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Transcript

00:00:02 Speaker 2

I guess first just to start. Just some background questions like your background before you moved, where did you grow up?

00:00:06 Speaker 1

Okay sure. I grew up in Berkshire County, Massachusetts. Outside Stockbridge and went to high school in Dolphin.

00:00:17 Speaker 2

And then did you go to a single sex high school or a Coed high school?

00:00:21 Speaker 1

I went to a public co-ed high school public.

00:00:25 Speaker 2

And was that? Unique or?

00:00:26 Speaker 1

I loved it. It was way out in the country and we had a all these paths for environmental trails and stuff like that and you could do either go do college prep or you could do vocational. So a lot of my friends were in drawing and mechanics, but they were also in chemistry and physics.

00:00:44 Speaker 2

Mm-hmm [affirmative]

00:45:00 Speaker 1

So I I thoroughly loved it and it didn't seem to be like the typical cliques. You could be a cheerleader and a straight A student, or be in mechanics and still be considered to be on the football team. So I liked it a lot.

00:00:56 Speaker 2

How old were you when you started at Union?

00:00:59 Speaker 1

I had just turned 18 or 17 turning 18. [Laughs.]

00:01:06 Speaker 2

And what kind of classes did you take at Union? Was it always science or?

00:01:11 Speaker 1

I took everything I could [laughs]. I loved math and science, but I loved history and languages too, so I loved to read.

And someone suggested I take a psychology course if I'd love to read, but I had calculus and physics and chemistry and genetics and that whole range and calculus. Yey [they laugh.] So I took everything I could. I ended up with enough psychology courses for psychology degree. Enough biology courses for a Bio degree and enough chemistry for a minor in chemistry, but what we did was split the majors with biopsych with undeclared major

00:01:48 Speaker 2

[Crosstalk] You were a biopsych major?

00:01:52 Speaker 1

Right with undeclared major in chemistry, undeclared minor in chemistry.

I took French and Spanish also and I took some great courses in the in the with Professor Leclair. I had wonderful professors there [laughs].

00:02:10 Speaker 2

What kind of activities were you involved in on campus?

00:02:12 Speaker 1

Well, I worked full time between 40 and 60 hours a week to pay for Union, and I got some scholarship, so I was always working as a student manager at the Hale House or Dutch Hollow Pub.

And worked for Angelo Mouzone, who now owns Glenn Sanders mansion and we were able to get two teams started. The women's track team and the ice hockey team, so I was the first captain of the women's track team and we played and I played ice hockey too.

We had two o'clock ice times. We got the last ice times of anybody [they laugh] so I could get done waitressing or bartending. I didn't ever drink, even though the drinking law was 18. And I think that was kind of unique at Union.

00:03:01 Speaker 2

Still is. [They laugh].

00:03:02

So we could go up at two o'clock in the morning and play hockey.

Speaker 2

Wow.

00:03:07 Speaker 1

So it was great. I was also involved in I ran for class President and I lost the runoff by 12 votes [laughs]. It was a really good experience. I was involved in a lot of internships at OD hack at Riverside School now it's condominiums, but used to be a school [laughs]. I did volunteer work at the Boys Club on Hamilton Hill and also I did work at Yates School. I think it was called Yates Village School. I'm not sure what it's called today.

All those experiences were really good for me in the classroom too. Good background.

00:03:45 Speaker 2

[Cross talk] Yeah, yeah.

00:03:46 Speaker 1

So and then I was involved, my friends and I, we did a lot. We prepare internal softball team for psychology, our psychology class, our clinical psychology class at had a softball team. [They laugh].

00:04:05 Speaker 2

Okay.

Now I guess there's just more of a open-ended questions.

What were some of the factors and some of the most important factors that led to your decision to come to Union?

00:04:19 Speaker 1

Well, I love math and science. Like I said before, and I love to read too. And Union had a wonderful reputation for math and science.

They also needed females. I feel that were good in math and science and athletics, so that [laughs] I fit the bill.

00:04:40 Speaker 2

What other colleges were you considering going to?

00:04:42 Speaker 1

I got into Williams. I got a full scholarship at Lemoyne, at the Elms Springfield College. I'm trying to. I don't really remember all of them.

I got into all the colleges I applied and some of them gave me full scholarships. But Union gave me a lot of scholarship, not a full one, but they they helped a lot. So I chose Union because I it was a came across as a very quality education and education has always been really important to me.

