school. With Mollie Balamuth, she put together a large booklet, "Funny You Should Ask," containing useful information for student families about Berkeley and the Bay Area. Her help was warmly personal, quiet, loyal, and effective, the qualities that have made Berkeley a genuine university community rather than an academic factory.

What has happened to this tradition today in the era of working wives, when faculty families often cannot afford to buy a home in Berkeley, when traditional family and community structures are being sorely tested? Women who care deeply about helping the university are still coming forward. The current membership exceeds 500. The prospects for the continued vitality of the club are excellent.



Information booklet for student families, 1975.
Section Club Papers, University Archives.

ENDNOTES

- 1 Laura Wood Roper, *FLO, A Biography of Frederick Law Olmsted* (Baltimore: Johns Hopkins University Press, 1973), 305.
- 2 Although faculty wives represent by far the majority of the Section Club's membership, it also includes women of the faculty, the administration, certain categories of staff and their spouses.
- 3 Many quotations and references in this paper come from the unpublished and uncataloged records of the University Section Club, University Archives, University of California, Berkeley. Because of the informal nature of the files, no precise citations can be given.
- 4 Ronald Heifetz, *Leadership Without Easy Answers* (Cambridge, MA: Harvard University Press, 1994).
- 5 University Section Club Constitution, 1927.
- 6 Conversation with Connie Holton, wife of a later dean of the business school and friend of Carrie Grether.



1913 Blue and Gold.

Theodora Kracaw Kroeber (1897-1979)

A graduate cum laude of the class of 1919, Theodora Kracaw was born in Telluride, Colorado. She received her master's degree in clinical psychology the following year. As a young widow with two sons, in 1926 she married Alfred L. Kroeber, professor of anthropology and director of the Museum of Anthropology then located on the San Francisco campus. Her first book, *The Inland Whale*, was published in 1957, followed by *Ishi in Two Worlds* in 1961, which was awarded a Commonwealth Club medal. In 1977, she was appointed by Governor Jerry Brown to be a regent of the University of California and served briefly, before her death in 1979.

Antonia Brico (? -1989)

A graduate of the class of 1923, Antonia Brico was born in Holland. At Berkeley she studied conducting under Paul Steindorff. With assistance from campus friends, including Dean of Women Lucy Stebbins, she continued her music studies in Berlin, where she conducted that city's Philharmonic Orchestra in 1930. During the 1932/33 season she conducted at the Metropolitan Opera House in New York, and later became director of the WPA Symphony. In 1935 she organized the New York Women's Symphony Orchestra. Three years later she resumed her formal studies at Mills College which granted her the D.M. degree. In later years, in addition to teaching conducting, opera, and piano, she conducted orchestras in Boise, Boulder, and Denver.

Katherine Towle (1898-1986)

A graduate of the class of 1920, Katherine Towle pursued a unique and diverse career. She served as the headmistress of a girls' school, worked as a senior editor, and obtained her master's degree in political science in 1935, also at Berkeley. In 1943 Towle had achieved the rank of colonel in the Marine Corps and become the first director of the Women's Marine Corps. When she retired from the Marine Corps in 1953, she returned to her alma mater to become dean of women. She remained in that position until 1962 when she became dean of students, a post she held until her retirement in 1965. Upon her retirement Dean Towle claimed that "One of the great joys and privileges of my life was that I should follow these two friends [Stebbins and Davidson] in my own appointment as fourth Dean of women....All of them have shared in common an abiding concern for the place of women on campus and in the broader community beyond."

PORTRAIT OF HELEN WILLS



Oil portrait by Augustus John, ca. 1933.
Gift of Helen Wills to the University of California.

A MEMBER OF THE CLASS OF 1927, Helen Wills (later Helen Wills Moody Roark) was known as the world's outstanding woman tennis player in the second quarter of this century. Between 1924 and 1938, she won twelve Wimbledon Championships; between 1922 and 1931, she won thirteen United States Championships; and in the four-year span 1928-1932, she won four French Singles Championships, along with two French Mixed Doubles. Wills served on the Wightman Cup team for ten years, and at the 1924 Olympics in Paris, she achieved the gold medal in both singles and doubles. She was elected to the National Lawn Tennis Hall of Fame in 1959.

Her benefactions to the University of California include funding for the Helen Wills Neurosciences Institute in memory of her parents and her collection of tennis trophies to the California Athletic Hall of Fame in Memorial Stadium. She died in Carmel, California in 1998.

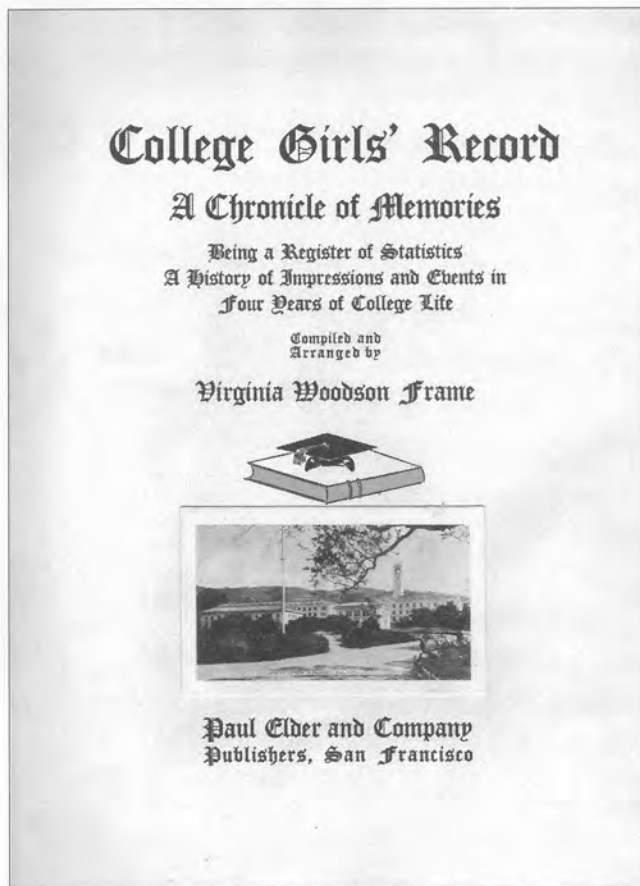
THE COLLEGE GIRLS' RECORD

JULIA S. DUPONT, class of 1925, recorded these first impressions of Cal as an entering freshman in August 1921. Arriving in Berkeley from Stockton, California, she was overwhelmed by crowds, the long waits in line, the regal attitudes of professors and college officials, the "frightful amount" of hills and stairs, and the "agony inexpressable" of entering a classroom. After the first year, however, she concludes, "the university is not such a hopelessly big place, after all."

Her *College Girls' Record, A Chronicle of Memories*, is one of several student scrapbooks in the University Archives. A wonderful source of insights into the life of women students in the twenties, it lists her classes, professors, and grades; describes her living arrangements and work experiences; tells of friends and picnics, parties, and feasts; and highlights her "red letter days" (being asked to read blue books for her freshman history class) and "grinds" (English themes and Econ term papers).



Julia S. Dupont '25.



Title page of memory book used by freshman Julia Dupont. University Archives.

First Impressions

Date of Arrival *Aug. 13, 1921*

First Acquaintance *Ruth Sherlock
(met her at Aunt Lena's)*

First Impressions

I felt terribly scared, and took at first, but a few days cured me of some of that. There seems to be such an awful multitude of students everywhere, especially from Telegraph Ave. to Wheeler Hall.

While there are quite a number of pretty girls there, I really expected to find even more in such a cultured crowd. Every now and then I see people whose presence gives me a jolt; they look so un-colleguey.

All those people with whom I have come into actual contact seem very nice - with the exception of some of those individuals who examined me in the physical ex.



First Impressions

There are a frightful amount of stairs in this university. One is always climbing up or down some hill or flight of stairs. If I ever design a university, I shall make it ~~as one~~ ^{one} story buildings on level ground.)

and waiting - every time you want to see any prof or official, and you have to go thru a lot of red tape for everything, you wait and wait and then wait some more before you get to him him, or perhaps only make an appointment for some future waiting.

As I look back on those ^{very} first days, I shudder still. They were awful. - so many many people who were all strange, such constant having to interview royal officials, the huge and terrible library where everyone looked up and stared at me while I crept around, miserably looking for a seat. (It was a long time before I would take out a book, I was so in fear of getting tangled up in the red tape.) Going into a class room was agony inexpressible. What I should have done without the kind guidance and protection of Kedma, Alice, Myrtton, and Lewis I do not know. - I don't like to think about it.

Ruth Norton Donnelly (1904-1973)

A graduate of the class of 1925, Ruth Norton Donnelly was appointed Berkeley's first supervisor of housing in 1946 and was one of the pioneering women in the field of university student housing. During World War II, fraternity houses previously used by men were available to women. At the close of the war, these houses were returned for use by men, and the university became increasingly concerned about the lack of safe and suitable accommodations for women. Prior to her appointment, the Berkeley campus had only two dormitories: Stern Hall for women (since 1942) and Bowles Hall for men (since 1929); both from gift funding. In 1946, she was a member of a management team which completed the Smyth-Fernwald Residence Halls which provided approximately 476 housing spaces. Funded by the university, the buildings were completed in only four months. From 1959 to 1963, Ruth Donnelly was involved in housing construction projects which increased university-provided housing for single students by approximately 2,500 spaces. This number increased by 120 spaces when Manville Hall for law students was completed in 1967. In the meantime, the number of housing units available for married students more than doubled. In 1947, rental listing service for students, staff and faculty was added to her job. Mrs. Donnelly was adamant that single student housing be called "residence halls" (a living-learning environment), and not "dormitories" (sleeping quarters). Appropriately, in 1968 her title changed, and she was appointed the first dean of Residential Life at Cal.



Freshmen struggling with registration red tape. 1941 *Blue and Gold*.

NORTH GABLES: A BOARDINGHOUSE WITH A HEART

Elizabeth Fine Ginsburg and Harriet Shapiro Rochlin

North Gables was a veritable labyrinth with hallways and staircases going off in all directions. I have no idea when it was built but it was obvious that electricity had been added sometime later . . . the house was heated with gas-fueled ceramic heaters, one in each room. The kitchen was spacious. On one side was a swinging door into the dining room and a six-burner, two-oven stove. Across the room was a cavernous galvanized iron sink. . . .

George Hodder, grandson and grandnephew of the proprietors.

IN LATE 1919, EDNA G. WHITE, an Illinois elementary school teacher, joined her sister, Eleanor “Nellie” White Bent (Mrs. Fred Bent) in Berkeley, California. There they established two boardinghouses for University of California students. The houses were situated back to back; one, North Gables, was at 2531 Ridge Road, the other faced on LeConte Avenue. Both were

a short walk to North

Gate.¹ Edna ran the Ridge Road house for women, and Nellie and her husband, the LeConte house for men and women.²

In 1923 a huge fire swept through the north side of campus, destroying some 600 buildings,³ the LeConte house among them. Nellie, by then a widow, became co-proprietor of North Gables; Edna handled business matters; Nellie, supplies and cooking, with student help.⁴

From its inception, North Gables operated as a private cooperative,⁵ possibly the first of its kind for women in Berkeley.⁶ Room and board for residents was twenty-five dollars a month (thirty dollars in the 1940s), plus five hours work a week—cleaning, cooking, serving, dish washing, gardening, repairs, etc. About one-quarter of the thirty students worked an additional two hours a day and lived rent-free.

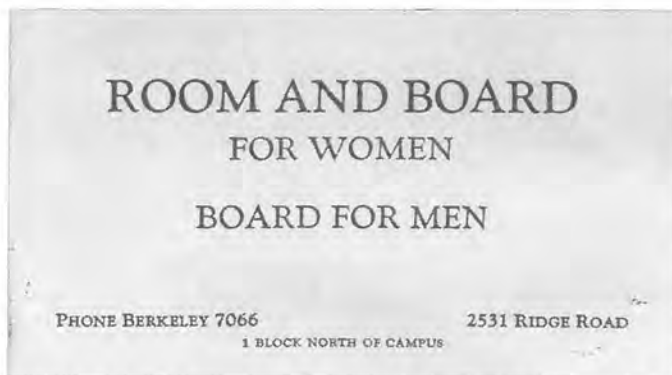
Two university affiliations gave the house a place among organized campus living groups.⁷ As a member of the Women’s Dormitory Association, North Gables sent representatives to its meetings, complied with its regulations—curfews, sign-outs, male visiting hours—and participated in



North Gables in the 1940s. *Courtesy of Polly Behrens Gallagher.*



Edna G. White and Nellie White Bent, proprietors of North Gables from 1923 to 1939. *Courtesy of Jane Hodder Heard.*



North Gables advertisement, ca. 1920. Note the phone number.

its activities. University Approved Housing also imposed its requirements: each house had to elect officers, hold regular meetings, pass room by room inspections for size, safety, cleanliness, and equipment,⁸ and meet standards of nutrition and sanitation for food service.⁹

"I thought the lady who came from the university was looking down her nose at this little North Gables," recalled one house president, Norma Anderson Porter. "We

always passed inspection."¹⁰

Throughout the Depression, North Gables operated at full capacity. Jane Hodder Heard remembers as a child "... these two ladies agonizing over lists of girls who had applied for a room ... There were always more girls needing a place than there were spaces, and money being so very tight, they had to make every penny count."¹¹

After Nellie's death in July of 1939, Edna, despite failing vision and advancing arthritis, carried on alone for another decade. Those ten years proved especially taxing. During World War II, undergraduate male student enrollment declined, while undergraduate women student enrollment increased.¹² The armed forces absorbed a number of student residences, adding to the women's housing shortage. Rationing, food stamps, blackouts, and wartime anxieties added to Miss White's load.

During the war years, job opportunities for women burgeoned, and many North Gablers maintained a full university schedule while working, some full-time.¹³ Even so, money remained a problem for most. In lieu of rent, Wanda Marrs Lewis '47 did the downstairs house-



Graduating class of 1947 poses before parting. Top row: Frances Brown, Barbara Woods, Jean McIntyre, Irene Weissman, Harriet Shapiro, Kathy Nuckols. Bottom row: Jean Petersen, Housemother Edna G. White, Fern Kaiser. *Courtesy of Harriet Shapiro Rochlin.*

keeping, and remembered spending weeks making new curtains on an old sewing machine. "I'm very grateful to that lady, because I probably would not have gone to college otherwise," Lewis said.¹⁴

As she was starting college, June Anderson Eagleton's parents divorced, leaving her in financial need. "Miss White told me not to worry . . . For four months I didn't pay anything, and I never paid her back . . ."¹⁵

In the post-war years, Miss White's health was noticeably failing. In a 1947 letter thanking a former resident for a Mother's Day gift, she wrote, "In January I began having trouble with my left knee . . . and the doctor said I was a mess of arthritis. Two and a half weeks at Frank's (her sister) did a world of good . . ."¹⁶

Two girls—Wanda Marrs and Barbara Jordan—were taking turns sitting with an ailing Miss White the night she had a stroke. "We were just kids, and didn't know what to do," Wanda recalled.¹⁷ Soon after, in a letter to her mother, another resident wrote: "The house is sort of upset. Miss White's not feeling well . . . Mom, they're making ready to take her to a convalescent sanitarium."¹⁸ She never recovered sufficiently to resume her duties, and North Gables soon ceased to operate as a cooperative boardinghouse for women students.

Edna G. White died on October 21, 1957, and is buried at Sunset View Cemetery in El Cerrito, California.¹⁹ As subsequent events will attest, she, North Gables, and the support she provided for hundreds of Berkeley women students would long be remembered.

The Edna G. White Memorial Scholarship

In 1994, four former residents—Fern Kaiser Libow, Beatrice Brownstone Frierman, Elizabeth Fine Ginsburg, and Harriet Shapiro Rochlin, all about seventy—met for lunch. The quartet talked about how Miss White and North Gables had made it possible for so many women who were self-supporting or of modest means to live on campus, participate in university activities, and get a fine college education. Before parting, the foursome had a mission: to honor Miss White's legacy with a memorial scholarship for Cal women students of academic ability and financial need.

The Edna G. White Memorial Scholarship, to be administered by the UC Berkeley Foundation, was established in December of 1994, and the founders began a search for North Gables residents. Drawing on the Alumni Association Directory, *Blue and Gold* yearbooks, an article in the *California Monthly*, December 1994, and word of mouth, they located some thirty former housemates and organized the Friends of North Gables. Membership has since grown to fifty-two former North Gablers. Additional support comes from Cal alumni and relatives of former residents and of Miss White.

On August 22, 1995, members of the Friends of North Gables—ages late sixties to mid-eighties—gathered at The Faculty Club for a reunion. A photograph of Miss White holding Clementine, her cat, a display of memorabilia, and twenty-two excited housemates, surprisingly recognizable despite white hair, wrinkles, and added poundage, evoked laughter and tears. A roving tape recorder captured memories of electrical failures, the food ("It . . . was nothing much, but we all stayed healthy"²⁰), Peeping Toms, endearing or eccentric



North Gables proprietor/housemother, Edna G. White and her cat, Clementine, summer 1948. Courtesy of George Hodder.



Founders of White Memorial Scholarship. Fern Kaiser Libow, Beatrice Brownstone Frierman, Elizabeth Fine Ginsburg and Harriet Shapiro Rochlin. The Rochlin residence, Los Angeles, 1995. *Courtesy of Jean McIntyre McMullin.*

housemates, after-hours lockouts. One theme dominated: Miss White's open-heartedness. Its expression took various forms.