I wanted a doctorate since I was seven. [They laugh]. Since I understood what it was and when my my own seventh and eighth grader get into college, I'm going to go back for my doctorate and environmental chemistry. I just have to find a program or make one up or maybe at RPI or maybe at Columbia? I'm not sure yet, but —

Speaker 2

So we have an environmental studies now at Union

00:05:30 Speaker 1

Yeah, yeah.

00:05:31 Speaker 2

So it's new.

00:05:33

[Cross talk] Well, that's good [laughs].

00:05:34 Speaker 2

Fairly new. It's it's been around since I've been at Union, but yeah.

00:05:38 Speaker 1

They didn't have geology when I was there and I love geology, so.

00:05:40 Speaker 2

[Cross talk] Oh, Wow. Yeah, we have a big, big department, but yeah, big like the whole Olin Center pretty much is. This is the new building on campus It's pretty much all the geology department in there.

00:05:52 Speaker 1

[Cross talk] Yeah, the Olin Center – It's beautiful building. We just did a a a lab day for about 100 scientists there or science teachers there. Great building.

00:06:01 Speaker 2

[Cross talk] Oh wow.

Now, do you remember some of your concerns before you got to Union about coming to Union as a woman, as one of the first females to come here?

00:06:12 Speaker 1

I didn't think about it too much. Two of my friends from seventh grade, both guys, not boyfriends. Just friends. Like kind of grew up watching you punch [they laugh] and you ride horses with and you play soccer with those kind of friends.

Both of those both of them were coming too, so I already had two buddies there.

00:06:33 Speaker 2

[Cross talk] Mm-hmm [affirmative].

00:06:33 Speaker 1

My dad was in construction, so he had the four women in my family. We always did construction with him. We would do the roofing and siding and stuff, so it didn't really occur to me and matter of fact, when I got to Union and I experienced some chauvinism I didn't even know what it was, so it was. [They laugh].

00:06:53 Speaker 2

[Cross talk] Oh my gosh.

00:06:54 Speaker 1

It was like, ohh, what's this? I didn't even. I didn't even understand it. I guess I was very naive. Yeah. My family brought me up. We were raised on the farm. So we worked really hard. And you could do music or you could sell or you could fix fence posts.

Actually you were expected to do it all So I wasn't raised in a family that had roles where you would just expect to be very self-sufficient.

00:07:19 Speaker 2

You know, when you got to Union—

00:07:22 Speaker 1

[Cross talk] Mm-hmm [affirmative].

00:07:23 Speaker 2

I mean you said that when you first encountered chauvinism and you didn't even really know what it was. [They laugh.]

00:07:26 Speaker 1

[Cross talk] No, I didn't.

Well my roommate was one of the few African descendant women there and she was wonderful. She's a doctor. Today and her twin brother is a lawyer. Most of the professors were absolutely wonderful, so she was told. That ELP students weren't supposed to be in certain classes, but she was from a well to do family, so she wasn't ELP, so they just assumed that and.

It's hard to recall the chauvinism. I didn't. I have to think about that a little bit. I'll come back to that one, okay?

00:08:07 Speaker 2

And then basically you were meant talking about the Women's athletic program. How would you describe the athletic program at that time, support lack thereof, from student body, from the faculty?

00:08:18 Speaker 1

We had to work really hard to get the the athletics that we wanted. There was a really, really strong softball team.

Which I would have tried out for but I was working full time so I couldn't make those practices.

00:08:32 Speaker 2

[Cross talk] Right.

00:08:33 Speaker 1

People were open to it, but you had to push for it. It took until my senior year to get the track team going.

00:08:41 Speaker 2

Okay. Now when you first started the team, did you have to start it as intramural and? Then work your way up or —

00:08:46 Speaker 1

We started playing right away with against some other women colleges, like when we did the ice hockey. There was only four women colleges that had ice hockey.

And with the track, there might have been six. Williams was always one of the colleges [they laugh] that we played against, they beat us badly too, in ice hockey. [Laughs.] So I'm trying to think of other colleges. There wasn't a lot of colleges having a big sports program except like Springfield College in Massachusetts.

00:09:18 Speaker 2

And then just as far as support on campus, was there a lot of support from the student body or a lot of the guys against it, or just didn't care, or even the faculty that the faculty think that there should be women's sports teams or?

00:09:31 Speaker 1

I don't think people openly talked about it.

I think if you wanted something, you had to go out and get it and do it. I don't remember them saying no, there shouldn't be. But they're also having a two o'clock ice time is not so conducive to people showing up for practice.