Kathy Nuckols Lawson, of Tomales, recalled her arrival at North Gables: "I'm seventeen, I've got a scholarship, but I have no place to stay. 'Don't worry,' Miss White said. 'We'll make room.'"²¹ She was also accessible for those who needed help with personal problems. While frantically studying for finals, Helen Craig McCullough, a resident from 1936 to 1939, contracted the measles and was hospitalized. "I received a letter from my mother up in Mendocino County telling me to come home and rest. I hadn't a clue as to how my mother knew until I spoke to Miss White."²² Recalled pianist Bea Frierman, "Down and out, I worked for my room and board. I was especially grateful because Miss White let me practice, sometimes for hours on end."²³ And when Miss White needed help, she asked for it. "Just before Christmas one year, a water heater broke," Janice de Moor recollected. "You know how Miss White lived from month to month; there was no cash flow. At dinner that night she asked if anyone could pay their January rent in advance. . . . She got the water heater."²⁴

In 1996, Dennis McCarthy, a columnist for the *Daily News* in the San Fernando Valley, read a Friends of North Gables newsletter and then interviewed Elizabeth Ginsburg and Fern Libow. Wrote McCarthy, "Without that housing break, a Berkeley education would have been impossible for hundreds of slim-pursed women from 1932 to 1949—most of them the first women in their families to go to college. . . . Most of her girls (Miss White's) are pushing or past seventy, either



Harriet Shapiro and Elizabeth "Libby" Fine, friends since the sixth grade, coming out Sather Gate in 1946. *Courtesy of Harriet Shapiro Rochlin.*

retired or winding up careers that did themselves and their gender proud.”²⁵

The scholarship fund doubled its original goal by 1998 and promises continued growth. One member of the Friends has allocated a portion of her estate to the scholarship in an irrevocable trust. Others are contemplating similar actions.

In their responses, awardees of 1996 and 1997 appear to speak North Gablese. The first, a student majoring in molecular and cellular biology, wrote “Running around this huge, rat-maze daily, one tends to reject the idea that there are disinterested observers . . . who care what becomes of us. . . . Thank you for setting an example I should so like to follow.”²⁶

When asked what the scholarship meant to her, the second recipient, a major in chemical engineering, replied, “Without your generosity and support I would not be able to attend Berkeley. Your scholarship has also bolstered my self-esteem, in that, you think I’m good enough to be here. I cannot tell you how much this means to me or my family.”²⁷



North Gables, now an apartment house, 1995. *Courtesy of Genevieve Stricker Isaconas.*

ENDNOTES

- 1 Letter from Jane Hodder Heard, grandniece of Edna G. White and granddaughter of Nellie Bent, February 1996, to Friends of North Gables.
- 2 Ibid.
- 3 Steven Finacom, "Wading Through the Ashes of Scholarship and Literature," *Chronicle of the University of California*, 1:1 (Spring 1998), 88.
- 4 Heard letter.
- 5 Ibid.
- 6 Ibid.
- 7 Verne A. Stadtman, ed. *The Centennial Record of the University of California* (Berkeley: University of California Printing Department, 1967), 309-310. As early as 1915, a list of approved houses devoted to group living for men or women students was established. By 1924, the Committee on Living Accommodations functioned as the policy and standards committee on housing for the university.
- 8 Ibid.
- 9 Harriet Rochlin, "A Kitchen Aide Reflects," unpublished. "The food, if unexciting, was well-balanced, and head cook, Mary Ann Stroud, a social worker getting a master's degree, imposed strict standards of cleanliness. I learned more about cooking in that kitchen than in my mother's, and more about politics, philosophy, and female mores than in my classes."
- 10 Tape transcription of Friends of North Gables reunion, Berkeley, The Faculty Club, August 22, 1995.
- 11 Heard letter.
- 12 *Centennial Record*, 222.
- 13 Reunion tape transcription.
- 14 Ibid.
- 15 Ibid.
- 16 Letter from Edna G. White to Libby Fine, Memorial Day, 1947.
- 17 Reunion tape transcription.
- 18 Letter from Polly Behrens to her mother, February 27, 1949.
- 19 Death certificate, Contra Costa County.
- 20 Reunion tape transcription.
- 21 Ibid.
- 22 Ibid.
- 23 Ibid.
- 24 Ibid.
- 25 Dennis McCarthy, *Daily News*, January 11, 1996, 3.
- 26 Letter from first awardee to Friends of North Gables, January 8, 1997.
- 27 Scholarship Recipient Profile of second awardee to University of California, Berkeley, February 2, 1998.

1942: LIGHTS AND DARKS

Margaret Darling Evans Scholer

THERE WERE PROTESTS AT BERKELEY before the '60s! I was a sophomore at Cal in 1939, a new transfer from a small town and a smaller college. That fall, the *Daily Cal* advertised a march protesting the illegality of abortions, along the main streets, Shattuck and University, and I happily joined the throng. It was a matter of conscience with me and still is; a goodly crowd stood cheering in mutual approval, and I don't remember any (or many) negative reactions.

The following year I lived in a small apartment with a classmate (female) on Haste Street east of Telegraph, on the third floor. A driveway separated our building from one just beyond us. It soon became apparent to the two of us, and our male and female guests, that we had to keep the window draperies drawn, that there was frequent and promiscuous sex going on in the apartment beyond the driveway, with little regard for their unshuttered windows. (Their Murphy bed was apparently in the down position permanently.) Equal unconcern was shown for the matter of nudity; an uncovered body, of either sex, was no apparent problem.

We could hear through the open window their doorbell ring during the balmy days of early fall, and one of the occupants would call to the caller to come in, or in some cases get up and go to open the door, bare as a baby. It ceased to be embarrassing to us, but still annoying as we didn't enjoy the daytime darkness with our shades drawn, or worse, the lighted show by night.

One day when we were studying with friends, male in this case, a strong wind was blowing outside. We had become aware of the whirring of a machine from time to time, with no clue as to its origin. Suddenly, voices called out in aggravation, and we looked out the window; a large pile of papers had blown out the open window and were scattered along the driveway beneath both apartments. My boy chum, later my husband, dashed down the stairs to recover a handful of the scattered papers, possibly faster than our "neighbors" because he was already dressed! His return enlightened us all: the papers were mimeographed copies of some sort of propaganda, or meeting announcement, or whatever, of Young Communists — not then considered a great national security threat! The whirring noise was identified as a mimeograph machine, and the reason for the "free love" exercises explained.

The group of faces became more and more recognizable to my friends and me. At a play at Wheeler Aud[itorium] (the only theater UC Berkeley had at the time), sometime later in that same school year, I chanced to sit next to one of the women from the now-familiar



Graduation morning in front of apartment on Haste, 1942. *Courtesy of author.*

apartment across the way. As I took my seat, she evidently recognized me as well, and deliberately crossed her arms to display to me a new and shiny wedding ring on her left hand. So much for freedom from convention!

My fiancé and I had decided to be married before he volunteered for service in the military. We chose to have a large church wedding. My mother asked a wedding consultant at Bullocks in Los Angeles how long a big wedding should take to put together. When the woman answered, "twelve weeks," my mother said, "Fine; we will cut that in half." We exchanged postcards daily—we wouldn't think of using the long distance telephone; it was, after all, the Depression—regarding the requirements to pull this off in six weeks. I was in my senior year of school; my fiancé had graduated the year before and was working while awaiting his induction orders. Mom finally decided I had to have a few days off from school or risk total exhaustion, so she encouraged me to petition for a week's leave from the dean, to go south to prepare for the festivities. (We had gone down on a previous weekend for our license and our meeting with the minister.)

Dean [Lucy Ward] Stebbins, the dean of women, circulated a notice to all my professors to encourage them to grant me advance homework assignments, and to prepare them for my change of name. She had told me I was not permitted to graduate with my maiden name if I were married.

When I returned to class after the wedding I was warmly greeted by every teacher, alerting the entire class, and even kissed on both cheeks by Winfield Scott Wellington, a favorite professor. Imagine my surprise when, a few days later, an inspector from the dean's office, complete with official identification, appeared at my door, demanding to see my certificate of marriage! Lest I be living in sin! This was October 1941, at the University of California, Berkeley! And the dean claimed I was the only married coed—at least, known to her.

That same dean of women had introduced to the Berkeley campus an organization for women that had begun at UCLA, known as Phrateres. It became one of the shining lights of my college career. It was a national women's service organization, open to all women, "org" and "non-org," but in the opinion of many of its members the most helpful service was to its own membership. Not only did we meet many other compatible women, but it sponsored wonderful parties and dances. To teach the uninitiated many of the finer social graces, it was customary to have an annual tea, including hats and white gloves, held in the student union, and honored with the presence of the wife of the university president, Mrs. Robert Gordon Sproul. The fact that a married coed was counted among Phrateres's membership was startling enough to encourage the powers that were to ask me to help Mrs. Sproul at the tea table. It was a surprise to read in the *Daily Cal* and the *Berkeley Gazette* that "... Mrs. R. G. Sproul and Mrs. Philip L. Evans poured at tea"! Since I was the only acknowledged married coed at that time, I even had professors dropping by to see "... how you are doing." I could cook, and I did work part-time at I. Magnin, so I wasn't idle.

The first final of our senior fall semester was scheduled for Monday, the eighth of December, 1941. You know what happened, and was reported on the local news programs, that Sunday morning. War or not, I had a final (or two) the next day, and as my husband and a houseful of young men sat glued to the radio, I left to be at the library when it opened at 1:00 p.m. I will never forget the look of the haggard young men who joined me on the library steps that afternoon, each, without exaggeration, with a full growth of beard! I have never been able to research the phenomenon; did they grow an unusual crop of whiskers over night, due to the unexpected trauma, or were they in such shock that they simply didn't have time, or energy, to shave? It was five-o'clock shadow on every chin, before 1:00 p.m.

We had a most understanding faculty after that fateful Sunday. I had one professor,

Dr.[Stephen] Pepper, who insisted that he would fail no one whose grade went down as a result of the final; the shock of expecting to go to war was enough of a blow. Another (a political science professor) offered to pass any woman whose young man had to go to war, if her grades slipped or were incomplete. And an eminent English professor, Dr. [Willard] Durham, announced before his final that, during the First World War, he had thought that teaching English was beneath the dignity of the university, as it was part of a “Nation at War” with much to be done — no concern for the finer arts. On this occasion he was in complete reversal; he had decided that the only way to keep culture alive and waiting in the wings, so to speak, was to keep on teaching to the last breath he had. He did, I am sure.

To end on a lighter note, I should tell you that though we were instantly “blackened out” in Berkeley, several of my decorative arts major friends and I were not too inconvenienced by the darkness. Getting black-out curtains up in every apartment and residence took time, and the solution was to forbid the use of any electric light that could be seen from the outside of any building (or candle light, for that matter). We had a Murphy bed in a sizable closet in our connubial apartment. My friends simply came to my house; we let down the bed with all the doors closed, and studied on the bed in the closet. It was crowded but friendly, and no light exited that cell! I never made better grades.



Author and husband, Philip Evans, at Senior Prom at the Palace Hotel in San Francisco, 1942. Note wedding rings on both! *Courtesy of author.*



The Pelican Coed - 1903



The Pelican Coed - 1956

Pelican, November 1956.



Conga line. 1941 *Blue and Gold*.

CAL WOMEN IN MUSIC

The Marching Band

IN 1972, THE EDUCATION AMENDMENTS ACT was passed and its Title IX required all universities receiving federal funds to provide equal access to both sexes to all campus activities. Immediately affected was the University of California Marching Band, which over its eighty-year history had never accepted women—even as majorettes, popular with other bands in the '30s and '40s. The required change was not made easily. Forrest Tregua, Associated Students executive director, was given a deadline by the university: Well, I thought I might have been the first [university employee] telling the leadership and the Bandsmen for the first time, but I learned that they had already known about it and there was a strong well-organized resistance already in place trying to find ways to circumvent the ruling. I was told that through its long tradition as an all-male organization, it would not survive the change. . . . We had many long discussions and arguments [and there were] some efforts behind the scenes to get people to see the need to do this. The university did not wish to put itself in the position of dictating, but on the other hand . . . risk large sums of money, even aside from the moral question.¹ The band's executive committee finally agreed to change the band's constitution.

But Tregua "had not anticipated some of the shenanigans that were to go on." The band had always recruited by using a list of incoming freshmen with which to issue invitations to high school musicians. A big job for which the band leadership volunteered; "I thought this was great but this turned out to be a big mistake. When the list of those invited was made available to me, I discovered that there was only one female name on the list and actually it was a mistake. It was a young lady named Leslie." Tregua had to have the whole list re-mailed and invitations to women were issued. Fifteen joined the band that year.

Answering the invitation and having an audition on arrival on campus were not all that the newly-accepted women had to go through before their first entrance into Memorial Stadium. Janet Franco, "Tenor Sax, 1973," tells it like it was as she apprehensively reported for the FTP (Fall Training Program): "I think my feelings in walking over to the first practice, [were] probably a little low key because I had no idea what I was in for. . . . And I don't know how much I understood at that time, but I think there was probably a little something in the air, because this was, again, the first time that there were any women present on the practice field."²

Organization into instrumental groups, meeting their teaching assistants, instruction in the traditional band high step, came next: "[a]nd pretty much, we just dug right in, we had calisthenics and we were running around the track. And my parents . . . were sitting in the bleachers . . . I remember my dad yelling, 'Lean into it, Janet!' as I ran around the track."



The first woman drum major leads the band, 1984. *Courtesy of the Cal Band History Committee.*

Although the FTP days are described as “gruelling,” the giggles shared with the other female tenor sax made the whole process bearable.

When the interviewer asked her “What about the music?,” she responded: “My first feel for what the sound could be was at the Sunday evening music rehearsal . . . I felt I had just made the transition from high school band to college band because the sound was so powerful and it was an incredibly solid, big sound. . . . But I think what really carried me off was the first time I was part of the Cal band singing . . . I had to stop, because I had to listen. I was sitting right in the middle and the sound was just beautiful. What I think affected me most was when we were singing ‘Hail to Cal,’ and probably because of the depth of the harmony and the feeling . . . even at our first rehearsal . . . it was a very memorable experience, that first time hearing the Cal Band sing.” —C.B.



Band members learn high step form at FTP. Courtesy of the Cal Band History Committee.

ENDNOTES

- 1 Interview, August 1991, with Forrest Tregoe, executive director of the Associated Students, 1959-1968, by N. H. Cheatham (Drum Major of the band, 1957). Excerpts from the interviews, to be subsequently deposited in the University Archives, are courtesy of N. H. Cheatham.
- 2 Interview, October 1996, with Janet Franco, member of the marching band, 1973, by N. H. Cheatham. Excerpts courtesy of N. H. Cheatham.

“We Don’t Have Any Women in This Band” *Barbara Leonard Robben*

Spring 1953. Immediately upon enrolling at Cal I made my way to the little building that housed the music department—now Dwinelle Annex—to sign up for the Concert Band. Mr. James Berdahl was just beginning his first semester at its director. “Oh!” he said when I sat down in his office, “we don’t have any women in this band.”

I had played in the band at every school I’d attended, and it was an important part of my plans to continue doing so! Mr. Berdahl was kind. He said it was a long-standing tradition at Cal to have a men-only band. He said having a girl present would upset the camaraderie of the group.

He actually was surprised that I had come to enroll. However, since the Concert Band was being offered for credit for the first time, it wasn’t fair, really, to deny a credit course to a woman. “But,” he said, “it wouldn’t be fair to the fellows to insert one girl into the organization: the fabric of the band would be jeopardized—and the lone girl would be at risk.” However, he said that if he could get enough female musicians to make it worthwhile to inconvenience the men, he would consider doing it. “Come back in two weeks, and if I can get three more ladies who will play, then I will have a talk with the boys and see.”

And so it came to be. The men were prepared in advance for our first coed rehearsal, and the women were told to expect a confrontation at the least, and perhaps worse. It failed to materialize, however. There was some resistance in the male ranks; but on the whole the fellows were very welcoming, and I made many lifelong friends among them.

We had a wonderful week-long tour of Northern California during Spring Break that year, playing two or three concerts each day, and the only noteworthy example of exclusion

was that we four girls could not ride in the band buses, but rode instead in a station wagon driven by two male volunteers. Oh, and at Folsom Prison we were not allowed to play, the thinking being that seeing a woman might incite the prisoners to riot.

The Marching Band was quite another story. It was a fall semester activity, totally voluntary and without credit. Women were not allowed to participate, nor was it even up for debate. I solved the problem in my own way by transferring to another university in the fall semester of 1953, the University of Washington. I played in their marching band and the sky did not fall. Their only requirement for girls was that our long hair be tucked up inside



Courtesy of the Cal Band History Committee.

our band hats. Then in spring 1954 I returned to Cal for the Concert Band season. Similarly, in the fall of 1954 I went to the University of Oregon, playing, as one might guess, in their marching band. And so on until eventual graduation from the University of California in 1960.

Meanwhile, I settled on geology and soil science as a course of study, where once in awhile I'd see another girl in Bacon Hall (which has since been demolished) but for the most part I was the lone girl in classes. The problem arose when it was time for the Senior Summer Field Study, a six week summer camp in the Sierra involving geologic mapping, and, presumably, some rowdiness. No girls. And yet the mapping was a requirement for graduation.

So I was assigned an area of ten square miles in Martinez and left on my own for housing, transportation, and supervision. The men had a camp, cooks, and professors. It does seem ironic that if the department were trying to protect a girl from the rigors of geologic mapping in the Sierra they would turn one loose elsewhere to do the identical activity unsupervised!

Opportunities for women have expanded, but there is one that I regret forfeiting. The men's track coach, the famous Brutus Hamilton, once invited any interested woman to train with the men's team. Although several turned out, I was not among them as I'd had a problem with shin splints and feared that if I presented myself and failed, it might jeopardize the chances of other women. In retrospect, I realize that pounding down from the Cyclotron on asphalt wearing those thin 1950s sneakers was what was causing the shin splints.

Do you know how people sometimes say that the world is going to ruin in the 1990s? I don't believe so. Looking back, I think we can chuckle at what has been deemed proper in the past, and at ourselves and wonder at how we dealt with the challenges. Undoubtedly there are women, and men too, wanting to do things not yet approved; some of them will push forward and accomplish what others only dream about.

"Men, Women and Song" Arville Knoche Finacom

By the time I was invited to join the Treble Clef Society in 1946, the women's singing group was more than fifty years old.¹ In the 1890s when ladies confined their vocalizing to soirees and recitals, David Loring, a prominent San Francisco musician, organized women on campus into the Women's Choral Society of the University of California. The group sang its way into student history with fall light opera productions at local theaters and spring con-

certs in the Greek Theatre, some of these accompanied by the University of California Women's Orchestra and the Women's Mandolin Club.