00:09:48 Speaker 2

[Cross talk] Right, right.

00:09:49 Speaker 1

Where the the boys teams in Schenectady , they would get ice times at eight or nine o'clock at night. Achilles rink was wonderful and everyone wanted to use it. So. I think that might have been the fact that our ice times were two o'clock in the morning or one o'clock in the morning. I think it's a bit unusual that we had to buy all of our equipment and yes, we bought everything. We bought jerseys, we bought, we bought everything ourselves. So that's not part of that is just beginning of beginning team.

00:10:18 Speaker 2

[Cross talk] Mm-hmm [affirmative]. Wow.

00:10:20 Speaker 1

I forgot the law's name. That said that you had to do equal. It was before I went there.

00:10:28 Speaker 2

[Cross talk] Oh it was Article 9. Yeah, yeah,

00:10:32 Speaker 1

Article 9. That's it. But none of us really knew about Article 9 [laughs], mostly at Union, if you wanted to do something people were supportive of it. You could kind of a faculty member or a couple faculty members that would help you.

00:10:46 Speaker 2

And just getting back, I guess to beginning experience on campus.

When you, when you were first on campus, maybe first term, second term of your freshman year, were there any incidents you remember that might have been, you know, blatantly gender discrimination or anything that that wasn't and you were surprised or?

00:11:08 Speaker 1

The odds were probably five to one then and I think there was two women in my organic class.

There was an overwhelming number of men, young men in class science classes.

00:11:25 Speaker 2

And did that? Did that make it harder for you or just from the perspective of the professor and the other students?

00:11:29 Speaker 1

I think the professors are pretty outstanding.

I have a I just wrote Roger Hall a letter about what great professors I had there because we just had this Union College lab day in March. I think it was March 11th, so I just wrote them what great professors I had there. I think it was hard because you didn't always have the same background as maybe some of the young men had.

And it was really hard because we didn't have any fraternities in all the fraternities there was year after year of labs and tests on kept on file on record. So Can you imagine? Can you imagine that advantage?

So if you. I had a lot of buddies there because I worked at the Rathskeller and so it was probably my sophomore year that I learned about this cache of file after file of labs and old tests. Not that they would be given again, but so that you could practice. So you would like, but everybody that joined a fraternity and I think there was 17 maybe 21 at the time, there might be more or less today, everybody that was in a fraternity had that. They already had that network. There was two, so already starting my senior year I started to join one, but I couldn't make the hours and do all the sorority stuff and work full time, and I still had to work full time to pay for to pay for Union. So.

00:13:09 Speaker 2

Well, just I guess about housing.

What housing options were open to the female students and how are they different from what was open to the male students?

00:13:11 Speaker 1

I just want to go back a little bit to the fraternity. I don't think people realize what a network those fraternities are.

00:13:17 Speaker 2

[Cross talk] Yes.

Oh yeah, they definitely are.

00:13:18 Speaker 1

I mean, you get such support from those and like I said, well, you're struggling with doing a brand new lab.

Learning how to take an organic test, they've already got them on file. It's just amazing.

00:13:33 Speaker 2

Well, actually I had a question questions for you about the sorority system. I'm actually. I'm in a sorority in Delta Gamma.

00:13:40 Speaker 1

Oh yeah, that's one [laughs].

00:13:42 Speaker 2

and it's it really interests me to see how this already has changed the college and just I guess the the first two at Union were Delta Gamma and Sigma Delta Tau 1978, you're senior year And then well, the first part of the question was were you involved with either house and —?

00:14:04 Speaker 1

[Cross talk] Right.

I was with DG, I was in involved with Delta Gamma and I thought it was a great adventure.

But the parties and the work parties and the other stuff always interfere with my working at the Dutch Hollow Pub or Rathskelle and I had to do that, to live so. But I remained a lot of my friends that were on the ice hockey team were in DG [Delta Gamma] and then some of my roommates and other young women.

00:14:32 Speaker 2

How long were you associated with them?

00:14:35 Speaker 1

Probably half, half a year. I think I was long enough. We had the picture and then, you know, I just realized I wouldn't be able to do it all. And I had to pay for college. So that was more important. It wasn't a it was. I didn't stay in it because it wasn't a good thing or anything, right?

00:14:51 Speaker 2

And then just as far as.