In the late 1920s, Treble Clef, as the Choral Group had renamed itself, and the Men's Glee Club formally discovered each other and never looked back. Although both organizations maintained separate identities and separate student managerial staffs, their major productions each semester were joint. Light opera was a popular venue. So were student written musicals, folk music, and light classics. Vocal music and shows were very popular well before the time of the ubiquitous personal sound system. Recordings were available on wax platters that required somewhat bulky in-home equipment to access. Radio was popular and by World War II the era of disk jockeys had begun. These radio personalities interspersed smart chatter among "Top 40" hits and other selections requested by listeners. During the 1930s and 1940s, movies were in their heyday and legitimate theater with its dramas, comedies, and musicals such as *Oklahoma!* and *South Pacific* played not only on Broadway but in towns and cities across America.

On campus by the 1940s, Glee Club and Treble Clef held monthly mixers, informal concerts whenever half a dozen or so got together, and an appointments banquet, a formal dance and a Whing-Ding each semester.²

Although applicants had to audition and pass musical muster before invitations were issued, Glee Club and Treble Clef provided undergraduates with opportunities for orientation to university life as well as socialization with peers outside a classroom setting. Close ties to the Cal Band, an all male contingent at the time, and the University Chorus, a mixed vocal ensemble of serious singers, completed the whole-campus experience.

I have wondered if I would have the feel for Cal that persists had I not been part of Treble Clef. One particular memory is of candlelight caroling in December. We would meet on campus, move to the south side to serenade living groups there, walk along Gayley Road to sing for the men in Bowles and the women in Stern halls, and end up at the home of Robert and Carol Sibley north of campus. There, in front of a roaring fire in a room reminiscent of a baronial hall, he, at the time executive manager of the California Alumni Association, regaled us with stories of campus life in the 1920s and 1930s while she plied us with hot mulled wine. We sang for our treats and departed feeling we had just contributed, in small measure, to the continuing story of the university.

Then there were the trips to the Anchor, a steam beer establishment on lower University Avenue. We would end up there late at night after rehearsals and productions to rehash the performance and give the patrons the benefit of our musical talents.

Advertising our shows was never difficult. We passed out flyers, then sang a few bars for whoever would listen in



Invitation to join Treble Clef Society, 1946.
Courtesy of the author.

Faculty Glade, at Sather Gate, or on the steps of Wheeler Hall, whose main lecture hall became both our stage and land-of-make-believe.

Converting Wheeler Hall to a theater was testimony not only to our imaginations but to the willingness of audiences to suspend credulity. For example, in the spring 1949 production of *H. M. S. Pinafore* Treble Clef appeared as “his sisters and his cousins and his aunts” moving up the aisles from the back of the hall and came on board singing “Over the Bright Blue Sea” as if we had just disembarked from a vessel moored alongside the larger ship.

Harrison Frankel, who reviewed the performance for the *Daily Californian*, liked the staging: “Despite the fact that the auditorium is far better suited for a lecture hall than a theater, the effect of this presentation was a highlight of the operetta.”³

Never afraid to publicize our talents as well as our productions, we were known to serpentine across campus singing snatches of songs from our current production. We would build interest by rehearsing informally outdoors, often at our staked-out tables in the Bear’s Lair or in Eshleman Court.



Wheeler auditorium stage with *H.M.S. Pinafore*. 1949 *Blue and Gold*.

In the late 1940s, campus configuration was much different from today. The Glee Club and Treble Clef offices and rehearsal room were on the second floor of Eshleman (now Moses) Hall along with the offices of Hammer and Dimmer and Mask and Dagger, the university’s student drama production groups. Downstairs were the offices of *Occident*, the student literary magazine, and the *Daily Californian*. Directly below the rehearsal hall and opening out into the court was the Band Room. Across the court, Stephens Memorial Hall housed the student store, the student government offices and the student lounge and restaurants. As all these activities were under the direction of the Associated Students of the University of California (ASUC), the interests of one were made the concern of the others, and led to such

things as front page announcements of Glee Club-Treble Clef productions, as well as prominent show reviews in the *Daily Californian*.

My four years at Cal paralleled the tenure of Walter Nollner '46, a teaching assistant in the music department who directed both Glee Club and Treble Clef. Walt's youth, coupled with his musical expertise, brought style and polish not only to productions but to social activities as well, in part because of his delightful English wife, Dede. An accomplished pianist, Walt could be coaxed to play Chopin or Liszt ("Turkish March" was one of our favorites) whenever a piano was available. As an arranger, Walt took into account the vocal qualities of the current groups and provided singing vehicles that not only showcased but enhanced natural talent.

Again, as reviewer Frankel notes, "The members of the two choruses (Glee Club and Treble Clef) went through their parts in excellent style, and with the cohesion one would expect of a professional chorus."⁴

Members of Glee Club and Treble Clef sang for fun, as the 1949 *Blue and Gold* said, "They love to sing."⁵ Among us there was little talk of musical careers. We knew the worlds of business, professions, and service awaited. But they would wait. Our college years were to be lived, and live we did.

With such close association, it is no surprise that Glee Club men and Treble Clef women would date each other and that those who dated steadily across the years would eventually marry. Pair-ups were expected for both the semester's formal dance and its Whing-Dings.⁶ The latter were end-of-semester bashes that lasted more than twenty-four hours. They included progressive dinners, all night movies, beach parties and, in June of 1949, an overnight to the ASUC Ski Lodge at Norden where most of the night was spent gambling in Reno, forty miles away.

But dates were not necessary for the monthly Friday night mixers nor the times when Glee Club and Treble Clef went to events together. I remember attending a Yale Glee Club concert in San Francisco which was followed by Glee Club and Treble Clef members taking the Yalies in tow to various night spots in the City including Roberts-at-the-Beach where we all sang "The Whiffenpoof Song" until the place closed at two in the morning.

It seemed that Glee Club was always performing—as fixtures at football rallies, as invited entertainers for visiting dignitaries, at Charter Day Banquets and alumni dinners, as song leaders everywhere.⁷ Treble Clef, too, along with being an integral part of Women's Day activities on campus,⁸ maintained an informal concert schedule, especially in the summer. Since many of us were commuters with homes in the San Francisco Bay Area, a few phone calls could bring a dozen or more of us together to sing for women's clubs and service organizations.

One performance at Oak Knoll Naval Hospital under the auspices of the Red Cross was especially moving. There, with lost limbs and vacant eyes, sat veterans of World War II seemingly bemused by our upbeat songs and stylish stance. At that time "I'm Gonna Wash That Man Right Out of My Hair" from *South Pacific* was in our repertoire. The reward came at the end when we circulated among the men and they told us over and over how good it was to see real girls, not just nurses. Our hearts were full. There, but for a twist of fate, were men who might have become our friends in Glee Club since in those years most men's groups on campus had a heavy share of veterans. No wonder the men we knew who had experienced battle and looked closely at death could sing out their souls.

Glee Club-Treble Clef shows were always lighthearted. From *A Diplomatic Jester* (fall 1946) to *Something to Sing About* (spring 1950) the musical selections were designed to bring joy to both the singers and the audience. Humor was evident everywhere from show titles such as *Historically Singing* or *We Made Plymouth Rock* (fall 1947), a musical investigation

of the roots of American singing, to *It Ain't Necessarily Show* (fall 1948) that included a celebration of George Gershwin's music, especially his poignant *Porgy and Bess*.

Normally we did each show three evenings in a row, always in early December and early May. For the price of a ticket, sixty-five cents for ASUC card holders, eighty-five cents for everyone else, audiences were guaranteed a memorable experience.⁹ We got good reviews in the annual *Blue and Gold*: "Their spirit is unquenchable," "... their shows invariably pack Wheeler Aud," and "... provided University students with top rate musical entertainment."¹⁰ *Daily Cal* reviews were equally appreciative: "Men, Women and Song' is the most ambitious undertaking of Glee Club-Treble Clef and should add substantially to their reputation as a serious musical organization. Nollner's disciplined and balanced group is responsive to his high musical values."¹¹

Another quote: "It's great to have Glee Club and Treble Clef around"¹² expresses well the essential role student organizations played in the lives of many of us fifty years ago. Personally, although I wrote for campus publications and sang with the University Chorus, without Treble Clef my campus life would have been much poorer.

WEDNESDAY, DECEMBER 1, 1948

T 1



Members of the cast of Glee club-Treble Clef's production, "It Ain't Necessarily Show," include, left toright: DIANE AAMOTH, DOTTIE TENNANT, MARGIE GLEASON, GENNY HENNESSY, ARVILLE KNOCHE, JEAN SHERWOOD and LILLIAN WILLIAMS. (See story page 11.) —ASUC Photo

ENDNOTES

- 1 *Men, Women and Song* was the title of the spring 1947 production by the Glee Club-Treble Clef. A history of Treble Clef was originally published by Arville Knoche, "Treble Clef Begun in '90s," *Daily Californian*, May 13, 1948.
- 2 1947 *Blue and Gold*, 74, 195-96.
- 3 Harrison Frankel, "'Pinafore' gets Top-Notch Treatment," *Daily Californian*, May 6, 1949.
- 4 Ibid.
- 5 1949 *Blue and Gold*, 76, 173.
- 6 1950 *Blue and Gold*, 77, 162.
- 7 1947 *Blue and Gold*, 74, 195; 1950 *Blue and Gold*, 77, 161.
- 8 1949 *Blue and Gold*, 76, 173.
- 9 *Daily Californian*, May 1, 1948 (also December 1, 1948 and December 1, 1949).
- 10 1947 *Blue and Gold*, 74, 196.
- 11 Mel Novikoff, "Varied Music in Glee Show," *Daily Californian*, May 9, 1947.
- 12 Mike Fallon, "'The Judge Wore Black,' is Loud, Lusty Entertainment," *Daily Californian*, May 7, 1948.