00:14:53 Speaker 1

There's one thing more about the fraternities. Yeah, we would always get rushed as freshmen women. I think I looked about 13, so I can't believe I got all these invitations, but every Friday there would be an invitation in my mailbox or my roommates mailbox. Bring a friend. You got rushed so much to those fraternity parties like. Oh, come on. Come on, come on, come on. So it was a real. Go to go after the freshman of women and I don't know if it's because there was less women on campus or we're just naive.

00:15:25 Speaker 2

Now what you said rushed for the fraternities what is —

00:15:29 Speaker 1

Not not to join them? But like you're always getting, it's not a bad thing, but always getting invitations to the parties and to social situations that every woman may not know how to handle themselves.

I grew up with a lot of people, so yes, and my my dad was a Boy Scout leader. So often we had 30 or 40 boys at my house. So being around young men is like second nature to me. But being around young men that drink no experience in that at all.

00:16:01 Speaker 2

That's interesting though, because that doesn't that doesn't really happen anymore that they're, you know, the freshmen women are the ones.

00:16:07 Speaker 1

All right, that's great. Don't you think that's great?

00:16:10 Speaker 2

Yeah, getting the. Yeah. So I mean, we still have the the freshmen Facebook meet book thing and everything, but it's not so much the freshman women are kind of being corralled into the fraternities anymore, I mean I. Yeah, it's. It's part of getting used to being a freshman for everybody. I think not just necessarily the women anymore.

00:16:34 Speaker 1

So for professors, I thought my professors were always really supportive. But In chemistry, there were no female professors. So you didn't have an obvious role model. Doctor Brett ska, some people pronounce it Bret-ka, was from Russia and she was in biochemistry. She was the only female I knew. And then there was a lovely associate Professor, Barbara Boyer. I believe her name is. She was wonderful.

Barbara Boyer. She had just had a baby. I think that baby is about 25 now and and her husband John.

So I really want to emphasize that the professors. The faculty was very supportive and I think I have a fine education from there, but there wasn't enough women. You know, right.

And in psychology, I think there was Doctor Britton. That's the only female I remember is Doctor Britain, and I don't think she's. There anymore.

00:17:37 Speaker 2

No, I don't. I haven't heard the name.

00:17:42 Speaker 1

And there was a really dynamic woman from Skidmore that came down and taught some psych classes. But that was it. So the. Obvious role models were not. There and we did not see PhD females.

00:18:01 Speaker 2

Wow. And then I guess just going on the same thing as faculty.

Was did you ever encounter any professors, male or female, that you know, you felt treated the female students differently than the male students? Whether it be easier or harder or anything like that?

00:18:21 Speaker 1

I would say I knew all my all my professors knew me by first name, so I thought that's very impressive in the college and I don't remember them treating me different except the only the female biochemistry professor. I felt like she favored men more. That sounds ironic, but the only female that I would see would favor men more.

00:18:50 Speaker 2

Mm-hmm [affirmative].

And then how? How did I mean, did she do anything in particular that gave you that feeling or?

00:18:55 Speaker 1

It's a long time ago I'm trying to remember. Called on the called on the young men more than the young woman. But that's just one out of right out of so many.

Yeah, 30 to 40 Carl George was a wonderful professor. I had him five times, including grad school. He was so inspiring.

I had psych professor darling. He was great.

Three terms of clinical psychology. There's a whole list of them I think I would say they were all really, really great professors. They took the time with you and they explained things. So they, if I would have an idea for something they were like, yeah, yeah, go do it. It's good,

00:19:37 Speaker 2

That's great.

And then I guess just getting back to the housing.

What was the rift in the housing? What were the differences? [Laughs.] I know that they had renovated Richmond house and their their people wanted a guard there and then the guard people didn't like the guard there. And So what was the difference? What were some of the —?

00:19:58 Speaker 1

Well, Fox and Davidson, they were Coed and I believe they were co-ed by floor. Im thinking. And Richmond, it was all female.

It didn't really matter to me. I don't know why I got in. I didn't know why I got into Richmond because I was in West and I was put in a room, I guess because of the Cris Cameron, I was put in a room with the guy. So my roommate was a man, so I had to get switched into Richmond. [Laughs.] It was just. A mix up at that time.

00:20:27 Speaker 2

Were there any women living in West?

00:20:29 Speaker 1

Not in the same room with guys.

00:20:31 Speaker 2

[Cross talk] Yeah, my room still has as it is now or. By floor?

00:20:34 Speaker 1

I think it was by floor, then by floor. Yeah. Richmond was all female, but.

Most of the women we have their brothers or boyfriends or something up and so we would have a sign on the they would put a sign on the door man in shower, which would be like Oh my God, can't use any of the showers because someone's got a visitor and then North was also all female.

North college and you could get a single there if you were a senior. It was really, people like to have their single, so they had some quiet. I had the same roommate three years. We loved each other. We would. She was a science major also, obviously for for Med school she went to to University of Virginia, Josephine Jones Johnson.

She's a great person and she went to interview and her brother, Joseph Johnson. He's a lawyer now, so we worked together for three years and we would help each other so much. So, so many times. Organic chem, you know, zoology. So we had our own little network there.

00:21:32 Speaker 2

Okay.

00:21:39 Speaker 1

The guard.

I don't know.

People are allowed to have dogs then, so a lot of us had dogs on the floor.

00:21:50 Speaker 2

Wow.

00:21:52 Speaking 1

I know. Can you imagine?

It was great. I guess, Olivia Nott really loved dogs and that was in the college rules. So I don't know when it went out, but it was really great. I didn't have my horses and my dogs there, but I liked other people did. The.

There was a concern because there there were rapes. I don't believe in Jackson's Gardens, but I believe on the outskirts and since Richmond abutted. I believe it's not terrace. I'm not quite sure. I don't really remember. So there was a concern about the doors being left open. Late at night that it's not so much concerned that the campus itself wasn't safe, but because we're right on the edge of the city.

00:22:29 Speaker 2

Okay.

And then.

00:22:32 Speaker 1

[Cross talk] So people did want the guard because of that, and then everyone, if someone got raped. Everyone in town, you'd hear the news and there would be afraid for a while.

00:22:43 Speaker 2

And then I guess just from the male students did was there any concern that males or females got, you know the better housing or advantages as far as housing or or living conditions were concerned?

00:22:59 Speaker 1

Well, the fraternities were beautiful, and since there's no sorority, there's no sororities. There. You go again. Besides having the labs and the tests on file, you have a really nice place to hang out and invite your friends. It's hard to have a party in a double, but you can invite a lot of friends to study and fraternity so that way. Yeah, it's. It was very subtle. I don't think it was done on purpose. They just said OK, We're going to have women here and then like forgot. Right, right. What adjustments you would have to make for women like bathrooms, bathrooms in the science building.

00:23:35 Speaker 2

Was that a concern?

00:23:39 Speaker 1

Yeah. So you could never find a bathroom. A female bathroom.

It was a concern then. It's not now. I went back to Union for my masters in 88 and so much had changed.

00:23:49 Speaker 2

[Cross talk] Yeah, it's.

00:23:49 Speaker 1

in those nine years.

00:23:51 Speaker 2

It changes so fast, it's definitely even over the past two years, a lot of like, there's new buildings, things are getting renovated and it just it, it definitely changes very quickly.

00:24:05 Speaker 1

So we had the older buildings and Fox and Davidson were brand new and those were the ones that were Coed.

00:24:11 Speaker 1

And they also had a fraternity called Fiji in it. I.

Don't know if they still there.

00:24:13 Speaker 2

[Cross talk] Yeah, they still do. Yeah, it's still in Fox.

00:24:14 Speaker 1

It's still there, so Fox and Davidson were.

Beautiful. And they had pianos, and they had nice lounges. Hmm. And Richmond and North College did not. There's no place you could really gather. They had very tiny lounges, but you know where there's a will. There's a way we found. OK, we need a study group. We'll go to the library the all night part of the library or we we we meet at somebody's house or someone have an apartment or something. So you always find a way. I don't think it was done on purpose.

It just wasn't thought out, and like any new idea

00:24:50 Speaker 2

Women at Union? [They laugh.]

00:24:50 Speaker 1

Yeah, definitely. It was a history class. I took that. No women got A's in. We worked really hard, but not one of us got an A there's.

Only four of us.

No, I'm not sure why that was.

00:25:03 Speaker 2

What history class was that?

00:25:05 Speaker 1

I'm trying to remember.

This is freshman year. We had this thing called liberal learning and you had to take two courses from every discipline. And I thought it was great idea. And we had T-shirts that said we do it literally three times a year for the people learner. So I got to make a fountain in Jackson's gardens, which had to get dug up when they put the new Science Center in. And I went to.

A professor at, in engineering, Professor Snow. He's just retired. I think the last couple of years and he was so supportive of that? And here I was a non engineering major and he said sure, we'll help you make a fountain there. So yes, we didn't the buildings were

not as good but. We didn't think about it. We're like, yes, we're in college and we're all trying to do really well.