TO
THE CALIFORNIA GIRL

this book is dedicated



1903 Blue and Gold.

THE ORAL HISTORIES OF WOMEN OF THE UNIVERSITY OF CALIFORNIA

Ann Lage

MORE THAN FIFTY ORAL HISTORY INTERVIEWS have been recorded by the Regional Oral History Office with women faculty, administrators, and regents; spouses of faculty and administrators; and alumnae of the University of California. These tape-recorded interviews, transcribed and made available in bound volumes, bring to life the experiences and document the contributions of women associated with the university since 1891. The following essay gives an overview of the holdings of the Regional Oral History Office at The Bancroft Library, primarily on Berkeley women. Oral history programs at UCLA, Santa Cruz, and Davis have also conducted interviews in the area of university history. Consult the university's on-line library catalog, MELVYL, for oral histories collected by these programs.

For more information, contact ROHO at
486 Library, UC Berkeley 94720 (510-642-7395).

Or visit the ROHO website and peruse the catalog, at
<http://library.berkeley.edu/BANC/ROHO>

WOMEN FACULTY, ADMINISTRATORS, AND REGENTS

The oral history of **Josephine Miles** (1911-1985) documents the life and career of a beloved poet and the first woman to hold a tenured professorship in the Department of English. Her rich memoir recalls fellow English professors from the 1940s to 1978, touches lightly on obstacles faced as a result of her severe physical disability, and gives an insightful portrayal of the Berkeley campus from World War II through the tumultuous but creative sixties and seventies. Jo Miles was a nationally known poet who was designated as Distinguished Teacher and University Professor.

The memoir of **Geraldine Knight Scott** documents a pioneer "lady landscape architect" (as she identified herself in the preface) who began her studies in the field as one of two "girls" in the College of Agriculture at Cal, 1922-1926. Her many contributions include the landscape design for the Oakland Museum and twelve years as lecturer in Berkeley's Department of Landscape Architecture.

Two prominent women faculty from the School of Public Health have recorded their oral histories: **Dorothy Nyswander**, interviewed in 1993 at age ninety-nine, was one of the architects of the School of Public Health on the Berkeley campus, earning a Ph.D. in educational psychology in 1926 and returning in 1946 as a full professor to found the public health education program; **Jessie Bierman**, a pediatrician, served as professor of public health at UC Berkeley from 1947 to 1963, and was a leader in the development of modern standards for early child care and maternal health practices. Other women faculty represented in the ROHO collection also displayed a commitment to social welfare and health: **Agnes Fay**

Morgan, professor of home economics and nutrition at Cal, 1915-1954; **Emily Huntington**, a consumer economist and faculty member at Cal, 1928-1961, who served on state and federal committees on old age and health insurance; **Catherine Landreth**, from the Institute of Child Welfare, the first director of the Child Study Center nursery school; and **Mary Cover Jones**, partner with her husband, Harold Jones, in conducting longitudinal studies in the Institute for Human Development.

"The Women's Faculty Club of the University of California, Berkeley, 1919-1982," discusses club history and offers insights on women at Berkeley from eleven women, including Professors **Marian Diamond** (Anatomy), **Josephine Miles** (English), and **Elizabeth Scott** (Statistics). Other interviewees who remember early women on campus include University Archivist **May Dornin** and Campanile bell player **Margaret Murdock**.

Women from the UC Davis campus are represented in ROHO's collection with interviews of **Katherine Westphal**, professor of design and a productive artist who was a leader in the development of fiber arts; and **June McCaskill**, herbarium scientist.

The office of Cal's Dean of Women is well documented over a sixty-year period during which mores, aspirations, and women's role on campus underwent drastic changes. An oral history with the first dean, **Lucy Sprague Mitchell**, appointed in 1906, recalls the efforts of the twenty-eight-year-old transplant from Cambridge, Massachusetts, to establish women's organizations and facilities in a coeducational public university setting. Dean of Women **Mary Blossom Davidson** recalls the office from 1911, when she was hired as assistant to the dean through her tenure as dean, 1940-1951. **Katherine Towle**, dean of women, 1953-1961, and dean of students, 1962-1965, gives a candid portrait of the administrative response to the Free Speech Movement and exhibits a sympathetic understanding of women students during the beginnings of campus protest movements of the sixties. Other women campus administrators represented in the ROHO collection include **Agnes Robb**, longtime secretary to Robert Gordon Sproul; **Ruth Donnelly**, who oversaw the campus housing program, 1946-1970; and **Grace Bird**, who recounts her student days, her leadership in junior college education, and her service in Berkeley's Office of Relations with Schools, 1950-1960.

Two women regents have oral histories that discuss their roles as members of the university's governing board, as well as their broader lives and careers: **Elinor Heller**, Democratic political leader, community volunteer, and regent from 1961 to 1976, was the first woman chair of the board of regents. **Theodora Kroeber-Quinn**, perhaps better known as the wife of anthropologist Alfred Kroeber, author of *Ishi in Two Worlds* (1961), and mother of Ursula Le Guin, was a regent, 1977-1978.

FAMILY MEMBERS' PERSPECTIVES

Spouses of faculty and campus administrators over the years provide insight into their husbands' careers, their own independent lives, informal social networks on campus, and the contributions of faculty and administrative wives to the life of the university. **Ida A. Sproul**, wife of the president from 1930 to 1958, fills in a picture of the university from the Wheeler era forth, with memories of both Berkeley and UCLA, regents, prominent visitors, family, and friends, in her oral history, "The President's Wife." Similarly, the wives of two chancellors, **Esther Heyns** and **Gertrude Strong** were asked to record their perspectives as part of the chancellors series; **Frances Brown Townes**, **Ruth Arnstein Hart**, and **Carrie MacLay Grether** also have insightful viewpoints as faculty wives with full lives of their own.

Ella Barrows Hagar was the daughter of President David P. Barrows (1919-1923), a student at Berkeley 1915-1919, the wife of Regent Gerald H. Hagar, and an active member of the university community for her entire life. A prime mover in the University YWCA, prominent in alumni affairs, and a perceptive participant in Berkeley social and cultural life from the teens through the seventies, Ella Hagar has contributed a rich source of university lore in her oral history.

STUDENT LIFE REMEMBERED

In an interview conducted in 1963 when she was 90, **Mary McLean Olney** recounted her student experiences at Cal, 1891-1895, ROHO's only recorded recollection by a coed in the nineteenth century. **Jessie Harris Stewart** attended the university from 1910 to 1914 and recalls her studies, her sorority, campus women's organizations and the indomitable Benjamin Ide Wheeler and Phoebe Hearst. In this same decade, **Ida Jackson**, one of the few African American women on campus, arrived at Cal. Her oral history, "Overcoming Barriers in Education," describes the obstacles encountered as she pursued higher education and founded the first sorority in the western United States for black women (1921). Ida Jackson became the first African American school teacher in Oakland, California, and later served as dean of women at Tuskegee Institute. An oral history with historian Thomas Chinn is accompanied by a short interview with his wife, **Daisy Lorraine Wong Chinn**, class of 1931, who gives a glimpse of student life for the six Chinese American women on campus in the late twenties.

The Class of 1931 Endowment series, "University of California, Source of Community Leaders," documents the lives and careers of several outstanding Berkeley alumnae, capturing their recollections of student days as well. In this series are **Mary Woods Bennett** '31, dean of Mills College; **Anne Degruchy Low-Beer Dettner** '26, scientist; and **Marion Devlin** '31, journalist. Another source for the study of women at Cal is *The Prytaneans: An Oral History of the Prytanean Society*, the women's honor society founded in 1900. Three volumes of interviews document the class years from 1901-1935 in the remembrances of **Prytanean alumnae**.

PUBLICATIONS NEW AND NOTEWORTHY

William Roberts

The Beleaguered College: Essays on Educational Reform

by Joseph Tussman

Berkeley: Institute of Governmental Studies Press, 1997.

Habits of the Mind: The Experimental College Program at Berkeley

by Katherine Bernhardt Trow

Berkeley: Institute of Governmental Studies Press, 1998.

Mechanical Engineering at Berkeley : The First 125 years

by Werner Goldsmith

Berkeley: Department of Mechanical Engineering, University of California, 1997.

Chapters in the History of the University of California

A series published jointly by the Center for Studies in Higher Education and the Institute of Governmental Studies, University of California, Berkeley, and available from the Institute.