00:25:53 Speaker 2

And then just the male students, I mean, how did the male students treat the female students generally?

00:26:00 Speaker 1

I think I had Chipper fan and Johnny Kovacs that came from my high school with ever since seventh grade, so we paddled around now. Chipper was captain of a rugby team and Johnny Kovacs was captain of a soccer team. Maybe after his second year there. So they were both very outgoing and very smart. So they were like my brothers there, I think. I was very lucky. Their friends became my friends. So you're kind of taken care of. Now my roommate Josephine had Joe. We called her, had her brother Joe there. So in a way, we both had extended families there. I would call, I would call Chipper. That was James Ben, he's a doctor now. And my other friend Johnny is a teacher in the high school that we both graduated from. So. I think I was very lucky that I had male friends there,

00:26:58 Speaker 2

For did you ever experience anything that people who didn't have male friends there had to put up with or — ?

0:27:04 Speaker 1

Our roommate and not our roommates, but the women into in the next room to us?

They had two different religions and one was very conservative and one was very liberal and the very liberal one got called all kinds of awful names and just hit on all the time. And the very conservative one got called names too. They didn't room together for very long.

She's doing an interview? Yeah.

00:27:32 Background Speaker

An interview.

00:27:37 Speaker 1

She is. It's for her history class. Sure you can come in.

00:27:45 Speaker 2

And then just how did. How did the female students treat one another? I mean, was it more of a cooperative type situation or more of a competitive situation?

00:27:51 Speaker 1

It was both

It was both.

00:27:56 Speaker 2

[Cross talk] Was it –

00:27:56 Speaker 1

In physics class? My physics colleague lived across the hall from me and she was an E major. Brilliant, very outgoing too. So we did our physics labs together and her friends were in a fraternity. So we got. We were able to network the whole fraternity thing through each other. You know for the labs and and help and and stuff like that. So mostly I would say it's cooperative. There were so few of us there. But there was some some. Competitive stuff going on. Mostly it was social.

00:28:34 Speaker 2

Right. So yeah.

00:28:35 Speaker 1

It was social competitive stuff.

00:28:36 Speaker 2

Social was more competitive and the academic was more cooperative. What kind of social competition?

00:28:44 Speaker 1

Well, just like our neighbors.

Our neighbors next door, you know the fact that they would label either women is not a good thing, you know, and then like the women that room together, you would think they would be together.

00:28:58 Speaker 2

So it was kind of women labeling women.

00:29:00 Speaker 1

Yeah. Which is still unkind today.

Instead of just accepting people for where they are but academic, you wouldn't have survived unless you helped each other and had male friends too, I think. And no matter how bright you are. There was something else, so we had.

My roommate and I were mostly just the only freshman on a [inaudible], so there's a little initiation going on there too, and.

The women across the hall from us were sophomores, and one had been a cab driver and she had a machete and she would get drunk and go up and down the hallway with.

Machete kind of harmlessly, but still, her roommate was wonderful. Very smart. I think she was economics major, and we would play with each other. They would stand, they would stack cans of soda, empty cans and fill with water against our doorway.

00:30:02 Speaker 1

Because we're the freshman and I always got up early to jog, so I would open the door, get a chair, leap over the cans, and then I wake up my roommate and we put all the cans against the other door. [They laugh]. But we make them higher and load them more with water so that it was kind of like camaraderie thing too. The sophomores you could hear them yelling and screaming. Oh no.

You Know. So there was that play going on too. I had three sisters growing up, so it was really very natural for me to.

Play with other women.

00:30:31 Speaker 2

[Cross talk] Right.

00:30:32 Speaker 1

But my my dad was a Boy Scout leader, so it's pretty natural to do the buddy thing too.

00:30:38 Speaker 1

I think I was lucky. I I saw women that were isolated at Union and walked to class by themselves come home by themselves, studied by themselves, and we tried to reach out to everybody. But you're young too, so you don't always know the best way to reach out to people.

00:30:55 Speaker 2

Just your social experience. Do you think that your academic experience was hurt or helped significantly in either way by the gender dynamic on campus?

00:31:11 Speaker 1

That's a good question. I think the first couple of years of college, it's hard to tell if it's the gender or if it's adjusting to college. So I'm 17, just turning 18. I'm working 40 to 60 hours a week and I come from pretty much a straight a background, good public school.

But my grades didn't come up to Dean's list quality until junior and senior year, so I think some of it was adjusting to college.

00:31:39 Speaker 2

And then after that adjustment period, do you think that it was there was any significant difference or?

00:31:44 Speaker 1

I think you learned fast on what professors you could go to and ask for help. Most of them, and you also learned.

What friends you would have too to help you out.

It took a couple of years.

And I think the scientists might have been a different experience than maybe.

English and history and the languages because I I took Spanish and French and when I was in those classes they were pretty evenly mixed.

Or not not the the such a difference as to women in an organic yeah.

00:32:26 Speaker 2

And then just also, your social experience, do you think that that was significant?

Really hurt or helped at all by the gender dynamic.

00:32:34 Speaker 1

I think both.

00:32:36 Speaker 1

I think if you come into college with strong women role modeling, you get so much from that you you see something and you aim for it and you go for it. Now here we were kind of making it up as we went beyond Doctor Britton in psychology.

And she was great. I don't. I don't know if she was there past 79, but she was great. And Doctor Bresca and in Biochemistry, that was it for female professors. Even in the other science, even in the other subjects. So I think role models are very important, so I think. That you learn something else. You learn how to survive. You learn how to make do and. You go, you just keep going on. I think it would have been better. Now I know that it looks like the chemistry department's half and half right now. And I think most of the accepting is half and half too, so. Yeah. Overall, I believe like an excellent education there. So. So the professors were still helping you out.

00:33:44 Speaker 2

And then I guess just.

Also socially, how did you personally feel about the women's liberation movement and the women's rights movement nationally at that time and — ?

00:33:57 Speaker 1

I thought it was great.

00:33:58 Speaker 2

Do you think that?

Affected your experience at all in college or?

00:34:03 Speaker 1

I think because I had been raised in rural New England, where we were supposed to be self-sufficient.

Yes, should you know how to sew? Absolutely. Should you be able to cook yourself?

Absolutely. Should I know how to fix that fence post? Yep. And can I put oil and change the tractor stuff? Yup, so?

The women's lib wasn't a new view for the way I was raised, but I do believe it was new view for a lot of other people.

My dad didn't believe that he never believed that women couldn't do everything because he he made us do as well.

We worked so hard. We'd be up there roofing and siding and doing that so.

And my mom was a 4H leader, so we were very civic oriented. So that helped a great deal.

00:34:52 Speaker 2

And then what was?

00:34:54 Speaker 1

I think having sisters helped a lot too.

00:34:58 Speaker 2

What was, I guess, the mood on the campus surname movement simulation.

00:35:03 Speaker 1

For women's Lib.

Some of them, they were like, oh, they it would be like as if you passed your hand over and dismissed it. Like this is stupid.

00:35:15 Speaker 2

Now is that.

00:35:16 Speaker 1

But it would never be personally directed to you. You know, if you were talking to one of your guy friends or a male professor they it would never be said.

Ohh that's stupid to something. Yeah, but they would make fun. They would make women's jokes and make fun of women's Lib.

And say the only good thing about it was burning of the bras for obvious reasons, so it wasn't taken seriously as a whole.

But if you went on a personal level, then I needed this or that or that you could. You could have that done so.

I think it was convenient for people to dismiss it. I thought it was great cause it was the way. I've been raised. Everybody should respect everyone else and do their best.

00:36:01 Speaker 2

And then just I guess now looking back, were there any benefits or problems women on campus that you don't really don't think that you recognized until after you weren't no longer at Union after you graduated?

00:36:18 Speaker 1

Yeah, let me think about this.

I think that like I said before, the fraternity network really helped men out a lot.

They had older brothers there, so to speak, and telling them you need to study for this professor, this, this and this. Don't worry about that final concentrate on this final. Here's the lab I did last month or last term.

So that's a very big disadvantage being one few women on campus that has all fraternities now. The obvious thing is your social advantage. So this is a good one way and then not so good the other way.

So what did? What's the benefit out of everything? There's a benefit. Well, we became a lot stronger and we.

I've never heard of anyone coming from a Union education and not saying it was a fine education.

When I was a student manager at the Rathskeller, I'm a petite woman and I'm bossing all these people around and some of them are drunk and some aren't. So that helped me a lot dealing with people and being a teacher. I was a teacher at 21 and so my students were 19 because it was at a private school for went up to junior college, so being able to handle myself among young men and being an authority figure, to young men, you need to grade that way.

So yes, it was a disadvantage not to have those female role models, and it was a disadvantage not to have sorority. But you learn to.