1. **Three Faces of Berkeley: Competing Ideologies in the Wheeler Era, 1899-1919**
Henry Farnham May. 1993.
2. **California's Practical Period: A Cultural Context of the Emerging University, 1850s-1870s**
Gunther Barth. 1994.
3. **The Origins of the Chancellorship: The Buried Report of 1948**
Eugene C. Lee. 1995.
4. **"Equally in View": The University of California, Its Women, and the Schools**
Geraldine Joncich Clifford. 1995.
5. **"A Western Acropolis of Learning": The University of California in 1897**
Roy Lowe. 1996.
6. **The University in the 1870s.** 1996. (Includes "William Hammond Hall and the Original Campus Plan" by Kent Watson, and "The University and the Constitutional Convention of 1878" by Peter S. Van Houten.)
7. **History at Berkeley: A Dialog in Three Parts**
Gene A. Brucker, Henry F. May, David A. Hollinger. 1998.

REVIEWS

"Equally in View": The University of California, Its Women, and the Schools

Geraldine Joncich Clifford

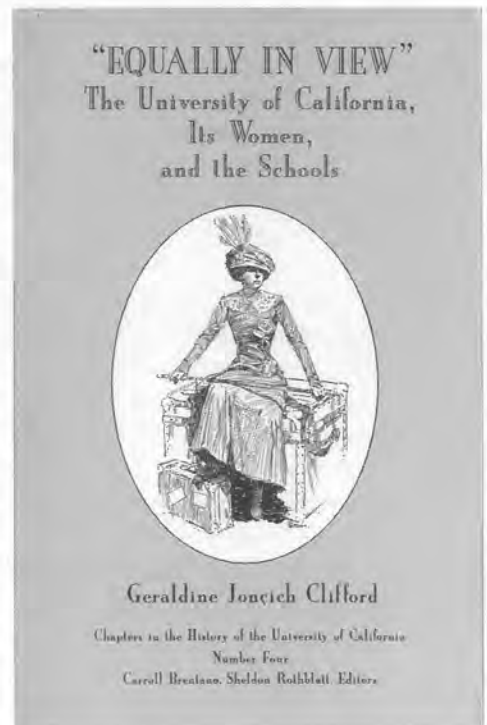
Berkeley: Center for Studies in Higher Education and Institute of Governmental Studies, University of California, 1995. 103 pp., illus.

"Equally in View" takes its title from a passage in William Carey Jones' early history of the University of California. In describing the first constitution of the state of California, which laid the legal foundation for the state's future educational system, Jones pointed out that delegates to the 1849 constitutional convention envisioned a comprehensive scheme that included primary, secondary, and tertiary education. In Jones' words, the convention "held equally in view the school and the University."

Geraldine Clifford takes up this theme in her insightful analysis of the triangular relationship between California's schools, its public university, and the women that formed an important bond between the two. The immaturity of the late nineteenth-century educational system as a whole created an atmosphere in which institutional aspirations and functions were highly fluid, in which gaps and redundancies characterized the roles that various institutions assumed. The history of nineteenth-century education is, Clifford argues, importantly a story of gradual functional differentiation.

Clifford finds that women played an important facilitating role in this process because, active in all of the different types of institutions, they often moved from one to another in the course of their academic and professional careers. She discusses the training of schoolteachers at the University of California as an illustration of this relationship. As teachers in the schools, women graduates became emissaries and advocates of the university in the on-going dialog over the proper roles of each institution.

"Equally in View" offers a concise and compelling argument, providing a perspective long ignored in the literature on education and women. Whereas histories of education have almost uniformly focused on one or another of what we recognize as distinct institutional categories (i.e. secondary schools, normal schools, and universities), Clifford shows that such differentiation is itself a historical phenomenon. And rather than focusing once again on the women's struggle for access to higher education, Clifford tells a fresh story of women negotiating their way through academia and having a significant impact on its formation. —R.W.A.



Law at Berkeley: The History of Boalt Hall

Sandra Epstein

Berkeley: Institute of Governmental Studies Press, University of California, Berkeley, 1997.

341 pp., illus.

A great addition to the history of the University of California, not only is Sandra Epstein's account readable but it is well researched, organized and indexed, covering issues of concern to the university as a whole. Begun twenty years ago as her doctoral dissertation in the Graduate School of Education at Berkeley, the expanded history was produced with the encouragement and support of Boalt's dean, Herma Hill Kay.

Epstein traces the development of the law school from 1882, when William Carey Jones (secretary to President John LeConte, recorder of the faculties, and a lawyer) taught a senior class in Roman law, to the 1990s. A full discussion of campuswide and universitywide issues are included: the Loyalty Oath controversy of the fifties, the Free Speech Movement of the sixties, affirmative action in hiring and admissions in the eighties and nineties. There are informative word snapshots of each faculty member, his or her background, specialty, and contribution to legal scholarship and practice.

In 1894, the Department of Jurisprudence was added to the university undergraduate curriculum, and in 1898, it became a professional law curriculum. In 1906, Elizabeth J. Boalt donated a parcel of San Francisco property to be sold for the construction of the Boalt Law Building. Minutes from a 1910 committee of the Department of Jurisprudence stated: "The completion of Boalt Hall furnishes the psychological moment for the commencement of the real University of California Law School."

The personalities of presidents (LeConte, Wheeler, Sproul), deans and faculty (O.K. McMurray, Alexander Kidd, William Prosser) and regents come alive with generous sprinklings of quotations from letters, minutes, lectures. In addition, legal education on the Berkeley campus is placed in the wider setting of the same in the United States, the history and politics of California, and the development of the Western character.

The reader can find the roots of the law school's legendary independence from the rest of the campus: in academic senate matters; hiring practices, salary scale, and tenure; admissions, tuition, and calendar. Included are short histories of the UCLA, Davis and Hastings Law Schools, rivalry among the schools, the development of academic standards, and the significance of California Bar Exam's results to the schools' reputation.

Epstein addresses the issue at hand in our current *Chronicle*, namely "Women at Boalt Hall," in a full twenty pages in Chapter 9, "Expansion and Diversity." Highlighted throughout the volume are the presence and influence of law librarian Rosamund Parma '08 and Barbara Nachtrieb Armstrong '12 (J.D. in 1915), the first woman appointed, in 1919, to a full-time faculty position at a major American law school. Armstrong's friendship with Agnes Robb, secretary to President Robert Gordon Sproul, is noted as helping maintain the law school's special place within the larger university.

Briefly, the newest addition to the history of the University of California is a gem for lovers of all things Blue and Gold. Read it.

—G.L.

Gender and Higher Education in the Progressive Era

Lynn D. Gordon

New Haven: Yale University Press, 1990. 258 pp., illus.

In *Gender and Higher Education in the Progressive Era*, University of Rochester Professor Lynn Gordon explores the status of college women from 1870 to 1920, with an in-depth look at how women fared in five institutions: two coeducational, the University of California and the University of Chicago, and three women's colleges in the East and South, Vassar, Sophie Newcomb, and Agnes Scott colleges. Gordon finds similarities in the optimistic style and serious substance of the New Women of the Progressive Era—a time when relatively large numbers of primarily upper middle class women for the first time sought higher education and claimed their place on campuses, founding women's organizations to support their concerns and participating in social reform initiatives of the larger society. At the same time she recognizes the variety of women's experiences in the diverse institutional settings, East and West, small and large, coed and single sex. Her rich account reflects her research sources: she has delved into library archives for yearbooks, presidents' reports, and faculty papers; examined literary magazines for reflections of cultural norms and insight into private longings, doubts, and concerns about the future; and read memoirs and conducted interviews with alumnae of the era for a look back at dating practices, social conventions, and recollections of youthful expectations.

As on other campuses, women at Cal from 1870 to 1920 evolved from the straight-laced and plain-faced first generation of highly serious women students to the college women of the 1910s, more involved in campus social life and activities and often as interested in marriage and family as in career preparation. Seen through the eyes of their male counterparts, the first generation were dubbed "pelicans" (which was the inspiration for the name of the Berkeley campus humor magazine, the *Pelican*) while the second generation were approvingly dubbed "chicks;" one aspiring poet in a 1914 *Pelican* suggested, "Since girls today have learned the way to make our pulses quicken/And changed the game—let's change the name from *Pelican* to *Chicken*." (April 1914, reproduced in Gordon, p. 84.)

On a more serious note, Berkeley coeds at the turn of the century succeeded in securing a place of their own in campus life. By 1900, 46 percent of the student body were women. Phoebe Hearst became the first woman regent in 1897, provided the first women's center and gymnasium in 1901, and encouraged the establishment of the first women's residence clubs. In 1897 campus women founded the Associated Women Students as a focus for women's interests and counterbalance for the male-dominated ASUC. Also part of this nationwide trend toward separate women's institutions on campuses was the founding of the service organization Prytanean in 1900.

Into this milieu in 1906 came the youthful Lucy Sprague, who at age twenty-eight became Cal's first dean of women. In just six years, before resigning to marry in 1912, she worked to further the sense of community among women students and to broaden their educational and career horizons. It was Lucy Sprague who in 1912 initiated the Partheneia pageant that became the emblem of Cal's women's community in those years. She was also called upon to teach women sex hygiene. Speaking of the wave of "sex prophylaxis" that swept the country when she was at Berkeley, she recalled in her 1962 oral history, "in order to be thought modern you [had to] say 'syphilis' once a day."

It was not all fun and games. According to Gordon, the growth of a strong women's presence on campus engendered men's fears of feminization of the curriculum and college institu-

tions. "Women were excluded from most class offices, from intercollegiate competition, and sometimes from scholastic honors as well" (p. 71). Lillian Moller Gilbreth, later famous as an industrial engineer and the prolific mother of *Cheaper by the Dozen*, recalled that she was denied a Phi Beta Kappa key "on the grounds that it would be of more use to a man" (p. 71). And while President Wheeler opposed a move to institute sexually segregated classes, he held views of women's place common to traditionalists of the time. Calling on women to use their superior morality to cleanse and uplift the university, he cautioned in 1904, "You are not like men and you must recognize the fact. . . . You may have the same studies as the men, but you put them to different use. You are not here with the ambition to be school teachers or old maids; but you are here for the preparation of marriage and motherhood" (p. 71).

Gordon suggests that these underlying signs of resistance to the growing number of confident and optimistic young college women of the Progressive Era presage the cultural backlash of the 1920s and the following decades of depression, war, and fifties normalcy. She writes very much through the lens of a woman coming of age during a later era of feminism, where once again on college campuses women were to debate the efficacy of separate institutions as the battle was joined for the establishment of departments of women's studies in the 1970s and 1980s.

—A.L.

The 4-Year Stretch

Florence Jury and Jacomena Maybeck

[Berkeley: privately printed, 1979.] 51 pp., illus.

Some might have murmured, "Oh, my, how different those two girls are." But I like to believe that when they met for the first time in August 1923, they felt, How complementary we are. One was a compact lady from Portland, Oregon, and a graduate of St. Helen's Hall, named Florence Gibner Niles; the other was a tall, lanky Java-born daughter of ranchers in Ukiah, California, named Jacomena Van Huizen. They arrived at St. Margaret's House, a boarding establishment for Episcopal deaconesses and university students, located on Haste Street just west of College Avenue, and soon established an affectionate and lifelong camaraderie, as this lovely memoir attests. Within some fifty-one pages, enriched with family and school photographs, we are carried back to those Jazz Age years on the Berkeley campus.

In her introduction, Jac writes, "Many people give many gifts—Flo and I are giving a four-year chunk of our lives—as rich as fruitcake. Those wonderful four years of our college life at UC Berkeley, 1923-1927. May they entertain and please you as they did us." And back and forth, first one voice, then the other recounts the happenings of classroom, romance, house-living, the first football game in the new Memorial Stadium, and the "chocolate malt and two graham crackers" that Jac ate at the new Stephens Union every day for four years. For Flo there were the oaks: "The campus was full of the huge, wide-spreading California live oaks. There were groves of them, there were clusters of them, there were single ones. Faculty Glade behind Stephens Union was nearly surrounded by them."

The women left their boarding house, walked up Telegraph Avenue and through Sather Gate. "Boys sat on the walls over the creek and eyed one. . . . From Bancroft to Sather Gate was a street lined with little shops. The Varsity candy store at the corner, the Black Sheep Restaurant up some stairs above an Indian jewelry store. . . . We tingled with excitement and stood in long lines to sign up for classes." In free moments they hiked up to the Big C on Charter Hill and "as twilight approached, we could see the boys on their bicycles with their long poles touching the

street lights, and one by one the gas flames flared. At six the Campanile began to play and we raced down the hill to dinner."

As freshmen they took English 1A from Benjamin Harrison Lehman. "We loved him. He was one of those professors who could open the world. He would come in to class twice a week carrying a load of books. He sat on his desk and read excerpts from each. Our weekly themes were to be based on something that had caught our imaginations." Flo recalls that their favorite among contemporary writers was Edna St. Vincent Millay: "Was there a college student of our generation who did not know and quote that First Fig, 'My candle burns at both ends.' . . . We reveled in the freedom it seemed to imply." Semesters rolled one into another, and, as Jac put it: "The Autumn ended in Christmas again—always the realness of the ranch to balance the adventure and uncertainty of college."

It is good to have this memoir, for not often do we find two articulate voices blending so effectively to tell a tale of undergraduate life seventy-five years ago. Flo would earn a law degree, work as a newspaper editor, and marry John Clare Jury. Jac, soon after college, married Wallen Maybeck, bore twin daughters, and lived the remainder of her life in the Berkeley hills. Flo died in 1994 and Jac in 1996, both close to the beloved campus which had brought them together.

—J.R.K.K.

Gender and the Academic Experience: Berkeley Women Sociologists

Edited by Kathryn P. Meadow Orlans and Ruth A. Wallace

Lincoln and London: University of Nebraska Press, 1994. 206 pp., illus.

This is a compilation of sixteen autobiographies—all of women who obtained their Ph.D.s from the Department of Sociology of UC Berkeley between the years 1952 and 1971. Three things are immediately apparent after a superficial reading: one, almost without exception the tumult of the sixties figured large in their lives; two, although their experiences as scholars were remarkably similar, their experiences as women were wildly diverse; and three, all can write well.

Of the sixteen, thirteen are now professors—three at other University of California campuses and one, Arlie Hochschild, at Berkeley. In their graduate school years Berkeley was an invigorating place and, like it or not, they all responded to it with more than the usual ambivalence of the young scholar testing untried waters: none found the campus placid, their professors predictable, or their student colleagues dull. Oddly, each seems to have found a different and rather personal course of study, choice of field and career path. One chose as a dissertation topic the strategies of parents of handicapped children and ended up teaching at Gallaudet, the college for the deaf; another, finding demography her main interest, is now the director of a Center on Population, Gender, and Social Inequality; a third encountered her thesis topic on the politics of Indian students and went on to anti-nuclear activism and a position as coordinator of a Peace and Conflict program.

What do they say about their lives as women? All of them cite instances of anti-woman prejudice in the academic world, but almost none of them cite such prejudice in their own careers. On the whole they report being well and equally treated by their male Berkeley professors. Husbands are a different story: several women had married very young and then divorced with small children; one left a husband who beat her. More than one found that the freedom of graduate school enabled them to leave unsatisfactory marriages—even in cases where the husband encouraged their studies: "our proud and ever-supportive husbands sat together in the audience" (p.197) when these women received their doctorates, and one husband told his newly job-seek-

ing sociologist wife, "we have followed my career for twenty years, now we can follow yours for the next twenty" (p.40). However another husband helped with the housework and borrowed books for her but claimed later that their divorce was "just a case of women's lib" (p.80).

Nearly all the subjects report the importance of female friends—from the first seminars and all through the years; in some cases it was almost all that kept them going. They often very frankly acknowledge an enthusiasm for the intellectual content of their academic experience: it "fascinated me," "plenty of free time for exploring interesting questions," "curiosity led to research that was intriguing," which leads the reader to ask if there was not a positive side to being female in those years. Too, they recognized the quality of the sociology faculty in the '50s and '60s: one reports "once I told Dave Matza that I felt I had been at Berkeley during the golden years, thinking in terms of the professors. 'But I suppose everyone thinks theirs were the golden years.'" Professor Matza answered: "They were the golden years. We have never had a class quite like yours." (p.198). This is a readable, enlightening, and essentially heartwarming book. —C.B.

920 O'Farrell Street: A Jewish Girlhood in Old San Francisco

Harriet Lane Levy; introduction by Charlotte Akers

Berkeley: Heyday Books, 1996 [originally published 1947]. 196 pp., illus.

This engaging compilation of Harriet Lane Levy's autobiographical vignettes is a delight for anyone interested in the bygone world of the late nineteenth-century Bay Area. With a gentle ironic touch, Levy pokes fun at the close-knit, yet occasionally stifling, environment of her childhood as a part of a wealthy Jewish family in 1880s San Francisco, which she describes as a "world where variation was perversity." Each room of her home at 920 O'Farrell Street serves as the starting point for her recollections of the mundanities and occasional dramas of her childhood years, such as performing household chores under her mother's critical eye, participating in schemes to outwit the dreaded tax assessor, and observing the rituals of courtship and marriage within the Jewish community.

Perhaps the most interesting account in *920 O'Farrell Street*, however, is that of fifteen-year-old Levy's 1882 journey across the bay to sit for entrance examinations at the University of California: upon her arrival at North Hall, the site of the test in word analysis, she has an amusing, if bittersweet, encounter with none other than Josiah Royce, then an instructor at the university.

Also of interest are Levy's reminiscences regarding her position as one of a new generation of independent women who aspired to lead lives that eclipsed the strictures placed on them by marriage. Indeed, one of these women was Levy's next-door neighbor and dear friend, Alice B. Toklas, with whom Levy later travels to Paris, then the center of bohemian culture and home to such artistic luminaries as Picasso and Gertrude Stein.

Overall, the book's one shortcoming is that it simply ends far too quickly—it concludes when Levy is still in her early twenties—and thus her recollections of significant events like the 1906 earthquake and her impressions of turn-of-the-century Paris are neglected. Despite this major flaw, the dry wit and tenderness infusing her memoirs make *920 O'Farrell Street* an autobiography not to be missed.

—K.M.

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