Do your best. Then you learn to become the authority figure to them so. It set me up great for teaching.

If you're not every hardship, there's something good it makes you Stronger.

00:38:17 Speaker 2

Yeah, definitely. Actually, no, definitely.

00:38:21 Speaker 1

It definitely makes you stronger, wiser, smarter.

00:38:21 Speaker 2

Believe that, yeah.

00:38:24 Speaker 1

And hopefully more compassionate.

00:38:27 Speaker 2

If you had the opportunity to make the decision all over again, would you still go? To Union.

00:38:32 Speaker 1

Oh yeah, absolutely.

And pray for a few more of.

My sisters.

I would definitely go to Union.

Every day when I teach my classes, I think of something I learned at Union Carl George. He's a professor of ecology and ethology, and I had him in grad school.

And he was such a fine role model, whether it was from journal writing, which is just asking those really difficult questions, and because he asked those difficult questions. One, he was a great professor for me, but he also role modeled how to be a really great teacher.

And he wasn't the only one. There was so many fine professors there. He stands out.

Tweedy styles.

He's great. He was my roommates advisor.

00:39:21 Speaker 1

Lambert Professor Lambert, just so many fine professors and because they were fine teachers, I believe they helped me be a really fine teach.

00:39:31 Speaker 2

And then just after college, I mean what you went on to teach.

00:39:38 Speaker 1

I graduated in June tenth.

I was gonna bring my diplomas cause I worked really hard for those bachelors and that masters and three weeks later I'm teaching summer school in Stockbridge Mass at a private school.

00:39:52 Speaker 2

As you get your masters in —

00:39:54 Speaker 1

[Cross talk] In science teaching –

00:39:56 Speaker 2

And that's what you went back and –

00:39:57 Speaker 1

[Cross talk] Now I got my bachelors 1st and I started working at private school, teaching math and science.

And and I did that in Western mass for four years, I believe. And then I came back to New York State. Started teaching in another private school was a department chair for a single sex private School for Girls, which was a really good experience.

And then got my masters that went back to Union. They were just starting their MAT program, but they had their MST program. So that was for teachers who were already certified, which I was to take more science courses. So I feel really fortunate. I got even more science courses in and the more you know, the better the teacher you're gonna be.

00:40:41 Speaker 2

Then you got your masters.

In '88.

00:40:43 Speaker 1

And I started in '88. I finished in '92.

00:40:51 Speaker 1

I got to walk through the '95 ceremony though, because I didn't get two in '92. I got to be put in the 95 bicentennial. My children were seven and eight and I wanted them so badly to see their mom go across and get her masters. I wanted to role model for my kids and they did. They saw that. [They laugh].

00:41:13 Speaker 2

That's awesome. And then you've been teaching here since then?

00:41:14 Speaker 1

I've been teaching since '91 here.

00:41:18 Speaker 1

So I've been in New England, New York, public and private co-ed, and single sex. I've been in this co-ed public school for the last nine years.

It didn't really matter where I taught. I just always loved it. It's teaching always been like water to me. It's like I can't.

Live without it. So Union gave me a great background in teaching great liberal arts, but also great great background ground for teaching math and science.

00:41:44 Speaker 2

And then anything else that I've missed or forgotten to ask about that you'd like to add ?

00:41:50 Speaker 1

Family is really important. Family and friends are really important for people's success.

And I think if you do the basics. You eat right. You have fresh air, fresh water. You exercise, you sleep and you have joy with your family and friends. Every single day. I think your life will go fine.

I think it's much more important to do the soulful work and not the materialistic work always.

People from when I from when I graduated, more of us went to do work that was fulfilling then materialistic.

So I see a lot of people and when Union stickers on really old cars, I think it was the next 10 years after that that started into like high money. And in this manner.

You knew was always very good and they still are today about doing for others, right? What's that program they started in the?

00:42:59 Speaker 2

Oh, the Oh yeah,

00:43:00 Speaker 1

On Seward Ave

00:43:02 Speaker 2

The it's the We Care About You Schenectady, Schnectady2000 and college park community

00:43:07 Speaker 1

Yeah. So I think that Union gave us a very good sense or or further our sense of civic duty.

00:43:15 Speaker 1

And that's so important for a culture, for our country.

00:43:19 Speaker 1

For people, I think to be successful in in their life and I measure success.

00:43:26 Speaker 1

On the emotional level, not on the material level well.

00:43:32 Speaker 2

I'm going to –